

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Scotia Union School District

CDS Code: 12630246008155

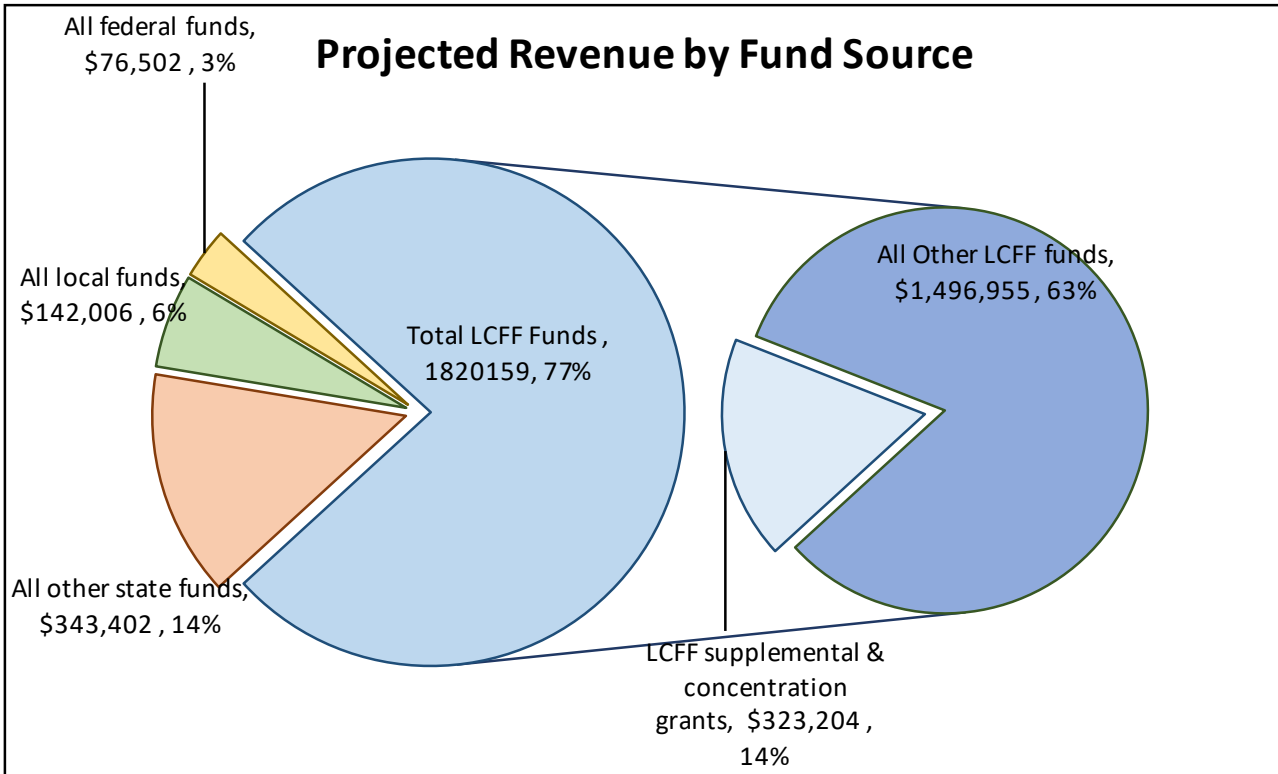
School Year: 2021 – 22

LEA contact information: Amy Gossien agossien@scotiaschool.org (707)764-2212

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

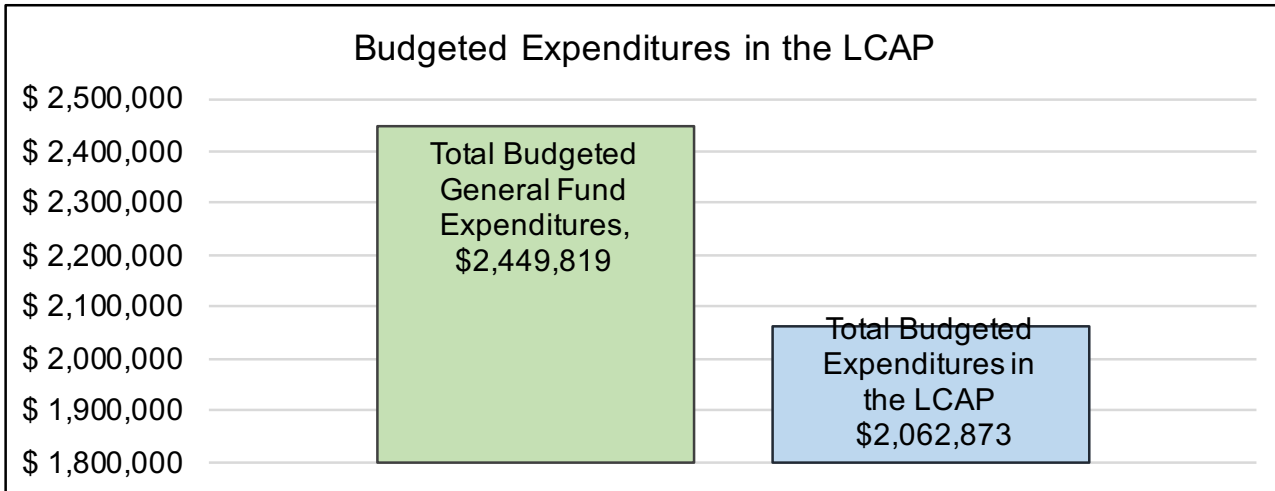


This chart shows the total general purpose revenue Scotia Union School District expects to receive in the coming year from all sources.

The total revenue projected for Scotia Union School District is \$2,382,069.00, of which \$1,820,159.00 is Local Control Funding Formula (LCFF), \$343,402.00 is other state funds, \$142,006.00 is local funds, and \$76,502.00 is federal funds. Of the \$1,820,159.00 in LCFF Funds, \$323,204.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Scotia Union 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.

Scotia Union School District plans to spend \$2,449,819.00 for the 2021 – 22 school year. Of that amount, \$2,062,873.00 is tied to actions/services in the LCAP and \$386,946.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

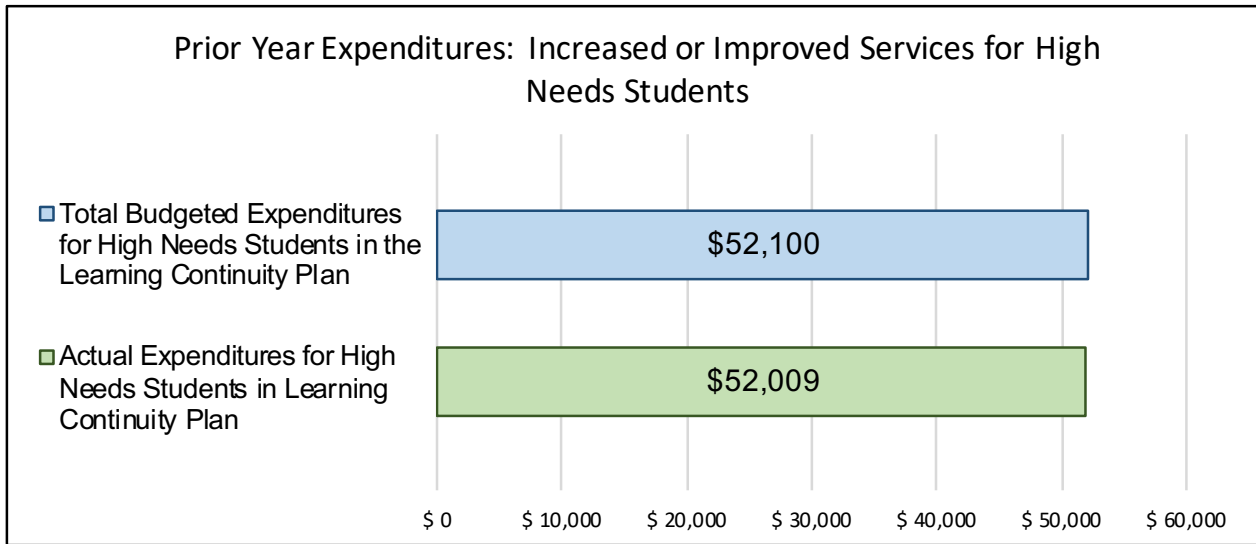
General Fund Budget Expenditures not included in the LCAP are: District Office expenditures, audit, legal, insurance, CSD fees, inter-LEA contracts & services, On-Behalf Pension Contributions.

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

In 2021 – 22, Scotia Union School District is projecting it will receive \$323,204.00 based on the enrollment of foster youth, English learner, and low-income students. Scotia Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Scotia Union School District plans to spend \$550,408.00 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 Scotia Union 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 Scotia Union 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, Scotia Union School District's Learning Continuity Plan budgeted \$52,100.00 for planned actions to increase or improve services for high needs students. Scotia Union School District actually spent \$52,009.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$91.00 had the following impact on Scotia Union School District's ability to increase or improve services for high needs students:

The difference of \$91 did not impact the actions and services and the overall increased or improved services



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
Scotia Union School District	Amy Gossien Superintendent	agossien@scotiaschool.org (707) 764-2212

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

Increase student achievement levels by offering a broad course of study that improves 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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Dibels Assessment: Goal is to Decrease % "At Risk" by 3%</p> <p>19-20 Assessment Goal: Decrease At Risk Beginning of year: 59.5% At risk Middle of year: 53.5% At Risk</p> <p>Baseline 2016--2017 Beginning of year: 51% At risk Middle of year: 58% At Risk</p>	<p>MET: Beginning of year: 50.2% At Risk MET: Middle of year: 42.8% At Risk</p>
<p>Metric/Indicator Accelerated Reader Goal is to Increase "Average Correct" by 3% and Increase "At/Above 85%" by 3%</p>	<p>MET: Average Correct: 85% NOT MET: At/Above 85%: 41%</p>

Expected	Actual
<p>19-20 Increase Average Correct: 85% Increase At/Above 85%: 42%</p> <p>Baseline 2016-2017 AR: Average Correct: 79% At/Above 85%: 36%</p>	
<p>Metric/Indicator Accelerated Math Goal will be determined based on 2017/18 school year baseline.</p> <p>19-20 Accelerated Math will not be used in the 19/20 school year</p> <p>Baseline Accelerated Math was purchased part of the way through the 2016/17 school year. Full implementation in the classrooms has not occurred therefore a baseline for the beginning and middle of the year will be determined starting with the 2017/18 school year.</p>	<p>N/A Accelerated Math was not used in the 19/20 school year.</p>
<p>Metric/Indicator CAASPP: Goal is to increase % of students in "Standards Met" and "Standards Exceeded" by 10%.</p> <p>19-20 Math Goal Standards met: 34% Standards Exceeded: 20% Decrease distance from Level 3 by 5 points to 12.3 points below level 3</p> <p>ELA/Literacy Goal Standards met: 38% Standards Exceeded: 14%</p>	<p>Math Goal NOT MET: Standard Met: 27% Standard Exceeded: 18% Above level 3. At level 4. 15.7 points below standard. Increased 17.3 points</p> <p>ELA/Literacy Goal NOT MET: Standard Met:41% Standard Exceeded: 9% At level 3. 17.7 points below standard. Increased 9.8 points.</p>

Expected	Actual
<p>Decrease distance from Level 3 by 13 points to 3.6 points below level 3</p> <p>Baseline 2016--2017 School wide results for 155 students: Math Standards not met: 23% Standards nearly met: 42% Standards met: 25% Standards Exceeded:11% Distance from Level 3: 27.3 pts . This is an increase of 36.4 pts from the prior year</p>	
<p>Metric/Indicator GPA: Goal is to Maintain 6th through 8th grade GPA above 3.00</p> <p>19-20 Maintain over 3.00 GPA</p> <p>Baseline 2016--2017 GPA: 2.97</p>	<p>MET: GPA was 3.14</p>
<p>Metric/Indicator Parent Survey: Goal is to Maintain above 90% positive rating.</p> <p>19-20 Maintain above 90% positive rating</p> <p>Baseline 2016-2017 Rating: 92% Positive</p>	<p>MET: 93% positive rating on local parent survey.</p>
<p>Metric/Indicator Teacher Misassignment: Maintain 0% misassignment.</p> <p>19-20 0% miss-assignment</p> <p>Baseline 2016--2017: 0% miss-assignment.</p>	<p>MET: No teachers were misassigned, all were properly credentialed based on personnel records.</p>

Expected	Actual
<p>Metric/Indicator Student Access to Instructional Materials: Goal: Maintain 100%</p> <p>19-20 100%</p> <p>Baseline 2016-2017: 100%</p>	<p>MET: All students had access to CCSS-aligned instructional materials.</p>
<p>Metric/Indicator CCSS: Adopted CC Instructional Curriculum: All students have access to CCSS in math and ELA</p> <p>19-20 All students have access to CCSS in math and ELA</p> <p>Baseline 2016-2017: All students have access to CCSS in math and will have access to ELA in 17- 18.</p>	<p>MET: All students had access to CCSS based curriculum in math and ELA.</p>
<p>Metric/Indicator Agendas for Early Release PD and CCSS Alignment All teachers will participate in PD dealing with effective methods of CCSS implementation.</p> <p>19-20 All teachers will participate in PD on how to effectively implement CCSS in the classroom</p> <p>Grades TK through 3 will uses Common Core standards based report cards.</p> <p>Baseline 2016-2017: All teachers will participate in PD on how to effectively implement CCSS in the classroom Grades TK through 3 implemented the use of standards based report cards.</p>	<p>MET: Teachers attended PD on how to effectively implement CCSS in the classroom. CCSS based report cards used in TK-3 reflect implementation of CCSS in primary grades.</p>
<p>Metric/Indicator</p>	<p>MET: All students, including low income students and students with disabilities, were provided access to a broad course of study,</p>

Expected	Actual
<p>Calendars and Class Schedules: All students, including SWD, have access to a broad course of study, which includes GATE Music, Art, Sports, and enrichment activities.</p> <p>19-20 All students, including SWD, have access to a broad course of study, which includes GATE, Music, Art, sports and enrichment activities.</p> <p>Baseline 2016-2017: All students, including SWD, have access to a broad course of study, which includes GATE, Music, Art, sports and enrichment activities.</p>	<p>including GATE, music, art, sports, and enrichment activities evident in class schedules.</p>
<p>Metric/Indicator Student recognition: Students will be able to receive a variety of social and academic monthly, quarterly and year end awards.</p> <p>19-20 All students are able to receive a variety of social and academic monthly, quarterly and year -end awards.</p> <p>Baseline 2016-2017: All students are able to receive a variety of social and academic monthly, quarterly and year end awards.</p>	<p>MET: All students received recognition for social and academic achievements documented in school records (spreadsheet of awards presented)</p>
<p>Metric/Indicator Percentage of goals reached by IEP students: Goal is to Increase by 3% goals Met vs. Not met by our SWD.</p> <p>19-20 74% of the IEP Goals met</p> <p>Baseline 2016--2017: 65% of the IEP Goals were met.</p>	<p>MET: 78% of goals met</p>
<p>Metric/Indicator CELDT/ELPAC: Re- designation OF EL Students: Goal is to Increase Re-designation % after student participates for 5 years.</p>	<p>NOT MET: 15% redesignation rate</p>

Expected	Actual
<p>19-20 20% Re-designation</p> <p>Baseline 2016--2017: 0% Re-designation</p>	
<p>Metric/Indicator EL Intervention: Goal is to Maintain 100% of EL students receiving services</p> <p>19-20 100% of EL students receiving services</p> <p>Baseline 2016--2017: 100% of EL students receiving services</p>	<p>MET: 100% of EL students received pull-out ELD instruction and academic support in classrooms</p>
<p>Metric/Indicator English Learner Progress</p> <p>19-20 EL meeting ELPAC Criterion increase by 1%</p> <p>Baseline English learners meeting CELDT criterion: 51%</p>	<p>As 2017-2018 was the first year the ELPAC was administered, there is no prior year comparison to determine growth. Baseline for 2017-2018: 25% of EL students at Level 1, 25% of EL students at Level 2, 38% of EL students at Level 3, 13% of EL students at Level 4.</p> <p>NOT MET: Level 1: 30% Level 2: 40% Level 3: 20% Level 4: 10%</p>
<p>Metric/Indicator All EL students have EL Development pullout support and access to CC aligned instruction</p> <p>19-20 100% of EL students receive support and have access to CC ELA/ELD aligned instruction</p> <p>Baseline 2016--2017: 100% of EL students receive support and have access to CC ELA/ELD aligned instruction</p>	<p>MET: 100% of EL students receive support and have access to CC ELA/ELD aligned instruction</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic assessments and support opportunities for students.</p> <p>1a. Computer Programs: Accelerated Reader K-8, DIBELS, Type to Learn</p> <p>1b. Dibels Coordinator Stipend</p> <p>1c. Textbook Coordinator Stipend</p> <p>1d. Computers for use by unduplicated students who do not otherwise have regular access to updated technology</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 2528</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 609</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 609</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 12365</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 3989.45</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 602.65</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 602.65</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 10924.30</p>
<p>Implementation of Common Core Standards:</p> <p>2a. Teachers will prepare students to be college and/or career ready.</p> <p>2b. Purchase appropriate technology to match Common Core needs.</p> <p>2c. Professional Development to focus on English Language Arts and Math</p>	<p>Teacher salaries and benefits 1000-1999: Certificated Personnel Salaries LCFF Base 688,938</p> <p>4000-4999: Books And Supplies Lottery 5,000</p> <p>5000-5999: Services And Other Operating Expenditures Low Performance Students Block Grant 2000</p>	<p>Teacher salaries and benefits 1000-1999: Certificated Personnel Salaries LCFF Base 766949.62</p> <p>4000-4999: Books And Supplies Lottery 2821.43</p> <p>5000-5999: Services And Other Operating Expenditures Low Performance Students Block Grant 2305.24</p>
<p>3a. Teachers will prepare students to be college and/or career ready. Pull -out intervention will be administered by the EL coordinator or designee. Translation of documents and interpretive services will be provided to EL student families as needed. The after school program will coordinate with the EL coordinator to meet the needs of EL students who attend the program.</p> <p>3b. Purchase EL intervention materials as needed. This will include materials for a pull out program with the EL coordinator as well as</p>	<p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 2 4000-4999: Books And Supplies LCFF Supplemental and Concentration 700</p> <p>Included in Goal 1 Action 2 1000-1999: Certificated Personnel</p>	<p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 2 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>regular education classroom materials to assist the EL students. Purchase EL testing materials. 3c. EL Coordinator stipend</p>	<p>Salaries LCFF Supplemental and Concentration 913</p>	<p>Supplemental and Concentration 602.65</p>
<p>Foster Youth and low -income student academic performance</p> <p>4a. Purchase materials and supplies specifically targeted to improve Foster Youth and low -income student academic performance and social building skills.</p> <p>4b. Foster Youth liaison</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 2500</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 500</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 731.52</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 601</p>
<p>Teacher Collaboration</p> <p>Teachers will collaborate 2.5 hours per week to prepare students to be college and/or career ready; hold professional development to focus on English Language Arts and Math; share and develop instructional strategies to focus on EL, foster youth, and low income students.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 74,869</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 73061.30</p>
<p>Student Services</p> <p>School and District Secretary will devote time and resources to insure services are being provided to all students including EL, foster youth, and low income. This will include, but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 20%) of the secretary's time is spend going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms, giving student guidance on academic and social situations, making outside community resources and other needed services.</p>	<p>2000-2999: Classified Personnel Salaries LCFF 121,031</p>	<p>2000-2999: Classified Personnel Salaries LCFF 122,716</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Media tech will assist students to promote higher level learning opportunities and promote research and literacy skills, as well as provide enrichment.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 3413	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5147.90
Superintendent/Principal will devote time and resources to meet the specific needs of all students, including low income students, foster youth, and English learners. Services will include, but are not limited to: arranging counseling services, contacting families regarding attendance, student nutrition, discipline, student study teams, financial counseling, academic assistance and serve as a liaison between the school and families.	1000-1999: Certificated Personnel Salaries LCFF Base 127,630	1000-1999: Certificated Personnel Salaries LCFF Base 127,630
Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly. Paraprofessionals will focus on EL, foster youth, and low income students during intervention time.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 80,458	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 79,080.74
After school Intervention All teachers provide after school Intervention to students in need of additional academic support.	Included in Goal 1 Action 2	Included in Goal 1 Action 2
Classroom Volunteer Training Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.	Included in Goal 1 Action 2	Included in Goal 1 Action 2
Tier 1 Intervention: Teachers provide academic intervention opportunities for students. They develop and evaluate instruction, assess and monitor student progress, and consider intervention strategies for students. Classroom paraprofessionals will assist students in academic and social assistance	2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 64,480 1000-1999: Certificated Personnel Salaries Special Education 139,248	2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 106374.77 1000-1999: Certificated Personnel Salaries Special Education 135,997.89

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>in the classroom and in small groups. Paraprofessionals are hired and utilized to work with children directly.</p> <p>12a. Classroom teachers work closely with the after school coordinator and ASES staff to determine what interventions, programs, and services ASES can provide to struggling students.</p> <p>12b. Resource teacher will assist classroom teachers in developing targeted intervention plans.</p>		
<p>Tier II and III pull out intervention:</p> <p>13a. Students requiring intervention beyond Tier 1 will be evaluated using data collected by the classroom teacher and Special Education teacher. Resource Teacher and Resource Paraprofessionals will be part time intervention instructors as time is available.</p> <p>13b. Intervention Instructor: students requiring intervention beyond Tier 1 will work with the intervention teacher. Students will be assigned based on an SST referral. Student Study Team Members: SST Coordinator, superintendent, teacher, parent.</p> <p>13c. Purchase intervention programs that are based on the needs of the students.</p>	<p>Included in Goal 1 Action 2</p> <p>1000-1999: Certificated Personnel Salaries Title I 18,515</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 1466</p>	<p>Included in Goal 1 Action 2</p> <p>1000-1999: Certificated Personnel Salaries Title I 15093.80</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p>
<p>Home to School Transportation: Provide transportation to all students including low income, foster and homeless youth, and EL population.</p>	<p>LCFF Supplemental and Concentration 23,969</p>	<p>LCFF Supplemental and Concentration 22,489.32</p>
<p>Home to School Transportation: Provide transportation to all students</p>	<p>Object 8988 Transportation 27,883</p>	<p>Object 8988 Transportation 27,883</p>
<p>Student Services</p> <p>School and Secretary will devote time and resources to insure services are being provided to all students including EL, foster youth and low income students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 20%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 8,681</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 3,730</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 8,681</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 3730</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Free/Reduced lunch forms; giving student guidance on academic and social situations; making outside community resources and other needed services.		
.2 FTE Music Teacher will work with low income, foster youth, and English learners to enable access to instruction in musical instruments and choir.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 11,625	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9922.53

Goal Analysis

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

Funds budgeted for Actions/Services that were not fully implemented in Goal 1 were used for additional online programs as well as the media technician position in Action 7. All other budgeted funds for Actions/Services were not fully expended due to the spring school closure. We did not need to order additional intervention materials, nor additional materials for our foster youth. Tier I, Tier II, and Tier III intervention was not provided to students from March - June due to the school closure and transition to distance learning. The music teacher came in under budget. Additional funds not expended on intervention and the music teacher were used to provide our low income, foster youth, and EL students with additional supports, devices, and meals during the school closure. Many of our low income, foster youth, and EL students do not live within walking distance of the school, therefore devices, hotspots, weekly work packets, and meals were delivered to our low income English learners, and foster families by staff members. Funds not expended on intervention and music were used to provide a high quality distance learning program for our students, including additional student support services provided by our certificated, classified, and classified after school program employees. The budgeted amount for our after school program was 65% lower than the actual expenditures due to increased funding for our after school program. The music teacher came in under budget.

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

The school closure in March, 2020, was challenging, yet the school had numerous successes, including providing devices to all students, including low income, foster youth, and EL. Devices were delivered to our low income, foster youth, and EL students by staff members, and staff members provided our families with training on setting up and utilizing the technology. School staff set up internet service to our low income, foster youth, and EL students during the school closure so these students could continue to participate in class with their peers. This included neighborhood wifi hubs as well as hotspots. The school also provided meals to all children,

including low-income, foster youth, and our English language learners.. School employees delivered meals to our low income, foster youth, and EL students on a daily basis through the spring school closure, including school breaks, in order to provide nutritious meals to our low income, foster youth, and EL students facing food instability. Teachers and paraprofessionals met with students online on a daily basis. The school secretary remained in contact with our low income, foster youth, and EL students' families with updates regarding meals, school provided wifi, devices, and meals, as well as the P-EBT program.

Goal 2

Promote the engagement of parents and students in the Scotia School learning community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Volunteer Sign- In Sheets: Goal is to Increase total number of classroom volunteers by 5%.</p> <p>19-20 classroom volunteers 18</p> <p>Baseline 2016--2017 Monthly average Classroom volunteers: 15</p>	<p>MET: monthly average classroom volunteers: 23</p>
<p>Metric/Indicator Attendance Records for Open house, Back to School Night: Goal is to Increase Family attendance by 2%.</p> <p>19-20 Attendance at school-wide events. Back to School Night: 104 Families Open House: 116</p> <p>Baseline 2016--2017 attendance at school wide events. Back to School Night: 98 Families</p>	<p>NOT MET: Attendance At Schoolwide Events Back to School Night: 102 families Open House: Open House was cancelled due to COVID 19 school closure.</p>

Expected	Actual
Open House: 110	
<p>Metric/Indicator Data from automated calls/emails:</p> <p>Goal is to Maintain or increase # of automated calls.</p> <p>19-20 Automated Family Contact Monthly Average: 4</p> <p>Baseline 2016-2017 Automated Family Contact Monthly Average: 2</p>	<p>MET: Automated Family Contact Monthly Average: 6</p>
<p>Metric/Indicator All Parents of Students with Disabilities (SWD) will attend yearly IEP's</p> <p>19-20 100% All parents or guardians of SWD will attend yearly IEP's</p> <p>Baseline 100% All parents or guardians of SWD attended the yearly IEP</p>	<p>MET: 100% All parents or guardians of SWD attended yearly IEP's</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase parent participation in the Scotia Parent Teacher Organization (PTO)</p> <p>Parent participation will increase through the following methods:</p> <p>1a. The Scotia Teachers, administration and staff will encourage parents to join and participate in the PTO; encourage parents to participate/register through social media, flyers and personal contact.</p> <p>1b. The District will send out automated phone messages announcing school activities.</p> <p>1c. Translate letters and notes sent home to Spanish when needed.</p>	<p>Included in Goal 1 Action 2 and 8 5000-5999: Services And Other Operating Expenditures LCFF Base 650</p> <p>Included in Goal 1 Action 6</p>	<p>Included in Goal 1 Action 2 and 8 5000-5999: Services And Other Operating Expenditures LCFF 0</p> <p>Included in goal 1 Action 6</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase Parent Volunteers in the classroom:</p> <p>2a. Send out automated messages through calls, texts and emails for class events</p> <p>2b. Survey parents on desire to volunteer</p> <p>2c. Professional Development for parent volunteers to be done by teachers</p> <p>2d. Translate letters and notes sent home to Spanish when needed.</p>	<p>Included in Goal 2 Action 1</p> <p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 6</p>	<p>Included in Goal 2 Action 1</p> <p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 6</p>
<p>Increase parent participation at special school events such as back to school night and open house.</p> <p>3a. Use automated Phone calls/emails/texts Monthly Newsletter announcement</p> <p>3b. Offer food at events paid for by PTO</p> <p>3c. Translate invitations and newsletters as needed</p>	<p>Included in Goal 2 Action 1</p> <p>PTO Sponsored Events PTO Sponsored Events</p> <p>Included in Goal 2 Action 6</p>	<p>Included in Goal 2 Action 1</p> <p>PTO Sponsored Events PTO Sponsored Events</p> <p>Included in Goal 2 Action 6</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.

Funds budgeted in Goal 2 were expended as budgeted.

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

The school closure in March, 2020, was challenging. Traditional means of gathering stakeholder input including stakeholder engagement meetings, including parents, students, and community members, had to be modified. The staff was determined to gather stakeholder input, and had numerous successes in doing so. In order to maintain contact with parents and families, teachers and school staff set up a weekly schoolwork pick up and drop off time. Parents and students talked with school staff during this weekly time, so stakeholders were able to continuously provide feedback, even while the school was closed to in person instruction. Meals

were served daily in front of the school. School staff used this time as well to check in and garner input from stakeholders. Meals, weekly schoolwork, and devices were delivered to our low income, foster youth, and EL students' homes who were unable to come to the school. School staff used this opportunity as well to gather stakeholder input from our families and community members.

Goal 3

Provide a safe, welcoming, and inclusive learning environment where students are connected and engaged in their education.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Community meeting feedback Increase percentage of families who attend Community input meetings by 5%.</p> <p>19-20 Community Input Attendance: 10</p> <p>Baseline 2016--2017 Community Input Attendance: 4</p>	<p>MET: Community Input Attendance: 11</p>
<p>Metric/Indicator District Generated Survey measures parent and student perceptions of school.</p> <p>Maintain over 90% positive feedback from district generated survey regarding Student Achievement, Student Engagement, School Climate, Parent Involvement, Student Safety, Course Access, and Connectedness to the School. The parent survey will be sent out via email and the Google docs link sent home in the May newsletter.</p> <p>19-20</p>	<p>MET: Parent and Community Climate Local Survey: 93% positive feedback</p> <p>NOT MET: Student feelings of connectedness and safety on California Healthy Kids Survey: 76% of Grade 5 students feel connected to the school. 76% of Grade 6 students feel connected to the school. 98% of Grade 7 students feel connected to the school. 75% of Grade 5 students feel safe at school. 72% of Grade 6 students feel safe at school. 95% of Grade 7 students feel safe at school.</p>

Expected	Actual
<p>Parent and Community Climate Survey: Maintain a minimum of 90% positive feedback</p> <p>Increase percentages of students that feel connected and safe at school on the CHKS by 3% until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback.</p> <p>Increase percentage of staff that feel connected and safe at school until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback.</p> <p>Baseline 2016-2017 Parent and Community Climate Survey Positive Feedback: 92%</p> <p>2015-16 California Healthy Kids Survey (CHKS): 75% of Grade 5 students feel connected to the school and 85% feel safe at school</p>	<p>MET: Staff California School Climate Survey Results: 95% of staff feel connected and safe at school.</p>
<p>Metric/Indicator Suspension rates as reported in CALPADS</p> <p>Maintain suspension rate below 2%</p> <p>19-20 Suspension Rate: 1.95% Expulsion Rate: 0.00%</p> <p>Baseline 2016-2017 Suspension Rate: 1.95% 2016-2017 Expulsion Rate: 0.00%</p>	<p>NOT MET: Suspension Rate: 3%</p>
<p>Metric/Indicator</p>	<p>MET:</p>

Expected	Actual
<p>Expulsion rates as reported in CALPADS Maintain Expulsion rate under 1%</p> <p>19-20 Expulsion Rate: 0.00%</p> <p>Baseline 2016-2017 Expulsion Rate: 0.00%</p>	<p>Expulsion Rate: 0.00%</p>
<p>Metric/Indicator Middle School Drop Out Rate Maintain 0 % Middle School Drop out Rate</p> <p>19-20 Drop-out rate: 0.00%</p> <p>Baseline 2016--2017 Drop-out rate: 0.00%</p>	<p>MET: Drop-out rate: 0.00%</p>
<p>Metric/Indicator Attendance Rate: Increase attendance rate by .05% annually until 97% rate is achieved.</p> <p>19-20 Attendance Rate: 94.87%</p> <p>Baseline 2016--2017 Attendance Rate:94.72%</p>	<p>NOT MET: Attendance Rate: 94.21%</p>
<p>Metric/Indicator Chronic Absenteeism: Lower percentage of those students who are chronically absent by 1% annually.</p> <p>19-20 Chronically Absent Students: 13.4%</p> <p>Baseline 2016-2017 Chronically Absent Students: 16.4%</p>	<p>NOT MET: Chronically Absent Students: 17.7%</p>
<p>Metric/Indicator FIT Report: Will report at 90% good annually</p>	<p>MET: FIT Report: 98.38%</p>

Expected	Actual
<p>19-20 FIT Report: 96.94%</p> <p>Baseline 2016--2017 FIT Report: 96.94%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Associated Student Body:</p> <p>Stipend for Classified Associated Student Body Coordinator. The Coordinator will work with students to train them to run a government organization, hold elections for officers, raise funds, and assist student-run school wide events.</p>	<p>2000-2999: Classified Personnel Salaries LCFF 601</p>	<p>2000-2999: Classified Personnel Salaries LCFF 601.77</p>
<p>Campus Condition:</p> <p>2a. Complete and publish our annual FIT report</p> <p>2b. Survey parents on school cleanliness and appearance</p> <p>2c. Clean and maintain the school building and campus. Devote staff time to landscaping</p> <p>2d. Utilize High Rock workers during school breaks to work on campus condition projects.</p>	<p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 8</p> <p>2000-2999: Classified Personnel Salaries LCFF Base 93,740</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base 11,609</p>	<p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 8</p> <p>2000-2999: Classified Personnel Salaries LCFF Base 76042.16</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base 800</p>
<p>Counseling Services:</p> <p>3a. Continue to make referrals to Remi Vista and Changing Tides</p> <p>3b. Maintain 0.2 school counselor</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 10,601</p> <p>3000-3999: Employee Benefits Title IV 10,000</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 20256.30</p> <p>3000-3999: Employee Benefits Title I 3856.96</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase art opportunities at school and in ASES program.</p> <p>4a. Professional Development for instructors and ASES staff</p> <p>4b. Invite guest artists to campus to work with students</p>	<p>4000-4999: Books And Supplies After School Education and Safety (ASES) 300</p>	<p>4000-4999: Books And Supplies After School Education and Safety (ASES) 0</p>
<p>Athletic Opportunities:</p> <p>5a. Maintain athletic program in grades 4th--8th to include: volleyball, soccer, basketball, and track and field.</p> <p>5b. Athletic Director Stipend</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base 6463</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base 1837</p>	<p>Classified Employees Sports Coaches 2000-2999: Classified Personnel Salaries Lottery 3517.33</p> <p>Certificated Employees Sports Coaches 1000-1999: Certificated Personnel Salaries Lottery 1354.68</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base 1837</p>
<p>Increase Attendance</p> <p>6a. Contact absent student families using the auto dialer and attendance staff</p> <p>6b. Increase frequency of SARB letters when necessary</p> <p>6c. Student issues that could result in attendance problems will be handled promptly</p> <p>6d. Superintendent/Principal will conference with parent/guardians of frequently absent students.</p>	<p>Included in Goal 2 Action 1</p> <p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 6</p> <p>Included in Goal 1 Action 8</p>	<p>Included in Goal 2 Action 1</p> <p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 6</p> <p>Included in Goal 1 Action 8</p>
<p>Increase School Pride</p> <p>7a. Incorporate all grade levels in athletic pep- rallies.</p> <p>7b. Designate "Spirit Days" as Fridays.</p> <p>7c. Have monthly prizes to classes with most spirit wear.</p> <p>7d. Encourage community service with students.</p> <p>7e. Increase opportunities for cross age tutoring.</p>	<p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 2</p>	<p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 2</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide high quality nutrition Program: The school will supply healthy and nutritious lunches that meet or exceed state and national nutrition guidelines to all low income students	7000-7439: Other Outgo LCFF Supplemental and Concentration 26,000	7000-7439: Other Outgo LCFF Supplemental and Concentration 36,000
Train entire staff on SecondStep	Included in Goal 1 Action 2 Included in Goal 1 Action 2	Included in Goal 1 Action 2 Included in Goal 1 Action 2

Goal Analysis

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

High Rock crew was not available for grounds maintenance due to the fire season. The campus grounds were maintained by school staff. Funds set aside for grounds maintenance were used to provide devices and nutritious meals to our low income, foster youth, and EL students.

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

The school closure in March, 2020, was challenging, yet the school had numerous successes, including providing devices to all students, including low income, foster youth, and EL. Devices were delivered to our low income, foster youth, and EL students by staff members, and families were trained on setting up and utilizing the technology. Internet service, was provided to our low income, foster youth, and EL students during the school closure so these students could continue to participate in class with their peers. The school also provided meals to all children, including low income, foster youth, and EL. School employees delivered meals to our low income, foster youth, and EL students on a daily basis through the spring school closure, including school breaks, in order to provide nutritious meals to our low income, foster youth, and EL students facing food instability.

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
Staff professional development on safely and effectively providing for learning loss and accelerating learning for all students, especially low income, EL, foster, and homeless students	15000	15487	No
Individualized school supplies for low income, EL, foster, homeless students	1500	1500	Yes
Technology - Laptops, Promethean ActivPanels, to enable access to instruction and curriculum	47000	46345	No
Additional Classroom Teacher to decrease class sizes in the primary grades	48000	33504	No
Protective Equipment and Safety Supplies (plexiglass, thermometers, signage, masks, hand sanitizer, fencing, classroom fans)	20000	19705	No
Sanitizing- supplies, additional custodial time	9000	9055	No
Additional Paraprofessional Time to provide academic support and accelerated learning for our low income, EL, foster, and homeless students	6100	6850	Yes
Intervention Teacher to provide intensive academic support to mitigate learning loss our our low income, EL, foster, and homeless students	4500	6807	Yes
Additional Counseling Time to provide social emotional support for our low income, EL, foster, and homeless students	10500	7352	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.

Additional classroom teacher was hired. Original budgeted amount was redirected to decreasing student learning loss, and increased cleaning and disinfecting services and materials and supplies to provide adequate social distancing. Additional counseling time was provided. A portion of the counselor's time was funded with supplemental/concentration funds. The intervention teacher's time was increased from the initial budget in order to provide more services to our low income, EL, and foster youth.

Analysis of In-Person Instructional Offerings

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

The 2020-2021 school year, overall, has been successful. The District offered families the choice of in person or distance learning for the 2020-2021 school year. Eight-five percent of our students attended school in person at the start of the year, and by the third trimester, eighty-eight percent of our students attended school in person. The biggest challenge was providing high quality instruction and support to our students in person synchronously with our students learning from home. In order to provide a more personalized learning opportunity for our at home learners, a distance learning teacher was utilized at the commencement of the second trimester. The District provided in person special education services, English Language Development services within the classroom, reading and math intervention sessions, and counseling supports. A part time intervention teacher was hired to assist those students who were in need of more intensive academic interventions, with a focus on our low income, foster youth, and EL students. A classroom teacher was hired in order to provide smaller class sizes for greater student/teacher interaction and engagement, as well as to meet social distancing requirements. Additional staff was hired in the cafeteria in order to provide the support necessary due to the additional workload of preparing daily grab and go student meals under the additional safety requirements due to COVID 19.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Translation Services for EL families regarding modes of learning options, requirements, technology troubleshooting, regular check ins	500	500	Yes
Staff professional development on safely and effectively providing for learning loss and accelerating learning for all students, especially low income, EL, foster, and homeless students	see actions for in person instruction		No
Technology - laptops, Promethean ActivBoards to enable access to instruction and curriculum	see actions for in person instruction		No
Additional classroom teacher to decrease class sizes in primary grades	see actions for in person instruction		No
Additional paraprofessional time to provide academic support and accelerated learning for our low income, EL, foster, and homeless students	see actions for in person instruction		Yes
Intervention teacher to provide intensive academic support to mitigate learning loss our our low income, EL, foster, and homeless students	see actions for in person instruction		Yes
Additional counseling time to provide social emotional support for our low income, EL, foster, and homeless students	see actions for in person instruction		Yes
Chromebooks, Chrome Licensing, Charging Carts, wifi access for our low income, EL, foster, and homeless students to access curriculum and instruction	23000	23000	Yes
Individualized school supplies for low income, EL, foster, homeless distance learners	1000	1000	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.

There were no differences between planned actions and budgeted expenditures.

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.

Implementing a distance learning program was challenging, yet the school had numerous successes, including providing devices to all students, including low income, foster youth, and EL. Devices were delivered to our low income, foster youth, and EL students by staff members, and families were trained on setting up and utilizing the technology by school staff. Internet service was provided to our low income, foster youth, and EL students during the school closure so these students could continue to participate in class with their peers.

After the first midterm, a distance learning teacher was utilized in order to focus specifically on our students who chose distance learning. All instruction for distance learners was provided by a credentialed teacher at the level of quality and intellectual challenge as in-person instruction. This was achieved through daily synchronous instruction and additional individual and small group support as needed. All distance learning students received synchronous and asynchronous instruction and content in all subject areas five days per week. The distance learning teacher participated in professional development regarding online learning, and met regularly with classroom teachers to design standards based curriculum and instruction to support students learning from a distance, and to ensure they were receiving a robust, high quality education while at home. Content was aligned to grade level standards. All textbooks were state adopted, and were sent home with all distance learners. Special education, EL, intervention, and counseling services were also provided to our distance learners. Weekly work pick up and turn in took place for those families that preferred paper copies to electronic copies of work, and allowed a weekly time for the distance learning teacher to check in with students and parents in person. Daily attendance was recorded in our Student Information System, and distance learners were marked engaged or unengaged. Distance learners who were marked unengaged on any day were contacted by the distance learning teacher to determine why the student did not take part in the synchronous learning for that day, and if there are any barriers to the student's participation. If a distance learner was unengaged for three days, or 60% of any week, the Principal or her designee contacted the family to determine what barriers were preventing the student from participating in the distance learning program. The school secretary also regularly contacted families to check in and offer technical assistance, counseling and academic support services, as well as answer questions regarding the school meals program and the P-EBT program for our high needs students.

All grades' instructional minutes aligned to the requirements of SB98. Assignments were graded in a timely manner and students were provided feedback and additional support, as necessary. Students grades TK-5 were assessed six times per year using the Dibels reading assessment program. Students grades TK-2 were assessed three times per year using the Core Growth assessment system. Students grades 3-8 were assessed three times per year using the CAASPP interim assessment system. All students were also assessed using locally developed formative, benchmark and summative assessments in both language arts and math. Parents/guardians were formally notified of their student's progress at each midterm and at the conclusion of each trimester, as well as informally during Friday work pick up/drop off.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff professional development on safely and effectively providing for learning loss and accelerating learning for all students, especially low income, EL, foster, and homeless students	see actions for in person instruction		No
Intervention Teacher to provide intensive academic support to mitigate learning loss our our low income, EL, foster, and homeless students	see actions for in person instruction		Yes
Additional paraprofessional time to provide academic support and accelerated learning for our low income, EL, foster, and homeless students	see actions for in person instruction		Yes
Additional classroom teacher to decrease class sizes in primary grades	see actions for in person instruction		No

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

Additional classroom teacher was hired. Original budgeted amount was redirected to decreasing student learning loss, and increased cleaning and disinfecting services and materials and supplies to provide adequate social distancing. Additional counseling time was provided. A portion of the counselor's time was funded with supplemental/concentration funds. The intervention teacher's time was increased from the initial budget in order to provide more services to our low income, EL, and foster youth.

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.

At the beginning of the 2020-2021 school year, all students were assessed for learning loss. The District utilized diagnostic assessments which met the California Department of Education mandate for schools to provide diagnostic assessments that “can identify where students are in their learning within key content areas when they return to school so teachers can teach them most effectively.” All students were also assessed using locally developed formative, benchmark and summative assessments in both language arts and math. Also, students grades TK-6 were assessed six times per year using the Dibels reading assessment program. Students grades TK-2 were assessed three times per year using the Core Growth assessment system. Students grades 3-8 were

assessed three times per year using the CAASPP interim assessment system. Additionally, all 3rd-8th grade students were administered the CAASP in accordance with state testing. Students performing below grade level received Tier 1 instruction and interventions with the classroom or distance learning teacher and tier 2 instruction with the intervention teacher either in person or virtually to provide additional small group instruction and individual support. English Language Learners were assessed according to state guidelines, using local measures as well as the ELPAC. All parents/guardians were formally notified of their student's progress at each midterm and at the conclusion of each trimester, as well as informally at regular intervals for in person learners, and at weekly intervals for distance learners.

The district provided professional development and support for teachers and staff before and during the 2020-21 school year to address learning loss and accelerate learning progress. Four of nine teachers also participated in ongoing professional development facilitated by our county office of education, utilizing the The Distance Learning Playbook. These teachers facilitated school level professional development sessions based on the Playbook in regards to increasing student engagement, building consistency in delivery of instruction, building consistency in content and platforms, and developing feedback strategies to ensure student progress and continued engagement. All students, including low income, foster youth, EL, and those with special needs, participated in regular progress monitoring. Progress monitoring took place every 8-10 weeks, and additional supports were provided as necessary. For those students with IEPs, this reporting took place through the IEP process. The administrator and teachers analyzed progress monitoring data, noting student progress and necessary supports and adjustments. Students not making adequate progress were referred to The Student Success Team. This group was made up of representatives from all grade levels, as well as the resource specialist teacher, the intervention teacher, the school counselor, and English Language Development Coordinator. The SST met at regular intervals to analyze the progress of students targeted for additional support, as well as our EL, low-income, foster and homeless youth, and those students with exceptional needs.

Strategies for English Language Learners included designated supports provided by the English Language Learner Coordinator, teachers, and classified paraprofessionals. The administrator created a partnership with families to determine specific supports for their students.

The SST reviewed data to determine if the learning loss strategies in Tier 1, Tier 2 and Tier 3 were showing student improvement on benchmark assessments, surveys, and student engagement. Data was shared with the teaching staff in order for classroom teachers, the distance learning teacher, support teachers, and the resource program teachers, to make adjustments and provide additional supports. Stakeholder input was integrated into adjustments and provided supports. In conclusion, efforts to address pupil learning loss were successful, considering the the spring school closure and social and emotional issues students were faced with this year.

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.

Students, families, and staff expressed a great amount of uncertainty throughout the spring school closure and the 2020-2021 school year. School staff worked diligently to connect with students, but requirements around social distancing, masks, and distance learning caused challenges. Day to day interactions with students, families, and staff members were not able to be the same as in previous years, and a staff that prides itself on fostering a family-like atmosphere knew that students and staff would struggle with student connectedness at school. According to the California Healthy Kids Survey, 76% of 5th, 76% of 6th, and 98% of 8th graders feel connected to the school. Due to survey results and parent, student, and staff requests, the school counselor's time was increased from one to two days per week. This additional time was used for the counselor to meet with individuals and small groups. The counselor focused her time on our most vulnerable students, including our low income, foster youth, and EL students. The school counselor trained paraprofessionals to lead "listening circles", where our low income, foster youth, EL students, or any other students, my participate in peer to peer weekly listening groups. These groups help to provide additional support and a sense of community and belonging to some of our most vulnerable students. Our unduplicated students participating in distance learning were invited to come to the school for in person counseling services, or were offered counseling via video conference or phone call, whichever mode was best for families and students. The additional counseling time also gave the counselor time to meet with whole classes, and develop lunch and after school friendship groups as another way to reach our unduplicated students in need. The counselor was also able to meet with families and increase the number of referrals to outside agencies with the additional time.

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.

The District developed written procedures for tiered reengagement strategies for all pupils who were absent from distance learning for more than three school days or 60% of the instructional days in a school week. Student engagement status was tracked in the school information system. The tiered reengagement system included the School Attendance Review Team, made up of the distance learning teacher, the school secretary, school counselor, resource specialist teacher, student study team coordinator, and the school administrator. Reengagement strategies included phone calls, meetings, home visits, and referrals to the School Attendance Review Team, and the School Attendance Review Board. Outreach was provided to all pupils and their guardians in their language of preference. The district provided telephonic translation as needed. Distance learners' parents/guardians were offered weekly meetings with the teacher regarding their student's academic progress consistent with established practices and procedures for traditional in-person learning.

Throughout Spring, 2020, staff members kept track of student interactions and engagement, and documented strategies that were used successfully to increase student engagement and participation in distance learning. Staff members also noted follow up actions that would be needed in the fall, such as academic interventions and counseling support. These specific strategies and plans to keep these students engaged in distance learning were utilized during the 2020-2021 school year.

Family engagement and outreach was a challenge, but the school found success through frequent phone calls, home visits as necessary, written updates and communications, all call messages, opportunities for parent input at school meetings and on school surveys, as well as check ins with parents during student drop off and pick up times.

Analysis of School Nutrition

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

One of the school's major successes was our school meal program. The school provided nutritious meals to all children, including low income, foster youth, and English Learners. School employees delivered meals to our low income, foster youth, and EL students on a daily basis through the spring school closure, including school breaks, in order to provide nutritious meals to our low income, foster youth, and EL students facing food instability. Grab and go meals were provided to any/all students during the 2019-2020 spring school closure, and meals were also provided to all students, including distance learners, during the 2020-2021 school year. Students picked up their lunch and/or supper with their classroom cohort in grab and go fashion at the end of each school day (1:00), helping to reduce student interaction. School meals were served in sealed disposal containers, with all safety protocols in place for preparation, packaging, and service. The school hired additional employees in the cafeteria to help with the increased workload necessary to safely provide daily meals, and the school obtained all necessary waivers to provide meal service in these different formats. The school secretary also worked with our low income families to get the P-EBT card.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Additional cafeteria time to provide nutritious meals to our low income, EL, foster, and homeless students, who are experiencing food uncertainty	5000	5000	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.

Funds budgeted in this section were expended as budgeted. There were no substantive differences between the description of the actions or services identified and the actions or services implemented.

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.

Our school was fortunate to be able to offer in person instruction for the entire 2020-2021 school year, as well as a distance learning option, for those families that preferred distance learning. At the beginning of the 2020-2021 school year, 17% of our students were learning from home, and 83% of our students were learning in person. Based on parent input at stakeholder input meetings and on locally developed online and paper surveys, our stakeholders overwhelmingly supported the school’s decision to begin the school year in person with distance learning as an option. After completion of the initial reading skills (DIBELS) assessment in September, 51% of students 1st-6th grade were classified as needing “intensive support”, while 20% of these students were classified as not needing additional support. At mid year, the same group of students 43% were still in the “Intensive Support” category, while 29% were not in need of additional support. Utilizing combined data from the 3-8 graders’ CAASPP interim assessments results, 29% of the total students tested scored “Below Standard” on the interim English/language arts assessments, while 29.3% scored “Below Standard” on the interim English/language arts assessments during the 2020-2021 school year. In math, 24.25% of the total students tested scored “Below Standard” on the interim math assessments in 2019-2020, while 42.64% scored “Below Standard” on the interim math assessments during the 2020-2021 school year. Due to this increase in students scoring “Below Standard”. Academically, our students continue to need targeted support. We hired an intervention teacher and increased paraprofessional hours to help mitigate this learning loss. We plan to increase the intervention teacher’s hours in the 2021-2022 school year. We trained paraprofessionals on reading and math intervention strategies and assigned them to work with our low income and homeless students. We did not have ELPAC results from the 2019-2020 school year. Using local assessments and teacher input, our EL Coordinator trained paraprofessionals to provide targeted support to our EL students.

California Healthy Kids and California School Staff Survey results, as well as results from parent surveys, show that our students, staff, and parents, rate the school as safe. 76% of 5th graders, 84% of 6th graders, and 70% of 7th graders, 100% of staff and parents, feel the school is a safe place.

The data also shows that socially and emotionally, our students need additional support. On the above surveys, 27% of staff believe that “Student depression or other mental health issues are a moderate problem, and 67% of staff conveyed that they need additional professional development focused on providing the social, emotional, and developmental needs of youth. In response to what we have learned over the course of the 2020-2021 school year, we are adding an additional day of school-based counseling, as well as increasing our referrals to outside counseling agencies. We are also focusing time, resources, and staff professional development on the social and emotional well being for students and staff in the 2021-2024 LCAP. Through the experiences of this year, we also see the value of art and music for our students, and plan to continue providing classroom music as well as instrumental and vocal music classes, as well as devote resources to the arts in the 2021-2024 LCAP. Our nutrition program was an integral part of our students' well being, providing healthy meals to students. This service is especially valuable to our students with unique needs, many of whom face food instability. We will continue to support our nutrition program in the upcoming years.

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

Our school will continue to assess learning loss with locally applied measures, as well as standardized and computer-based assessments. The results from these assessments will be used to target our students who need additional supports both academically and social-emotionally. Our most vulnerable students, our students with unique needs, will be targeted for these additional supports, through the intervention program, counseling program, increased paraprofessional time, and after school intervention program. Certificated and classified employees will receive further professional development training on meeting the needs of our low income, foster youth, and English learners. Staff training will also focus on our students' social emotional health and wellbeing. Pupil learning loss has also taken place due to absences, as shown on the dashboard. Because of this, increasing attendance is addressed in the 2021-2024 LCAP.

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 were no substantive differences between the description of the actions or services identified and the actions or services implemented.

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.

Data that was gathered and analyzed while completing the 2019-2020 LCAP Annual Update and the 2020-2021 LCP was used in the development of the LEA's 2021-2024 LCAP.

Data Analysis:

After completion of the initial reading skills (Dibels) assessment in September 2020, 51% of students 1st-6th grade were classified as needing "intensive support", while 20% of these students were classified as not needing additional support. At mid year of the 2020-2021 school year, of the same group of students, 43% were still in the "Intensive Support" category, while 29% were not in need of additional support. This information was utilized in developing actions in the 2021-2024 LCAP, including paraprofessionals in the classroom, an intervention teacher, and after school intervention program.

Utilizing combined 2019-2020 data from the 3-8 graders' CAASPP interim assessments results, 29% of the total students tested scored "Below Standard" on the interim English/language arts assessments, while during the 2020-2021 school year, 29.3% scored "Below Standard" on the interim English/language arts assessments.

In math, in 2019-2020, 24.25% of the total students tested scored "Below Standard" on the interim math assessments, while during the 2020-2021 school year, 42.64% scored "Below Standard" on the interim math assessments. Due to this increase in students scoring "Below Standard" in math, and the stagnancy of scores in English/language arts, and based on stakeholder input, our students continue to need targeted academic support. This includes our EL students, who did not meet the ELPAC achievement nor the EL redesignation percentage goals in the LCAP, based on 2018-2019 data . Based on this information, EL achievement and EL redesignation rates are addressed in the 2021-2024 LCAP. Additionally, based on data and feedback, the LCAP includes an intervention teacher and increased paraprofessional hours to help mitigate this learning loss. We plan to increase the intervention teacher's hours in the 2021-2022 school year and train paraprofessionals on reading and math intervention strategies and assign them to work with our low income and homeless students. We did not have ELPAC results from the 2019-2020 school year. Using 2018-2019 ELPAC data, local assessments and teacher input from the 2020-2021 school year, our EL Coordinator trained paraprofessionals to provide targeted support to our EL students. This training and targeted support will be carried on into the 2021-2024 LCAP.

2020-2021 California Healthy Kids and California School Staff Survey results, as well as results from parent surveys, show that our students, staff, and parents, rate the school as safe. 76% of 5th graders, 84% of 6th graders, and 70% of 7th graders, 100% of staff and parents, feel the school is a safe place. The CHKS, CSSS, and local data also shows that socially and emotionally, our students need additional support. On the above surveys, 27% of staff believe that "Student depression or other mental health issues are a moderate problem, and 67% of staff conveyed that they need additional professional development focused on providing the social, emotional, and developmental needs of youth. In response to what we learned over the course of the 2020-2021 school year, and stakeholder input on 2021-2024 LCAP development, we are adding an additional day of school-based counseling, as well as

increasing our referrals to outside counseling agencies. We are also focusing time, resources, and staff professional development on the social and emotional well being for students and staff in the 2021-2024 LCAP.

Through the experiences of this year, we also see the value of art and music for our students, and plan to continue providing classroom music as well as instrumental and vocal music classes, as well as devote resources to the arts in the 2021-2024 LCAP. Our nutrition program was an integral part of our students' well being, providing healthy meals to students. This service is especially valuable to our students with unique needs, many of whom face food instability. Based on stakeholder feedback, we will continue to support our nutrition program in the 2021-2024 LCAP.

Instructions: Introduction

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

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

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

Annual Update

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

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	1,585,461.00	1,672,204.96
After School Education and Safety (ASES)	64,780.00	106,374.77
LCFF	121,632.00	123,317.77
LCFF Base	930,867.00	973,258.78
LCFF Supplemental and Concentration	265,536.00	276,423.31
Lottery	5,000.00	7,693.44
Low Performance Students Block Grant	2,000.00	2,305.24
Special Education	139,248.00	135,997.89
Title I	18,515.00	18,950.76
Title IV	10,000.00	0.00
Transportation	27,883.00	27,883.00
	27,883.00	27,883.00

* 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	1,585,461.00	1,672,204.96
	23,969.00	22,489.32
1000-1999: Certificated Personnel Salaries	1,065,293.00	1,134,255.77
2000-2999: Classified Personnel Salaries	382,597.00	405,891.67
3000-3999: Employee Benefits	20,601.00	24,113.26
4000-4999: Books And Supplies	24,859.00	18,466.70
5000-5999: Services And Other Operating Expenditures	14,259.00	3,105.24
7000-7439: Other Outgo	26,000.00	36,000.00
Object 8988	27,883.00	27,883.00
	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	1,585,461.00	1,672,204.96
	LCFF Supplemental and Concentration	23,969.00	22,489.32
1000-1999: Certificated Personnel Salaries	LCFF Base	818,405.00	896,416.62
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	89,125.00	85,392.78
1000-1999: Certificated Personnel Salaries	Lottery	0.00	1,354.68
1000-1999: Certificated Personnel Salaries	Special Education	139,248.00	135,997.89
1000-1999: Certificated Personnel Salaries	Title I	18,515.00	15,093.80
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	64,480.00	106,374.77
2000-2999: Classified Personnel Salaries	LCFF	121,632.00	123,317.77
2000-2999: Classified Personnel Salaries	LCFF Base	100,203.00	76,042.16
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	96,282.00	96,639.64
2000-2999: Classified Personnel Salaries	Lottery	0.00	3,517.33
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	10,601.00	20,256.30
3000-3999: Employee Benefits	Title I	0.00	3,856.96
3000-3999: Employee Benefits	Title IV	10,000.00	0.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	300.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	19,559.00	15,645.27
4000-4999: Books And Supplies	Lottery	5,000.00	2,821.43
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	12,259.00	800.00
5000-5999: Services And Other Operating Expenditures	Low Performance Students Block Grant	2,000.00	2,305.24
7000-7439: Other Outgo	LCFF Supplemental and Concentration	26,000.00	36,000.00
Object 8988	Transportation	27,883.00	27,883.00

* 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	1,423,660.00	1,527,938.76
Goal 2	650.00	0.00
Goal 3	161,151.00	144,266.20

* 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	\$161,600.00	\$146,605.00
Distance Learning Program	\$24,500.00	\$24,500.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$5,000.00	\$5,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$191,100.00	\$176,105.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$139,000.00	\$124,096.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$139,000.00	\$124,096.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$22,600.00	\$22,509.00
Distance Learning Program	\$24,500.00	\$24,500.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$5,000.00	\$5,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$52,100.00	\$52,009.00



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Scotia Union School District	Amy Gossien Superintendent	agossien@scotiaschool.org (707) 764-2212

Plan Summary [2021-22]

General Information

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

Scotia Union Elementary School District is a single school district located in Scotia, California. The District's one elementary school, Stanwood A. Murphy Elementary School, is a small school offering transitional kindergarten through eighth grade. Stanwood A. Murphy Elementary, also known as Scotia School, prides itself on offering a supportive, family-like learning environment that includes highly qualified teachers, music education, a departmentalized program for middle-school students, school based counseling services, a student-centered greenhouse, and an exemplary after school program. Our teachers provide rigorous research-based instructional strategies, state adopted curriculum, and the latest in technology, including interactive ActivPanels in each classroom, and 1 to 1 student devices, including Chromebooks and iPads, preparing our students for high school, college, and career. With changes in the formerly company owned town, the community of Scotia has changed, with many families moving out of town. Because of this, and the school's ability to offer traditionally small class sizes with paraprofessionals and other student supports, 53% of the school's students are enrolled via interdistrict transfer

agreements with other school districts. In recent years, the town of Scotia has experienced an increase in families moving into the small community, allowing the school that was once traditionally in unpredictable and declining enrollment to settle in at 189 students enrolled in grades TK-8th grade. Our student enrollment includes: 12 English Language Learners (6% of total enrollment), 34 students with disabilities (18% of total enrollment) and 133 students considered socio-economically disadvantaged (71% of total enrollment). Significant input from our stakeholders, including students, parents, staff, and community members, has informed and influenced this plan.

Reflections: Successes

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

Due to the spring, 2020 school closure due to the COVID-19 pandemic, the California School Dashboard does not include data from 2019-2020, but does indicate the school made significant growth from the 2017-2018 to the 2018-2019 school year. The school increased significantly in mathematics achievement, going from 33.1 points below the state standard to 15.7 points below the state standard. Along with the growth, the school still has room to progress, including in English/language arts, which also showed an improvement in distance from the state standard, with a changed level of “increased”, from 27.5 points below the state standard to 17.2 points below the state standard. Local data showed that 90% of parents believe their students are safe at school, and 90% of parents feel connected to the school, while 100% of staff feel both safe and connected.

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.

The California School Dashboard 2018-2019 Mathematics Indicator shows the status level for our students with disabilities as very low, with an average distance from standard of -110.2, a -1 decrease from the prior year. The school has developed a Special Education Plan to help close this achievement gap. In addition to the SEP, additional intervention support is being offered, both during and after school. The 2018-2019 Dashboard Chronic Absenteeism indicator is red, with an increase of 3.4% to 17.7% of the students chronically absent. 53.8% of our English Learners were classified as chronically absent on the 2018-2019 California Dashboard. This is a major area of need, as student must be present in school in order to learn and form relationships. School staff will focus on educating and supporting families and students, contacting them regarding absences, facilitating short term independent study contracts for students who will be missing 5 or more school days at one time, as well as utilizing the School Attendance Review Team and School Attendance Review Board processes as needed. School Climate is also an area of need, with suspensions in 2018-2019 up .6% from the previous year at 3%. Multi Tiered Systems of Support are being implemented, including social emotional learning and well being, in response to this need.

LCAP Highlights

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

The 2021-2024 LCAP includes student academic supports, including small class sizes, highly trained and qualified teachers, paraprofessionals, and intervention programs during and after school. The LCAP also focuses on providing a broad course of study, including a music teacher, visual and performing arts opportunities, physical education, and extra curricular activities including GATE enrichment classes, sports, and clubs. Goal 2 focuses on school climate, and includes implementation of a multi tiered system of support, including support for our EL students through EL services, translation, and attendance support; our low income students, including home to school transportation, free meals, free After School Education and Safety program, counseling, and training for all staff on Social Emotional Learning strategies and support; our foster and homeless youth, with a designated foster youth liaison and school resources and employee time dedicated to meeting the needs of foster and homeless youth, and a special education program, including additional after school intervention time and staff collaboration time, to meet the needs and close the performance gaps between all students and our students with disabilities.

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.

intentionally left blank not applicable

Support for Identified Schools

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

intentionally left blank not applicable

Monitoring and Evaluating Effectiveness

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

intentionally left blank not applicable

Stakeholder Engagement

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

Due to the lack of community members allowed on campus due to COVID 19 restrictions, gathering input from community stakeholders had to be completed by new and diverse means. The school found success through frequent, regular phone calls to parents made by teachers and office staff. This outreach was provided to all pupils and their guardians in their language of preference. Opportunities for public input were also available at virtual meetings including monthly Board of Trustees meetings on the second Thursday of each month, and quarterly School Site Council meetings, held September 30, 2020, December 1, 2020, February 9, 2021, and April 13, 2021, and during biannual parent-teacher conferences in October, 2020, and March, 2021. Stakeholder input from parents of students with disabilities was gathered at Student Success Team and IEP meetings. Soliciting input at the conclusion of all IEP meetings allowed the opportunity for each child with exceptional needs to be represented in the stakeholder process. The school's EL enrollment count does not warrant an ELAC. Input from both certificated and classified staff was gathered at regularly scheduled bimonthly staff meetings. The Scotia Teachers' Association, the certificated bargaining unit, was consulted with as well on the development of this plan. The school also utilized locally developed paper and online surveys as well as surveys from the California School Climate, Health, and Learning Survey System. Locally developed paper and online surveys were distributed to school families periodically throughout the school year in their preferred language. The California School Parent Survey was made available to parents in the winter of 2020. Student input was gathered in the winter of 2020 through the California Healthy Kids Survey, completed by three grade levels, and a school wide student survey was also conducted in May, 2021. Students also provided input during weekly student council meetings and during weekly student listening groups sessions, facilitated by the school counselor and trained classified employees. These heterogeneous listening groups included our students with disabilities, our low income students, our foster and homeless students, and our language learners. During the 2020-2021 school year, school staff was able to garner input from families of distance learners during weekly student work drop off and pick up, which occurred every Friday, as well as during parent conferences in October, 2020 and March, 2021, and daily during student class and individual instruction time.

Due to COVID 19 restrictions, since the first day of school on August 31, 2020, all students attending school in person were required to check in prior to entering campus. During this daily check-in time, school staff elicited informal input from students, as well as parents as they dropped off and picked up their children at the daily health check station. ASES employees gathered informal input when parents picked up their children from the after school program. All parent input was gathered in the parent's preferred language. The school utilized a bilingual employee when appropriate, and hired a translator when appropriate, to communicate with parents in their preferred language, at all meetings, during all phone calls, and on all surveys. School staff members, including the after school program coordinator and ASES employees, provided input towards the development of this plan during biweekly staff meetings. A draft of this LCAP was presented at a public hearing on June 23, 2021, for additional stakeholder input.

A summary of the feedback provided by specific stakeholder groups.

Through the stakeholder input process, it was determined that the school's all students were most in need of academic support in language arts, but especially our students with disabilities. Our SWD scored significantly lower than all students in both math and language arts on the 2018-2019 CASSPP assessment. Stakeholder input also expressed the need for increased social emotional support. Based on parent and

student input, the events of the previous year have affected our students both academically and emotionally. Parents expressed the need for additional academic supports, including paraprofessionals in the classrooms, and intervention for students struggling academically. Parents, students, and staff all agreed smaller class sizes are imperative to student learning. Parents expressed the need for additional social emotional supports for our students, with requests for additional counseling time and services. Parents also expressed the need to keep the after school program intact. Parents expressed satisfaction with the school's technology device offerings and the school's meal program. Students provided input on the meals they would prefer for breakfast and lunch. Our low income parents were especially appreciative of the school offering free meals for all students, and the school's home to school transportation program. Parent, students, and staff all agreed on the need for increased visual and performing arts opportunities for our students. Parents, students, and staff all agreed on the need for the school's gymnasium building project to come to fruition in order to provide our students with a location for physical education classes during inclement weather, as well as extra curricular activities.

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

Due to stakeholder feedback, the LCAP includes a focus on the social emotional well being of our students and staff. In response to this feedback, funds are being designated for staff professional development and training, multi tiered systems of support implementation, and regular student recognition. In addition, stakeholder input was taken into consideration and the school counselor's time has been increased from .2 to .4 FTE. In response to stakeholder input and the performance gaps between all students and students with disabilities and low income students, funds are being designated for an intervention teacher position, after school intervention, and paraprofessionals in classrooms, with their hours based on the number of low income, EL, foster and homeless youth, and students with disabilities in a class. Stakeholder input was taken into consideration with the continuance of a music teacher, with an increase FTE from .2 to .225 FTE. Funds are also designated for additional visual and performing arts opportunities both during school and as extracurricular activities based on this feedback. Home to School Transportation will continue to be provided, as will free universal breakfast and lunch for all students, and free supper will be served through our ASES program, which will continue to fully operate, all of which were requests of the various stakeholder groups. Finally, the construction of the gym is moving forward, much to the delight of all stakeholders.

Goals and Actions

Goal

Goal #	Description
1	Offer a standards aligned broad course of study, taught by qualified teachers, that provides the foundation for college and career readiness in order to increase student achievement in the core instructional areas for all students, including low-income, homeless and foster youth, students with disabilities, and English Learners, as evidenced by increased annual standardized and local measures.

An explanation of why the LEA has developed this goal.

An analysis of available data, including data from the California School Dashboard, Local Measurement Tools, and Stakeholder Input, was used to develop Goal 1. Goal 1 addresses State Priorities 2, 4, 7, and 8. This goal addresses the LEA's continuing need to address access to standards based instruction and materials, in order to improve student achievement for all student groups, but in particular, our students with disabilities, low income, foster and homeless youth, and EL students. Goal 1 considers the needs of these groups, and in doing so, benefits all students school wide.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards-Aligned Instructional Materials as measured by School Board resolution regarding sufficiency of standards-aligned instructional materials.	2020-2021 DATA 100% of students have access to standards-aligned instructional materials				100% of students will have access to standards-aligned instructional materials
Fully Credentialed and Appropriately Assigned Teachers	2020-2021 DATA 100% of teachers are fully credentialed and				100% of teachers will be fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as measured by Personnel Records, SARC, Williams Reports	appropriately assigned				
Professional Development related to Common Core Standards, Next Generation Science Standards, Physical Education, and History/Social Science as measured by PD sign in sheets, certificates of completion, receipts of registration	2020-2021 DATA 95% of teachers participated in professional development related to Common Core Standards, Next Generation Science Standards, Physical Education, and History Social Science				100% of teachers will participate in training on standards aligned curriculum content and instructional practices
Staff Per Pupil Ratio as measured by Student Information System	2020-2021 DATA 18.9 students per teacher average				<20 students per teacher average
CAASPP Math Results Met or Exceeded Standards as measured by California School Dashboard	2018-2019 DATA Met or Exceeded Standards: 45.83% of All Students 5.88% of Students With Disabilities 46.43% of Socio Economically Disadvantaged Students				Met or Exceeded Standards: >53% of All Students >20% of Students With Disabilities >54% of Socio Economically Disadvantaged Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Results Points From Standard as measured by California School Dashboard	2018-2019 DATA Points From Standard: 15.7 points below standard - All Students 110.2 points below standard - Students With Disabilities 20.7 points below standard - Socio Economically Disadvantaged				Points From Standard: <10 points below standard - All Students <85 points below standard - Students With Disabilities <10 points below standard - Socio Economically Disadvantaged
CAASPP ELA Results Met or Exceeded Standards as measured by California School Dashboard	2018-2019 DATA Met or Exceeded Standards: 50.82% of All Students 23.53% of Students With Disabilities 47.67% of Socio Economically Disadvantaged Students				Met or Exceeded Standards: >58% of All Students >31% of Students With Disabilities >55% of Socio Economically Disadvantaged Students
CAASPP ELA Results Points From Standard as measured by California School Dashboard	2018-2019 DATA Points From Standard: 17.2 points below standard - All Students 77.7 points below standard - Students With Disabilities				Points From Standard: <10 points below standard - All Students <50 points below standard - Students With Disabilities <10 points below standard - Socio

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	23.7 points below standard - Socio Economically Disadvantaged				Economically Disadvantaged
CAASPP Science Results Met or Exceeded Standards as measured by California School Dashboard	2018-2019 NO DATA Available Baseline Data Will Be Gathered in 2020-2021				Met or Exceeded Standards: >50% of All Students >30% of Students With Disabilities >50% of Socio Economically Disadvantaged Students
Reading Achievement Level or Support Required as measured by DIBELS mid year results	2020-2021 DATA Mid Year Levels Students Grades K-6 43% Intensive Support 16% Strategic Support 41% Core Support				Mid Year Levels Students Grades K-6 33% Intensive Support 16% Strategic Support 51% Core Support
Grade Level Skills Mastered Total Skills Mastered by Grade Level in Math, ELA, Science, and Social Science as measured by MobyMax Cumulative Assessment Results	2020-2021 DATA Average Total Grade Level Skills Mastered - Grades 2-8 57% Skills Mastered				Average Total Grade Level Skills Will Be Mastered - Grades 2-8 >70% Skills Mastered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade Level Math Standards Met as measured by Math Shelf Cumulative Assessment Results	2020-2021 DATA 67% students grades TK-K math grade level met standard 34% students grades TK-K math grade level approaching standard				>80% students grades TK-1 math grade level will meet standard <20% students grades TK-1 math grade level approaching standard
ELPAC Summative Results as measured by EdData, student files	2018-2019 DATA Student ELPAC Levels 30% Level 1 40% Level 2 20% Level 3 10% Level 4				Students ELPAC Levels 20% Level 1 30% Level 2 30% Level 3 20% Level 4
EL Redesignation Rate as measured by ELPAC results, student files	2019-2020 DATA <10% of EL students redesignated FEP				20% of EL Students Will be Redesignated FEP
EL Programs and Services	2020-2021 DATA 25% of EL students received in person academic support above and beyond that received in the classroom				100% of EL students will receive in person academic support above and beyond that received in the classroom
Students With Disabilities Placement as measured by IEP Services Page	2020-2021 DATA <10% of Students With Disabilities receive services outside the general				<2% of Students With Disabilities will receive services outside the general education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	education classroom for more than 80% of the day				classroom for more than 80% of the day
Participation Rates in Arts Opportunities as measured by School Information System, local data	2020-2021 DATA 100% students grades TK-8 participating in Visual and Performing Arts Instruction 100% students grades TK-5 participating in music instruction 20% students grades 6-8 participating in band or choral classes 100% students grades TK-8 participating in art instruction and opportunities 20% low income, EL, Foster Youth or Homeless students in grades 6-8 participating in band or choral classes				100% of students grades TK-3 will participate in music instruction 40% students grades 6-8 will participate in band or choral classes 100% students grades TK-8 will participate in art instruction and opportunities 40% low income, EL, Foster Youth or Homeless students in grades 6-8 will participate in band or choral classes

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials	Purchase high-quality, standards-based curriculum and materials, including Next Generation Science Standards curriculum and materials and history/social science curriculum and materials, fund textbook coordinator	\$13,381.00	No

Action #	Title	Description	Total Funds	Contributing
2	Appropriately Credentialed Staff	Fund the hiring and retention of sufficient appropriately assigned, fully credentialed, and qualified certificated staff.	\$748,527.00	No
3	Special Education Services	Provide appropriate special education services to meet the needs of Students With Disabilities, including certificated teachers and classified support paraprofessionals	\$144,373.00	No
4	Intervention Services	Provide intervention staff and materials and supplies, targeted at EL, Foster Youth, and Low Income Students, based on regular assessments; fund DIBELS Coordinator	\$47,370.00	Yes
5	English Learner Support	Provide Support for English Learners, including assessment, targeted intervention, translation services, and connections to community support services; fund EL Coordinator	\$1,750.00	Yes
6	Staff Per Pupil Ratio	Fund the hiring and retention of an additional classroom teacher and classroom paraprofessional to better support our EL, Foster Youth, and Low Income Students	\$1.00	Yes
7	Paraprofessionals	Provide classrooms with paraprofessional to provide students with academic support, based on EL, Foster Youth, Low Income, and Students With Disabilities counts	\$246,301.00	Yes
8	Visual and Performing Arts	Provide Visual and Performing Arts opportunities for students, including low income, homeless and foster youth, by funding part time music teacher, visiting artists and performers, field trips and special events, and materials and supplies	\$13,135.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Technology	Provide appropriate technology needs to enhance student learning, including network, devices, maintenance of devices, programs/software/apps targeted at our EL, foster and homeless youth, students with disabilities, and low income students, as well as staff training to support learning goals; fund technology coordinator	\$30,832.00	Yes
10	Physical Education	Fund purchase of equipment, supplies, and training necessary to provide quality physical education program	\$2,000.00	No
11	Certificated Collaboration and Planning	Provide regular professional learning, collaboration, planning, and mentoring time for our certificated employees to focus on student achievement and necessary supports, with a focus on the unique academic needs of our EL, low income, foster and homeless youth, and students with disabilities	\$63,377.00	Yes
12	Library/Media Services	Fund part-time library/media specialist position in order provide library and technology support to students, focusing on our low income, foster and homeless youth, EL students, and students with disabilities, who otherwise may not have access to the wide array of books, resource, and technology, Fund Humboldt Educational Resource Center contract for access to additional specialized resources and services	\$6,970.00	Yes
13	After School Intervention	Provide after school intervention and support focused toward closing the achievement gap in math and language arts of our students with disabilities, low income, and EL Students	\$1.00	Yes
14	GATE	Support Gifted and Talented Enrichment activities, focusing on identification of EL, low income, and foster and homeless youth, for participation in enrichment opportunities, including assessment, instruction, materials and supplies, special projects; fund GATE Coordinator and instructors	\$2,140.00	Yes

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.

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide a safe, welcoming, inclusive learning environment and positive school culture both socially and emotionally, where all students, including low-income, foster youth, students with disabilities, and English Learners, and families, are engaged, healthy, and safe, as evidenced by standardized and local measures.

An explanation of why the LEA has developed this goal.

An analysis of available data, including data from the California School Dashboard, California School Climate, Health, and Learning Surveys, Local Measurement Tools, and Stakeholder Input, was used to develop Goal 2. Goal 2 addresses State Priorities 1, 3, 5, 6. This goal addresses the LEA's desire to create and maintain a school culture that values student and parent input, safety, and health, but social emotionally and physically. In order to address this goal, some actions are directed at specific student groups, who are most in need of increased and improved support and services, including our students with disabilities, low income, foster and homeless youth, and EL students. Goal 2 considers the needs of these groups, and in doing so, benefits all students school wide.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT)	2020-2021 DATA Facilities in "Good" Repair on FIT				Facilities will be in "Good" Repair on FIT
Increase School Meals Served as measured by CNIPS Monthly Reports	2020-2021 DATA Average Meals Served per Day Breakfast 76 - 40% of students Lunch 103 - 54% of students				Average Meals will be Served per Day Breakfast 94 - 50% of students Lunch 122 - 65% of students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Fitness Test (PFT) Results Students in Healthy Fitness Zone as measured by California State PFT Results	2018-2019 DATA % Students Scoring In Healthy Fitness Zone Body Composition 57.1% of 5th Grade Students 59.1% of 7th Grade Students Aerobic Capacity 66.7% of 5th Grade Students 59.1% of 7th Grade Students				% Students will be Scoring In Healthy Fitness Zone Body Composition >63% of 5th Grade Students >65% of 7th Grade Students Aerobic Capacity >72% of 5th Grade Students >65% of 7th Grade Students
Average Daily Attendance as measured by P2 Attendance Report	2019-2020 DATA Average Daily Attendance at P2 94.54%				Average Daily Attendance at P2 >95%
Chronic Absenteeism as measured by California School Dashboard	2018-2019 DATA 17.7% All Students 58.3% EL 19.6% Socio Economically Disadvantaged 10% Students With Disabilities				<10% All Students <25% EL <10% Socio Economically Disadvantaged <10% Students With Disabilities
Middle School Dropout Rate as measured by California School Dashboard	2020-2021 DATA 0 Middle School Dropouts				0 Middle School Dropouts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate as measured by California School Dashboard	2018-2019 DATA 3% All Students 0% EL 3.4% Socio Economically Disadvantaged 3.2% Students With Disabilities				<3% All Students 0% EL <3% Socio Economically Disadvantaged <3% Students With Disabilities
Expulsion Rate as measured by California School Dashboard	2018-2019 DATA 0% All Students				0% All Students
School Safety as measured by California School Climate, Health, and Learning Surveys, Local Surveys	2020-2021 DATA % Who Feel Safe or Very Safe At School All or Most of the Time 76% 5th Grade Students 84% 6th Grade Students 70% 7th Grade Students 100% Staff 95% Parents				% Who will Feel Safe or Very Safe At School All or Most of the Time >85% 5th Grade Students >85% 6th Grade Students >85% 7th Grade Students 100% Staff >95% Parents
School Connectedness as measured by California School Climate, Health, and Learning Surveys, Local Surveys	2020-2021 DATA % Who Feel Connected to and Welcome at School 80% 5th Grade Students 58% 6th Grade Students				% Who will Feel Connected to and Welcome at School >85% 5th Grade Students >85% 6th Grade Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	80% 7th Grade Students 100% Staff 90% Parents				>85% 7th Grade Students 100% Staff >90% Parents
Parent Involvement/Input at School Functions, including stakeholder input meetings and events, and including parents of EL, Socio Economically Disadvantaged, Homeless and Foster Youth, and Students With Disabilities as measured by Sign In Sheets, Attendance Logs, head counts	2019-2020 DATA Average Attendance at School Functions, including stakeholder input meetings and events 74% families represented at school wide functions (Back to School Night, Open House, PTO sponsored events, student performances) 20% families represented at stakeholder input meetings and events (School Site Council meetings, Scheduled Stakeholder Input meetings, School Board of Trustees meetings, Parent Teacher Organization meetings)				Average Attendance at School Functions, including stakeholder input meetings and events >80% families will be represented at school wide functions (Back to School Night, Open House, PTO sponsored events, student performances) >40% families will be represented at stakeholder input meetings and events (School Site Council meetings, Scheduled Stakeholder Input meetings, School Board of Trustees meetings, Parent Teacher Organization meetings)
Parent Participation in meetings regarding student programs for EL, Socio	2020-2021 DATA % Meetings With Parent Participation				% Meetings With Parent Participation >95% attendance rate at student program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Economically Disadvantaged, Homeless and Foster Youth, and Students With Disabilities as measured by Meeting Notes, Attendance Logs, Sign In Sheets	90% attendance rate at student program meetings ie: IEP, Student Study Team, 504 Plan, Parent Conferences, School Attendance Review Team, and other parent/teacher meetings				meetings ie: IEP, Student Study Team, 504 Plan, Parent Conferences, School Attendance Review Team, and other parent/teacher meetings
School to Parents Messaging as measured by Student Information System, Local Data, School Website, School Social Media Page	2020-2021 DATA Monthly Average School to Parent Messaging 6.75 Average All Calls 6 Average Written Communication 5 Average Website/Social Media Posts				Monthly Average School to Parent Messaging > 6.75 Average All Calls 10 Average Written Communication 10 Average Website/Social Media Posts
Professional Development on SEL as measured by California School Staff Survey, PD Logs	2020-2021 DATA % Staff Who Agreed PD Needed In Response to Providing Social, Emotional, and Developmental Needs of Youth 67% Staff agreed they need further PD in SEL				% Staff Who will Agree PD Needed In Response to Providing Social, Emotional, and Developmental Needs of Youth <20% Staff will agree they need further PD in SEL

Actions

Action #	Title	Description	Total Funds	Contributing
1	Building and Grounds Maintenance	Provide adequate maintenance/custodial staff and resources to maintain school buildings and grounds, including deferred maintenance projects	\$115,695.00	No
2	Building Utilities	Provide adequate utilities, trash, water, telephone, and security alarm system services to maintain safe and healthy learning environment	\$100,413.00	No
3	Home to School Transportation	Home to School Transportation, including bus drivers and bus maintenance and storage, is essential to our low income families to provide safe, reliable transportation to and from school	\$75,277.00	Yes
4	Nutrition Services	Provide adequate staff, support, and resources to enhance school meals program in order to provide nutritious breakfast and lunch to all students, with funds directed to our low income students	\$164,532.00	No
5	Foster and Homeless Youth Support	Fund .125 of administrative assistant's position to provide foster and homeless youth and families support and referrals to outside agencies offering community resources and mental health services, provide necessary school materials and supplies; Fund Foster Youth Liaison	\$12,457.00	Yes
6	Leadership Team	Fund Leadership Team stipends, including members of Student Study Team, Student Attendance Review Team, MTSS Team, School Site Council, and Testing Coordinator, in order to provide support and services to students in need of additional social emotional, academic, and behavioral support	\$1.00	No

Action #	Title	Description	Total Funds	Contributing
7	School Counselor	Fund .4 school counselor to provide social emotional support, focusing on low income, EL, and foster and homeless youth.	\$33,892.00	Yes
8	Attendance	Fund .2 of administrative secretary's position to focus on attendance and outreach to prevent chronic absenteeism, especially among our EL and low income students; including daily attendance calls, setting up and educating families on the availability of short term independent study contracts, coordinating: translation services, referrals to the School Attendance Review Team and School Attendance Review Board, communicating with families regarding attendance issues and available community supports, utilizing School Information System for attendance tracking and communication with parents regarding attendance	\$16,907.00	Yes
9	MTSS Professional Development	Support and fund professional learning opportunities for all classified and certificated staff around MTSS and SEL strategies and supports in order to provide a school wide program of multi tiered systems of support for all students, focusing on inclusion and working collaboratively with parents of low income, EL, and foster and homeless youth.	\$1.00	Yes
10	Principal	Fund Principal position to facilitate development of school wide MTSS to create a safe, welcoming, inclusive learning environment and positive school culture both socially and emotionally, focusing on inclusion of all students and families, and particularly the engagement of low income, and EL students and families.	\$63,105.00	No
11	School Climate Improvement	Support school climate improvement measures, including student engagement and recognition programs, training for recess supervisors, and implementation of school wide MTSS to promote and support student success socially, emotionally, and academically. Fund Dean of Students Stipend and Student Services Coordinator Stipend.	\$1,750.00	No

Action #	Title	Description	Total Funds	Contributing
12	After School Program (ASES)	Maintain After School Education and Safety Program (ASES)	\$154,555.00	No
13	Extra Curricular Activities	Fund extra curricular activities to increase student enrichment opportunities, increase community engagement, and improve school climate by increasing school pride. Fund coaching, activity/group advisor, and field trips	\$3,055.00	No
14	Parent Engagement	Increase opportunities for parent involvement in classroom and school activities	\$1,079.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.86%	323,204

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.

The school will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. The needs of our Low Income, Foster and Homeless Youth, and English Learners, were considered first and foremost in the following actions.

Goal1

Action 4 Intervention Services

Provide intervention staff and materials and supplies, targeted at EL, Foster Youth, and Low Income Students, based on regular assessments; fund DIBELS Coordinator

Action 5 English Learner Support

Provide Support for English Learners, including assessment, targeted intervention, translation services, and connections to community support services; fund EL Coordinator

Action 6 Staff per Pupil Ratio

Provide Support for English Learners, including assessment, targeted intervention, translation services, and connections to community support services; fund EL Coordinator

Action 7 Paraprofessionals

Provide classrooms with paraprofessional to provide students with academic support, based on EL, Foster Youth, Low Income, and Students With Disabilities counts

Action 8 Visual and Performing Arts

Provide Visual and Performing Arts opportunities for students, including low income, homeless and foster youth, by funding part time music teacher, visiting artists and performers, field trips and special events, and materials and supplies

Action 9 Technology

Provide appropriate technology needs to enhance student learning, including devices, maintenance of devices, programs/software/apps targeted at our EL, foster and homeless youth, students with disabilities, and low income students, as well as staff training to support learning goals; fund technology coordinator

Action 11 Teacher Collaboration and Planning

Provide regular teacher professional learning, collaboration, planning, and mentoring time to focus on student achievement and necessary supports, with a focus on achievement of EL, low income, foster and homeless youth, and students with disabilities. Provide regular professional learning, collaboration, planning, and mentoring time for our certificated employees to focus on student achievement and necessary supports, with a focus on achievement of EL, low income, foster and homeless youth, and students with disabilities

Action 12 Library/Media Services

Fund part-time library/media specialist position in order provide library and technology support to students, focusing on our low income, foster and homeless youth, EL students, and students with disabilities, who otherwise may not have access to the wide array of books, resource, and technology. Fund Humboldt Educational Resource Center contract for access to additional specialized resources and services

Action 13 After School Intervention

Provide after school intervention and support focused toward closing the achievement gap in math and language arts of our students with disabilities, low income, and EL Students

Action 14 Gifted and Talented Enrichment Program

Support Gifted and Talented Enrichment activities, focusing on identification of EL, low income, and foster and homeless youth, for participation in enrichment opportunities, including assessment, instruction, materials and supplies, special projects; fund GATE Coordinator and instructors

Goal 2

Action 3 Home to School Transportation

Home to School Transportation, including bus drivers, maintenance, and storage, is essential to our low income families to provide safe, reliable transportation to and from school

Action 4 Nutrition Services

Provide adequate staff, support, and resources to enhance school meals program in order to provide nutritious breakfast and lunch to all students, with funds directed to our low income students

Action 5 Foster and Homeless Youth Support

Fund .25 of administrative secretary's position to provide support and referrals to outside agencies offering community resources and mental health services; provide necessary school materials and supplies; Fund Foster Youth Liaison

Action 6 Leadership Team

Fund Leadership Team stipends, including members of Student Study Team, Student Attendance Review Team, MTSS Team, School Site Council, and Testing Coordinator, in order to provide support and services to students, with a focus on low income, Foster and Homeless Youth, and EL students.

Action 7 School Counselor

Fund .4 school counselor to provide social emotional support, focusing on low income, EL, and foster and homeless youth.

Action 8 Attendance

Fund .25 of administrative secretary's position to focus on attendance and outreach to prevent chronic absenteeism, especially among our EL and low income students; including daily attendance calls, setting up and educating families on the availability of short term independent study contracts, coordinating: translation services, referrals to the School Attendance Review Team and School Attendance Review Board, communicating with families regarding attendance issues and available community supports, Utilizing School Information System for attendance tracking and communication with parents regarding attendance

Action 9 Professional Development

Support and fund professional learning opportunities for all classified and certificated staff around MTSS and SEL strategies and supports in order to provide a school wide program of multi tiered systems of support for all students, focusing on inclusion and working collaboratively with parents of low income, EL, and foster and homeless youth.

Action 11 School Climate Improvement

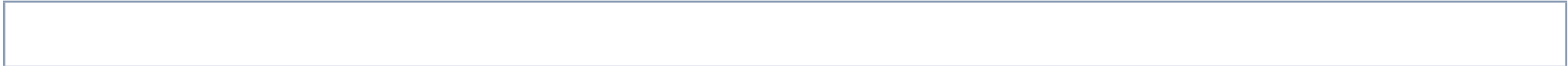
Support school climate improvement measures, including student engagement and recognition programs, training for recess supervisors, and implementation of school wide MTSS to promote and support student success socially, emotionally, and academically. Fund Dean of Students Stipend and Student Services Coordinator Stipend.

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

Our student population of English learners, students identified as low income, and Foster Youth is 70% of our total population, therefore, many of our services that target these students are provided District wide, but with the needs of these specific groups considered first and foremost. The school will expend these funds according to the identified areas of need for these student groups. The largest amount of funding is aimed directly at academic and social emotional support and interventions, and interventions for attendance issues. This includes small class sizes taught by qualified teachers, classroom paraprofessionals, counseling services, and an administrative staff dedicated to the needs of our Low Income, Foster and Homeless Youth, and EL students, as well as our Students With Disabilities. Teachers and administration collaborate bimonthly to assess and evaluate supports and plans necessary to meet the needs of struggling students, both academically and social-emotionally, of which many belong to one of the target groups of Low Income, Foster and Homeless Youth, EL, or Students with Disabilities. As a school, we acknowledge the need for students to be technologically literate in order to be prepared for high school, college, and career. Our Low Income, Foster and Homeless Youth, and EL students do not always have access to functional, up to date technology outside of school. We have considered these discrepancies while developing this plan, and have included funds for technology that are targeted for these students.

We also believe in the importance of a well-rounded educational experience, including visual and performing arts activities above and beyond what is offered in the classroom. Our Low Income, Foster and Homeless Youth, and EL students do not always have the opportunity to take part in extracurricular visual and performing arts experiences. With this in mind, we have included funding for such experiences in this plan. We also believe that student success depends on family support, therefore, we focus on the ideal that all parents, regardless of language, feel welcome and able to participate in meaningful interactions with school employees, including the exchange of information and guidance to available resources, and actively take part in school activities. This plan devotes time to personnel to translation of documents and verbal interactions.

Our school prides itself on offering a personalized learning experience for our English Learners, Low Income, Foster and Homeless Youth, and Students with Disabilities that is strategically planned with consideration of their unique academic and socio-emotional needs.



Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,616,502.00	\$311,027.00		\$135,348.00	\$2,062,877.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,655,886.00	\$406,991.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Instructional Materials	\$750.00	\$12,631.00			\$13,381.00
1	2	All	Appropriately Credentialed Staff	\$748,527.00				\$748,527.00
1	3	Students with Disabilities	Special Education Services	\$93,262.00			\$51,111.00	\$144,373.00
1	4	English Learners Foster Youth Low Income	Intervention Services	\$1,500.00			\$45,870.00	\$47,370.00
1	5	English Learners	English Learner Support	\$1,750.00				\$1,750.00
1	6	English Learners Foster Youth Low Income	Staff Per Pupil Ratio	\$1.00				\$1.00
1	7	English Learners Foster Youth Low Income	Paraprofessionals	\$234,647.00	\$11,654.00			\$246,301.00
1	8	English Learners Foster Youth Low Income	Visual and Performing Arts	\$13,135.00				\$13,135.00
1	9	English Learners Foster Youth Low Income	Technology	\$30,832.00				\$30,832.00
1	10	All	Physical Education	\$2,000.00				\$2,000.00
1	11	English Learners Foster Youth Low Income	Certificated Collaboration and Planning	\$58,510.00			\$4,867.00	\$63,377.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	Library/Media Services	\$6,970.00				\$6,970.00
1	13	English Learners Low Income	After School Intervention	\$1.00				\$1.00
1	14	English Learners Foster Youth Low Income	GATE	\$2,140.00				\$2,140.00
2	1	All	Building and Grounds Maintenance	\$115,695.00				\$115,695.00
2	2	All	Building Utilities	\$100,413.00				\$100,413.00
2	3	Low Income	Home to School Transportation	\$75,277.00				\$75,277.00
2	4	All	Nutrition Services		\$131,032.00		\$33,500.00	\$164,532.00
2	5	Foster Youth	Foster and Homeless Youth Support	\$12,457.00				\$12,457.00
2	6	All	Leadership Team	\$1.00				\$1.00
2	7	English Learners Foster Youth Low Income	School Counselor	\$33,892.00				\$33,892.00
2	8	English Learners Foster Youth Low Income	Attendance	\$16,907.00				\$16,907.00
2	9	English Learners Foster Youth Low Income	MTSS Professional Development	\$1.00				\$1.00
2	10	All	Principal	\$63,105.00				\$63,105.00
2	11	All	School Climate Improvement	\$1,750.00				\$1,750.00
2	12	All	After School Program (ASES)		\$154,555.00			\$154,555.00
2	13	All	Extra Curricular Activities	\$1,900.00	\$1,155.00			\$3,055.00
2	14	All	Parent Engagement	\$1,079.00				\$1,079.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$488,020.00	\$550,411.00
LEA-wide Total:	\$488,020.00	\$550,411.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Intervention Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$47,370.00
1	5	English Learner Support	LEA-wide	English Learners	All Schools	\$1,750.00	\$1,750.00
1	6	Staff Per Pupil Ratio	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1.00	\$1.00
1	7	Paraprofessionals	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$234,647.00	\$246,301.00
1	8	Visual and Performing Arts	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,135.00	\$13,135.00
1	9	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,832.00	\$30,832.00
1	11	Certificated Collaboration and Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,510.00	\$63,377.00
1	12	Library/Media Services	LEA-wide	English Learners Foster Youth	All Schools	\$6,970.00	\$6,970.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	13	After School Intervention	LEA-wide	English Learners Low Income		\$1.00	\$1.00
1	14	GATE	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,140.00	\$2,140.00
2	3	Home to School Transportation	LEA-wide	Low Income	All Schools	\$75,277.00	\$75,277.00
2	5	Foster and Homeless Youth Support	LEA-wide	Foster Youth	All Schools	\$12,457.00	\$12,457.00
2	7	School Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,892.00	\$33,892.00
2	8	Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,907.00	\$16,907.00
2	9	MTSS Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1.00	\$1.00

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

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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



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
Scotia Union School District	Amy Gossien Superintendent	agossien@scotiaschool.org (707) 764-2212

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

Increase student achievement levels by offering a broad course of study that improves 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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Dibels Assessment: Goal is to Decrease % "At Risk" by 3%</p> <p>19-20 Assessment Goal: Decrease At Risk Beginning of year: 59.5% At risk Middle of year: 53.5% At Risk</p> <p>Baseline 2016--2017 Beginning of year: 51% At risk Middle of year: 58% At Risk</p>	<p>MET: Beginning of year: 50.2% At Risk MET: Middle of year: 42.8% At Risk</p>
<p>Metric/Indicator Accelerated Reader Goal is to Increase "Average Correct" by 3% and Increase "At/Above 85%" by 3%</p>	<p>MET: Average Correct: 85% NOT MET: At/Above 85%: 41%</p>

Expected	Actual
<p>19-20 Increase Average Correct: 85% Increase At/Above 85%: 42%</p> <p>Baseline 2016-2017 AR: Average Correct: 79% At/Above 85%: 36%</p>	
<p>Metric/Indicator Accelerated Math Goal will be determined based on 2017/18 school year baseline.</p> <p>19-20 Accelerated Math will not be used in the 19/20 school year</p> <p>Baseline Accelerated Math was purchased part of the way through the 2016/17 school year. Full implementation in the classrooms has not occurred therefore a baseline for the beginning and middle of the year will be determined starting with the 2017/18 school year.</p>	<p>N/A Accelerated Math was not used in the 19/20 school year.</p>
<p>Metric/Indicator CAASPP: Goal is to increase % of students in "Standards Met" and "Standards Exceeded" by 10%.</p> <p>19-20 Math Goal Standards met: 34% Standards Exceeded: 20% Decrease distance from Level 3 by 5 points to 12.3 points below level 3</p> <p>ELA/Literacy Goal Standards met: 38% Standards Exceeded: 14%</p>	<p>Math Goal NOT MET: Standard Met: 27% Standard Exceeded: 18% Above level 3. At level 4. 15.7 points below standard. Increased 17.3 points</p> <p>ELA/Literacy Goal NOT MET: Standard Met:41% Standard Exceeded: 9% At level 3. 17.7 points below standard. Increased 9.8 points.</p>

Expected	Actual
<p>Decrease distance from Level 3 by 13 points to 3.6 points below level 3</p> <p>Baseline 2016--2017 School wide results for 155 students: Math Standards not met: 23% Standards nearly met: 42% Standards met: 25% Standards Exceeded:11% Distance from Level 3: 27.3 pts . This is an increase of 36.4 pts from the prior year</p>	
<p>Metric/Indicator GPA: Goal is to Maintain 6th through 8th grade GPA above 3.00</p> <p>19-20 Maintain over 3.00 GPA</p> <p>Baseline 2016--2017 GPA: 2.97</p>	<p>MET: GPA was 3.14</p>
<p>Metric/Indicator Parent Survey: Goal is to Maintain above 90% positive rating.</p> <p>19-20 Maintain above 90% positive rating</p> <p>Baseline 2016-2017 Rating: 92% Positive</p>	<p>MET: 93% positive rating on local parent survey.</p>
<p>Metric/Indicator Teacher Misassignment: Maintain 0% misassignment.</p> <p>19-20 0% miss-assignment</p> <p>Baseline 2016--2017: 0% miss-assignment.</p>	<p>MET: No teachers were misassigned, all were properly credentialed based on personnel records.</p>

Expected	Actual
<p>Metric/Indicator Student Access to Instructional Materials: Goal: Maintain 100%</p> <p>19-20 100%</p> <p>Baseline 2016-2017: 100%</p>	<p>MET: All students had access to CCSS-aligned instructional materials.</p>
<p>Metric/Indicator CCSS: Adopted CC Instructional Curriculum: All students have access to CCSS in math and ELA</p> <p>19-20 All students have access to CCSS in math and ELA</p> <p>Baseline 2016-2017: All students have access to CCSS in math and will have access to ELA in 17- 18.</p>	<p>MET: All students had access to CCSS based curriculum in math and ELA.</p>
<p>Metric/Indicator Agendas for Early Release PD and CCSS Alignment All teachers will participate in PD dealing with effective methods of CCSS implementation.</p> <p>19-20 All teachers will participate in PD on how to effectively implement CCSS in the classroom</p> <p>Grades TK through 3 will uses Common Core standards based report cards.</p> <p>Baseline 2016-2017: All teachers will participate in PD on how to effectively implement CCSS in the classroom Grades TK through 3 implemented the use of standards based report cards.</p>	<p>MET: Teachers attended PD on how to effectively implement CCSS in the classroom. CCSS based report cards used in TK-3 reflect implementation of CCSS in primary grades.</p>
<p>Metric/Indicator</p>	<p>MET: All students, including low income students and students with disabilities, were provided access to a broad course of study,</p>

Expected	Actual
<p>Calendars and Class Schedules: All students, including SWD, have access to a broad course of study, which includes GATE Music, Art, Sports, and enrichment activities.</p> <p>19-20 All students, including SWD, have access to a broad course of study, which includes GATE, Music, Art, sports and enrichment activities.</p> <p>Baseline 2016-2017: All students, including SWD, have access to a broad course of study, which includes GATE, Music, Art, sports and enrichment activities.</p>	<p>including GATE, music, art, sports, and enrichment activities evident in class schedules.</p>
<p>Metric/Indicator Student recognition: Students will be able to receive a variety of social and academic monthly, quarterly and year end awards.</p> <p>19-20 All students are able to receive a variety of social and academic monthly, quarterly and year -end awards.</p> <p>Baseline 2016-2017: All students are able to receive a variety of social and academic monthly, quarterly and year end awards.</p>	<p>MET: All students received recognition for social and academic achievements documented in school records (spreadsheet of awards presented)</p>
<p>Metric/Indicator Percentage of goals reached by IEP students: Goal is to Increase by 3% goals Met vs. Not met by our SWD.</p> <p>19-20 74% of the IEP Goals met</p> <p>Baseline 2016--2017: 65% of the IEP Goals were met.</p>	<p>MET: 78% of goals met</p>
<p>Metric/Indicator CELDT/ELPAC: Re- designation OF EL Students: Goal is to Increase Re-designation % after student participates for 5 years.</p>	<p>NOT MET: 15% redesignation rate</p>

Expected	Actual
<p>19-20 20% Re-designation</p> <p>Baseline 2016--2017: 0% Re-designation</p>	
<p>Metric/Indicator EL Intervention: Goal is to Maintain 100% of EL students receiving services</p> <p>19-20 100% of EL students receiving services</p> <p>Baseline 2016--2017: 100% of EL students receiving services</p>	<p>MET: 100% of EL students received pull-out ELD instruction and academic support in classrooms</p>
<p>Metric/Indicator English Learner Progress</p> <p>19-20 EL meeting ELPAC Criterion increase by 1%</p> <p>Baseline English learners meeting CELDT criterion: 51%</p>	<p>As 2017-2018 was the first year the ELPAC was administered, there is no prior year comparison to determine growth. Baseline for 2017-2018: 25% of EL students at Level 1, 25% of EL students at Level 2, 38% of EL students at Level 3, 13% of EL students at Level 4.</p> <p>NOT MET: Level 1: 30% Level 2: 40% Level 3: 20% Level 4: 10%</p>
<p>Metric/Indicator All EL students have EL Development pullout support and access to CC aligned instruction</p> <p>19-20 100% of EL students receive support and have access to CC ELA/ELD aligned instruction</p> <p>Baseline 2016--2017: 100% of EL students receive support and have access to CC ELA/ELD aligned instruction</p>	<p>MET: 100% of EL students receive support and have access to CC ELA/ELD aligned instruction</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase academic assessments and support opportunities for students.</p> <p>1a. Computer Programs: Accelerated Reader K-8, DIBELS, Type to Learn</p> <p>1b. Dibels Coordinator Stipend</p> <p>1c. Textbook Coordinator Stipend</p> <p>1d. Computers for use by unduplicated students who do not otherwise have regular access to updated technology</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 2528</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 609</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 609</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 12365</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 3989.45</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 602.65</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 602.65</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 10924.30</p>
<p>Implementation of Common Core Standards:</p> <p>2a. Teachers will prepare students to be college and/or career ready.</p> <p>2b. Purchase appropriate technology to match Common Core needs.</p> <p>2c. Professional Development to focus on English Language Arts and Math</p>	<p>Teacher salaries and benefits 1000-1999: Certificated Personnel Salaries LCFF Base 688,938</p> <p>4000-4999: Books And Supplies Lottery 5,000</p> <p>5000-5999: Services And Other Operating Expenditures Low Performance Students Block Grant 2000</p>	<p>Teacher salaries and benefits 1000-1999: Certificated Personnel Salaries LCFF Base 766949.62</p> <p>4000-4999: Books And Supplies Lottery 2821.43</p> <p>5000-5999: Services And Other Operating Expenditures Low Performance Students Block Grant 2305.24</p>
<p>3a. Teachers will prepare students to be college and/or career ready. Pull -out intervention will be administered by the EL coordinator or designee. Translation of documents and interpretive services will be provided to EL student families as needed. The after school program will coordinate with the EL coordinator to meet the needs of EL students who attend the program.</p> <p>3b. Purchase EL intervention materials as needed. This will include materials for a pull out program with the EL coordinator as well as</p>	<p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 2 4000-4999: Books And Supplies LCFF Supplemental and Concentration 700</p> <p>Included in Goal 1 Action 2 1000-1999: Certificated Personnel</p>	<p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 2 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>regular education classroom materials to assist the EL students. Purchase EL testing materials. 3c. EL Coordinator stipend</p>	<p>Salaries LCFF Supplemental and Concentration 913</p>	<p>Supplemental and Concentration 602.65</p>
<p>Foster Youth and low -income student academic performance</p> <p>4a. Purchase materials and supplies specifically targeted to improve Foster Youth and low -income student academic performance and social building skills.</p> <p>4b. Foster Youth liaison</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 2500</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 500</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 731.52</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 601</p>
<p>Teacher Collaboration</p> <p>Teachers will collaborate 2.5 hours per week to prepare students to be college and/or career ready; hold professional development to focus on English Language Arts and Math; share and develop instructional strategies to focus on EL, foster youth, and low income students.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 74,869</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 73061.30</p>
<p>Student Services</p> <p>School and District Secretary will devote time and resources to insure services are being provided to all students including EL, foster youth, and low income. This will include, but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 20%) of the secretary's time is spend going above and beyond for our unduplicated population by: assisting families complete Free/Reduced lunch forms, giving student guidance on academic and social situations, making outside community resources and other needed services.</p>	<p>2000-2999: Classified Personnel Salaries LCFF 121,031</p>	<p>2000-2999: Classified Personnel Salaries LCFF 122,716</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Media tech will assist students to promote higher level learning opportunities and promote research and literacy skills, as well as provide enrichment.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 3413	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5147.90
Superintendent/Principal will devote time and resources to meet the specific needs of all students, including low income students, foster youth, and English learners. Services will include, but are not limited to: arranging counseling services, contacting families regarding attendance, student nutrition, discipline, student study teams, financial counseling, academic assistance and serve as a liaison between the school and families.	1000-1999: Certificated Personnel Salaries LCFF Base 127,630	1000-1999: Certificated Personnel Salaries LCFF Base 127,630
Paraprofessional time: Classroom paraprofessionals will assist students in academic and social assistance in the classroom and in small groups. Paraprofessionals are hired and are utilized to work with children directly. Paraprofessionals will focus on EL, foster youth, and low income students during intervention time.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 80,458	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 79,080.74
After school Intervention All teachers provide after school Intervention to students in need of additional academic support.	Included in Goal 1 Action 2	Included in Goal 1 Action 2
Classroom Volunteer Training Teachers work closely with a large number of parent volunteers weekly to train and guide volunteers to assist in the classroom.	Included in Goal 1 Action 2	Included in Goal 1 Action 2
Tier 1 Intervention: Teachers provide academic intervention opportunities for students. They develop and evaluate instruction, assess and monitor student progress, and consider intervention strategies for students. Classroom paraprofessionals will assist students in academic and social assistance	2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 64,480 1000-1999: Certificated Personnel Salaries Special Education 139,248	2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 106374.77 1000-1999: Certificated Personnel Salaries Special Education 135,997.89

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>in the classroom and in small groups. Paraprofessionals are hired and utilized to work with children directly.</p> <p>12a. Classroom teachers work closely with the after school coordinator and ASES staff to determine what interventions, programs, and services ASES can provide to struggling students.</p> <p>12b. Resource teacher will assist classroom teachers in developing targeted intervention plans.</p>		
<p>Tier II and III pull out intervention:</p> <p>13a. Students requiring intervention beyond Tier 1 will be evaluated using data collected by the classroom teacher and Special Education teacher. Resource Teacher and Resource Paraprofessionals will be part time intervention instructors as time is available.</p> <p>13b. Intervention Instructor: students requiring intervention beyond Tier 1 will work with the intervention teacher. Students will be assigned based on an SST referral. Student Study Team Members: SST Coordinator, superintendent, teacher, parent.</p> <p>13c. Purchase intervention programs that are based on the needs of the students.</p>	<p>Included in Goal 1 Action 2</p> <p>1000-1999: Certificated Personnel Salaries Title I 18,515</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 1466</p>	<p>Included in Goal 1 Action 2</p> <p>1000-1999: Certificated Personnel Salaries Title I 15093.80</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p>
<p>Home to School Transportation: Provide transportation to all students including low income, foster and homeless youth, and EL population.</p>	<p>LCFF Supplemental and Concentration 23,969</p>	<p>LCFF Supplemental and Concentration 22,489.32</p>
<p>Home to School Transportation: Provide transportation to all students</p>	<p>Object 8988 Transportation 27,883</p>	<p>Object 8988 Transportation 27,883</p>
<p>Student Services</p> <p>School and Secretary will devote time and resources to insure services are being provided to all students including EL, foster youth and low income students. This will include but is not limited to: school attendance, scheduling conferences, counseling services, minor discipline, lunch forms, direct certification, CALPADS data entry. Much (approx. 20%) of the secretary's time is spent going above and beyond for our unduplicated population by: assisting families complete</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 8,681</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 3,730</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 8,681</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 3730</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Free/Reduced lunch forms; giving student guidance on academic and social situations; making outside community resources and other needed services.		
.2 FTE Music Teacher will work with low income, foster youth, and English learners to enable access to instruction in musical instruments and choir.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 11,625	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9922.53

Goal Analysis

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

Funds budgeted for Actions/Services that were not fully implemented in Goal 1 were used for additional online programs as well as the media technician position in Action 7. All other budgeted funds for Actions/Services were not fully expended due to the spring school closure. We did not need to order additional intervention materials, nor additional materials for our foster youth. Tier I, Tier II, and Tier III intervention was not provided to students from March - June due to the school closure and transition to distance learning. The music teacher came in under budget. Additional funds not expended on intervention and the music teacher were used to provide our low income, foster youth, and EL students with additional supports, devices, and meals during the school closure. Many of our low income, foster youth, and EL students do not live within walking distance of the school, therefore devices, hotspots, weekly work packets, and meals were delivered to our low income English learners, and foster families by staff members. Funds not expended on intervention and music were used to provide a high quality distance learning program for our students, including additional student support services provided by our certificated, classified, and classified after school program employees. The budgeted amount for our after school program was 65% lower than the actual expenditures due to increased funding for our after school program. The music teacher came in under budget.

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

The school closure in March, 2020, was challenging, yet the school had numerous successes, including providing devices to all students, including low income, foster youth, and EL. Devices were delivered to our low income, foster youth, and EL students by staff members, and staff members provided our families with training on setting up and utilizing the technology. School staff set up internet service to our low income, foster youth, and EL students during the school closure so these students could continue to participate in class with their peers. This included neighborhood wifi hubs as well as hotspots. The school also provided meals to all children,

including low-income, foster youth, and our English language learners.. School employees delivered meals to our low income, foster youth, and EL students on a daily basis through the spring school closure, including school breaks, in order to provide nutritious meals to our low income, foster youth, and EL students facing food instability. Teachers and paraprofessionals met with students online on a daily basis. The school secretary remained in contact with our low income, foster youth, and EL students' families with updates regarding meals, school provided wifi, devices, and meals, as well as the P-EBT program.

Goal 2

Promote the engagement of parents and students in the Scotia School learning community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Volunteer Sign- In Sheets: Goal is to Increase total number of classroom volunteers by 5%.</p> <p>19-20 classroom volunteers 18</p> <p>Baseline 2016--2017 Monthly average Classroom volunteers: 15</p>	<p>MET: monthly average classroom volunteers: 23</p>
<p>Metric/Indicator Attendance Records for Open house, Back to School Night: Goal is to Increase Family attendance by 2%.</p> <p>19-20 Attendance at school-wide events. Back to School Night: 104 Families Open House: 116</p> <p>Baseline 2016--2017 attendance at school wide events. Back to School Night: 98 Families</p>	<p>NOT MET: Attendance At Schoolwide Events Back to School Night: 102 families Open House: Open House was cancelled due to COVID 19 school closure.</p>

Expected	Actual
Open House: 110	
<p>Metric/Indicator Data from automated calls/emails:</p> <p>Goal is to Maintain or increase # of automated calls.</p> <p>19-20 Automated Family Contact Monthly Average: 4</p> <p>Baseline 2016-2017 Automated Family Contact Monthly Average: 2</p>	<p>MET: Automated Family Contact Monthly Average: 6</p>
<p>Metric/Indicator All Parents of Students with Disabilities (SWD) will attend yearly IEP's</p> <p>19-20 100% All parents or guardians of SWD will attend yearly IEP's</p> <p>Baseline 100% All parents or guardians of SWD attended the yearly IEP</p>	<p>MET: 100% All parents or guardians of SWD attended yearly IEP's</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase parent participation in the Scotia Parent Teacher Organization (PTO)</p> <p>Parent participation will increase through the following methods:</p> <p>1a. The Scotia Teachers, administration and staff will encourage parents to join and participate in the PTO; encourage parents to participate/register through social media, flyers and personal contact.</p> <p>1b. The District will send out automated phone messages announcing school activities.</p> <p>1c. Translate letters and notes sent home to Spanish when needed.</p>	<p>Included in Goal 1 Action 2 and 8 5000-5999: Services And Other Operating Expenditures LCFF Base 650</p> <p>Included in Goal 1 Action 6</p>	<p>Included in Goal 1 Action 2 and 8 5000-5999: Services And Other Operating Expenditures LCFF 0</p> <p>Included in goal 1 Action 6</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase Parent Volunteers in the classroom:</p> <p>2a. Send out automated messages through calls, texts and emails for class events</p> <p>2b. Survey parents on desire to volunteer</p> <p>2c. Professional Development for parent volunteers to be done by teachers</p> <p>2d. Translate letters and notes sent home to Spanish when needed.</p>	<p>Included in Goal 2 Action 1</p> <p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 6</p>	<p>Included in Goal 2 Action 1</p> <p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 2</p> <p>Included in Goal 1 Action 6</p>
<p>Increase parent participation at special school events such as back to school night and open house.</p> <p>3a. Use automated Phone calls/emails/texts Monthly Newsletter announcement</p> <p>3b. Offer food at events paid for by PTO</p> <p>3c. Translate invitations and newsletters as needed</p>	<p>Included in Goal 2 Action 1</p> <p>PTO Sponsored Events PTO Sponsored Events</p> <p>Included in Goal 2 Action 6</p>	<p>Included in Goal 2 Action 1</p> <p>PTO Sponsored Events PTO Sponsored Events</p> <p>Included in Goal 2 Action 6</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.

Funds budgeted in Goal 2 were expended as budgeted.

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

The school closure in March, 2020, was challenging. Traditional means of gathering stakeholder input including stakeholder engagement meetings, including parents, students, and community members, had to be modified. The staff was determined to gather stakeholder input, and had numerous successes in doing so. In order to maintain contact with parents and families, teachers and school staff set up a weekly schoolwork pick up and drop off time. Parents and students talked with school staff during this weekly time, so stakeholders were able to continuously provide feedback, even while the school was closed to in person instruction. Meals

were served daily in front of the school. School staff used this time as well to check in and garner input from stakeholders. Meals, weekly schoolwork, and devices were delivered to our low income, foster youth, and EL students' homes who were unable to come to the school. School staff used this opportunity as well to gather stakeholder input from our families and community members.

Goal 3

Provide a safe, welcoming, and inclusive learning environment where students are connected and engaged in their education.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Community meeting feedback Increase percentage of families who attend Community input meetings by 5%.</p> <p>19-20 Community Input Attendance: 10</p> <p>Baseline 2016--2017 Community Input Attendance: 4</p>	<p>MET: Community Input Attendance: 11</p>
<p>Metric/Indicator District Generated Survey measures parent and student perceptions of school.</p> <p>Maintain over 90% positive feedback from district generated survey regarding Student Achievement, Student Engagement, School Climate, Parent Involvement, Student Safety, Course Access, and Connectedness to the School. The parent survey will be sent out via email and the Google docs link sent home in the May newsletter.</p> <p>19-20</p>	<p>MET: Parent and Community Climate Local Survey: 93% positive feedback</p> <p>NOT MET: Student feelings of connectedness and safety on California Healthy Kids Survey: 76% of Grade 5 students feel connected to the school. 76% of Grade 6 students feel connected to the school. 98% of Grade 7 students feel connected to the school. 75% of Grade 5 students feel safe at school. 72% of Grade 6 students feel safe at school. 95% of Grade 7 students feel safe at school.</p>

Expected	Actual
<p>Parent and Community Climate Survey: Maintain a minimum of 90% positive feedback</p> <p>Increase percentages of students that feel connected and safe at school on the CHKS by 3% until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback.</p> <p>Increase percentage of staff that feel connected and safe at school until 90% positive feedback is reached and then maintain a minimum of 90% positive feedback.</p> <p>Baseline 2016-2017 Parent and Community Climate Survey Positive Feedback: 92%</p> <p>2015-16 California Healthy Kids Survey (CHKS): 75% of Grade 5 students feel connected to the school and 85% feel safe at school</p>	<p>MET: Staff California School Climate Survey Results: 95% of staff feel connected and safe at school.</p>
<p>Metric/Indicator Suspension rates as reported in CALPADS</p> <p>Maintain suspension rate below 2%</p> <p>19-20 Suspension Rate: 1.95% Expulsion Rate: 0.00%</p> <p>Baseline 2016-2017 Suspension Rate: 1.95% 2016-2017 Expulsion Rate: 0.00%</p>	<p>NOT MET: Suspension Rate: 3%</p>
<p>Metric/Indicator</p>	<p>MET:</p>

Expected	Actual
<p>Expulsion rates as reported in CALPADS Maintain Expulsion rate under 1%</p> <p>19-20 Expulsion Rate: 0.00%</p> <p>Baseline 2016-2017 Expulsion Rate: 0.00%</p>	<p>Expulsion Rate: 0.00%</p>
<p>Metric/Indicator Middle School Drop Out Rate Maintain 0 % Middle School Drop out Rate</p> <p>19-20 Drop-out rate: 0.00%</p> <p>Baseline 2016--2017 Drop-out rate: 0.00%</p>	<p>MET: Drop-out rate: 0.00%</p>
<p>Metric/Indicator Attendance Rate: Increase attendance rate by .05% annually until 97% rate is achieved.</p> <p>19-20 Attendance Rate: 94.87%</p> <p>Baseline 2016--2017 Attendance Rate:94.72%</p>	<p>NOT MET: Attendance Rate: 94.21%</p>
<p>Metric/Indicator Chronic Absenteeism: Lower percentage of those students who are chronically absent by 1% annually.</p> <p>19-20 Chronically Absent Students: 13.4%</p> <p>Baseline 2016-2017 Chronically Absent Students: 16.4%</p>	<p>NOT MET: Chronically Absent Students: 17.7%</p>
<p>Metric/Indicator FIT Report: Will report at 90% good annually</p>	<p>MET: FIT Report: 98.38%</p>

Expected	Actual
<p>19-20 FIT Report: 96.94%</p> <p>Baseline 2016--2017 FIT Report: 96.94%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Associated Student Body:</p> <p>Stipend for Classified Associated Student Body Coordinator. The Coordinator will work with students to train them to run a government organization, hold elections for officers, raise funds, and assist student-run school wide events.</p>	<p>2000-2999: Classified Personnel Salaries LCFF 601</p>	<p>2000-2999: Classified Personnel Salaries LCFF 601.77</p>
<p>Campus Condition:</p> <p>2a. Complete and publish our annual FIT report</p> <p>2b. Survey parents on school cleanliness and appearance</p> <p>2c. Clean and maintain the school building and campus. Devote staff time to landscaping</p> <p>2d. Utilize High Rock workers during school breaks to work on campus condition projects.</p>	<p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 8</p> <p>2000-2999: Classified Personnel Salaries LCFF Base 93,740</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base 11,609</p>	<p>Included in Goal 1 Action 8</p> <p>Included in Goal 1 Action 8</p> <p>2000-2999: Classified Personnel Salaries LCFF Base 76042.16</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base 800</p>
<p>Counseling Services:</p> <p>3a. Continue to make referrals to Remi Vista and Changing Tides</p> <p>3b. Maintain 0.2 school counselor</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 10,601</p> <p>3000-3999: Employee Benefits Title IV 10,000</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 20256.30</p> <p>3000-3999: Employee Benefits Title I 3856.96</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide high quality nutrition Program: The school will supply healthy and nutritious lunches that meet or exceed state and national nutrition guidelines to all low income students	7000-7439: Other Outgo LCFF Supplemental and Concentration 26,000	7000-7439: Other Outgo LCFF Supplemental and Concentration 36,000
Train entire staff on SecondStep	Included in Goal 1 Action 2 Included in Goal 1 Action 2	Included in Goal 1 Action 2 Included in Goal 1 Action 2

Goal Analysis

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

High Rock crew was not available for grounds maintenance due to the fire season. The campus grounds were maintained by school staff. Funds set aside for grounds maintenance were used to provide devices and nutritious meals to our low income, foster youth, and EL students.

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

The school closure in March, 2020, was challenging, yet the school had numerous successes, including providing devices to all students, including low income, foster youth, and EL. Devices were delivered to our low income, foster youth, and EL students by staff members, and families were trained on setting up and utilizing the technology. Internet service, was provided to our low income, foster youth, and EL students during the school closure so these students could continue to participate in class with their peers. The school also provided meals to all children, including low income, foster youth, and EL. School employees delivered meals to our low income, foster youth, and EL students on a daily basis through the spring school closure, including school breaks, in order to provide nutritious meals to our low income, foster youth, and EL students facing food instability.

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
Staff professional development on safely and effectively providing for learning loss and accelerating learning for all students, especially low income, EL, foster, and homeless students	15000	15487	No
Individualized school supplies for low income, EL, foster, homeless students	1500	1500	Yes
Technology - Laptops, Promethean ActivPanels, to enable access to instruction and curriculum	47000	46345	No
Additional Classroom Teacher to decrease class sizes in the primary grades	48000	33504	No
Protective Equipment and Safety Supplies (plexiglass, thermometers, signage, masks, hand sanitizer, fencing, classroom fans)	20000	19705	No
Sanitizing- supplies, additional custodial time	9000	9055	No
Additional Paraprofessional Time to provide academic support and accelerated learning for our low income, EL, foster, and homeless students	6100	6850	Yes
Intervention Teacher to provide intensive academic support to mitigate learning loss our our low income, EL, foster, and homeless students	4500	6807	Yes
Additional Counseling Time to provide social emotional support for our low income, EL, foster, and homeless students	10500	7352	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.

Additional classroom teacher was hired. Original budgeted amount was redirected to decreasing student learning loss, and increased cleaning and disinfecting services and materials and supplies to provide adequate social distancing. Additional counseling time was provided. A portion of the counselor's time was funded with supplemental/concentration funds. The intervention teacher's time was increased from the initial budget in order to provide more services to our low income, EL, and foster youth.

Analysis of In-Person Instructional Offerings

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

The 2020-2021 school year, overall, has been successful. The District offered families the choice of in person or distance learning for the 2020-2021 school year. Eight-five percent of our students attended school in person at the start of the year, and by the third trimester, eighty-eight percent of our students attended school in person. The biggest challenge was providing high quality instruction and support to our students in person synchronously with our students learning from home. In order to provide a more personalized learning opportunity for our at home learners, a distance learning teacher was utilized at the commencement of the second trimester. The District provided in person special education services, English Language Development services within the classroom, reading and math intervention sessions, and counseling supports. A part time intervention teacher was hired to assist those students who were in need of more intensive academic interventions, with a focus on our low income, foster youth, and EL students. A classroom teacher was hired in order to provide smaller class sizes for greater student/teacher interaction and engagement, as well as to meet social distancing requirements. Additional staff was hired in the cafeteria in order to provide the support necessary due to the additional workload of preparing daily grab and go student meals under the additional safety requirements due to COVID 19.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Translation Services for EL families regarding modes of learning options, requirements, technology troubleshooting, regular check ins	500	500	Yes
Staff professional development on safely and effectively providing for learning loss and accelerating learning for all students, especially low income, EL, foster, and homeless students	see actions for in person instruction		No
Technology - laptops, Promethean ActivBoards to enable access to instruction and curriculum	see actions for in person instruction		No
Additional classroom teacher to decrease class sizes in primary grades	see actions for in person instruction		No
Additional paraprofessional time to provide academic support and accelerated learning for our low income, EL, foster, and homeless students	see actions for in person instruction		Yes
Intervention teacher to provide intensive academic support to mitigate learning loss our our low income, EL, foster, and homeless students	see actions for in person instruction		Yes
Additional counseling time to provide social emotional support for our low income, EL, foster, and homeless students	see actions for in person instruction		Yes
Chromebooks, Chrome Licensing, Charging Carts, wifi access for our low income, EL, foster, and homeless students to access curriculum and instruction	23000	23000	Yes
Individualized school supplies for low income, EL, foster, homeless distance learners	1000	1000	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.

There were no differences between planned actions and budgeted expenditures.

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.

Implementing a distance learning program was challenging, yet the school had numerous successes, including providing devices to all students, including low income, foster youth, and EL. Devices were delivered to our low income, foster youth, and EL students by staff members, and families were trained on setting up and utilizing the technology by school staff. Internet service was provided to our low income, foster youth, and EL students during the school closure so these students could continue to participate in class with their peers.

After the first midterm, a distance learning teacher was utilized in order to focus specifically on our students who chose distance learning. All instruction for distance learners was provided by a credentialed teacher at the level of quality and intellectual challenge as in-person instruction. This was achieved through daily synchronous instruction and additional individual and small group support as needed. All distance learning students received synchronous and asynchronous instruction and content in all subject areas five days per week. The distance learning teacher participated in professional development regarding online learning, and met regularly with classroom teachers to design standards based curriculum and instruction to support students learning from a distance, and to ensure they were receiving a robust, high quality education while at home. Content was aligned to grade level standards. All textbooks were state adopted, and were sent home with all distance learners. Special education, EL, intervention, and counseling services were also provided to our distance learners. Weekly work pick up and turn in took place for those families that preferred paper copies to electronic copies of work, and allowed a weekly time for the distance learning teacher to check in with students and parents in person. Daily attendance was recorded in our Student Information System, and distance learners were marked engaged or unengaged. Distance learners who were marked unengaged on any day were contacted by the distance learning teacher to determine why the student did not take part in the synchronous learning for that day, and if there are any barriers to the student's participation. If a distance learner was unengaged for three days, or 60% of any week, the Principal or her designee contacted the family to determine what barriers were preventing the student from participating in the distance learning program. The school secretary also regularly contacted families to check in and offer technical assistance, counseling and academic support services, as well as answer questions regarding the school meals program and the P-EBT program for our high needs students.

All grades' instructional minutes aligned to the requirements of SB98. Assignments were graded in a timely manner and students were provided feedback and additional support, as necessary. Students grades TK-5 were assessed six times per year using the Dibels reading assessment program. Students grades TK-2 were assessed three times per year using the Core Growth assessment system. Students grades 3-8 were assessed three times per year using the CAASPP interim assessment system. All students were also assessed using locally developed formative, benchmark and summative assessments in both language arts and math. Parents/guardians were formally notified of their student's progress at each midterm and at the conclusion of each trimester, as well as informally during Friday work pick up/drop off.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff professional development on safely and effectively providing for learning loss and accelerating learning for all students, especially low income, EL, foster, and homeless students	see actions for in person instruction		No
Intervention Teacher to provide intensive academic support to mitigate learning loss our our low income, EL, foster, and homeless students	see actions for in person instruction		Yes
Additional paraprofessional time to provide academic support and accelerated learning for our low income, EL, foster, and homeless students	see actions for in person instruction		Yes
Additional classroom teacher to decrease class sizes in primary grades	see actions for in person instruction		No

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

Additional classroom teacher was hired. Original budgeted amount was redirected to decreasing student learning loss, and increased cleaning and disinfecting services and materials and supplies to provide adequate social distancing. Additional counseling time was provided. A portion of the counselor's time was funded with supplemental/concentration funds. The intervention teacher's time was increased from the initial budget in order to provide more services to our low income, EL, and foster youth.

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.

At the beginning of the 2020-2021 school year, all students were assessed for learning loss. The District utilized diagnostic assessments which met the California Department of Education mandate for schools to provide diagnostic assessments that “can identify where students are in their learning within key content areas when they return to school so teachers can teach them most effectively.” All students were also assessed using locally developed formative, benchmark and summative assessments in both language arts and math. Also, students grades TK-6 were assessed six times per year using the Dibels reading assessment program. Students grades TK-2 were assessed three times per year using the Core Growth assessment system. Students grades 3-8 were

assessed three times per year using the CAASPP interim assessment system. Additionally, all 3rd-8th grade students were administered the CAASP in accordance with state testing. Students performing below grade level received Tier 1 instruction and interventions with the classroom or distance learning teacher and tier 2 instruction with the intervention teacher either in person or virtually to provide additional small group instruction and individual support. English Language Learners were assessed according to state guidelines, using local measures as well as the ELPAC. All parents/guardians were formally notified of their student's progress at each midterm and at the conclusion of each trimester, as well as informally at regular intervals for in person learners, and at weekly intervals for distance learners.

The district provided professional development and support for teachers and staff before and during the 2020-21 school year to address learning loss and accelerate learning progress. Four of nine teachers also participated in ongoing professional development facilitated by our county office of education, utilizing the The Distance Learning Playbook. These teachers facilitated school level professional development sessions based on the Playbook in regards to increasing student engagement, building consistency in delivery of instruction, building consistency in content and platforms, and developing feedback strategies to ensure student progress and continued engagement. All students, including low income, foster youth, EL, and those with special needs, participated in regular progress monitoring. Progress monitoring took place every 8-10 weeks, and additional supports were provided as necessary. For those students with IEPs, this reporting took place through the IEP process. The administrator and teachers analyzed progress monitoring data, noting student progress and necessary supports and adjustments. Students not making adequate progress were referred to The Student Success Team. This group was made up of representatives from all grade levels, as well as the resource specialist teacher, the intervention teacher, the school counselor, and English Language Development Coordinator. The SST met at regular intervals to analyze the progress of students targeted for additional support, as well as our EL, low-income, foster and homeless youth, and those students with exceptional needs.

Strategies for English Language Learners included designated supports provided by the English Language Learner Coordinator, teachers, and classified paraprofessionals. The administrator created a partnership with families to determine specific supports for their students.

The SST reviewed data to determine if the learning loss strategies in Tier 1, Tier 2 and Tier 3 were showing student improvement on benchmark assessments, surveys, and student engagement. Data was shared with the teaching staff in order for classroom teachers, the distance learning teacher, support teachers, and the resource program teachers, to make adjustments and provide additional supports. Stakeholder input was integrated into adjustments and provided supports. In conclusion, efforts to address pupil learning loss were successful, considering the the spring school closure and social and emotional issues students were faced with this year.

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.

Students, families, and staff expressed a great amount of uncertainty throughout the spring school closure and the 2020-2021 school year. School staff worked diligently to connect with students, but requirements around social distancing, masks, and distance learning caused challenges. Day to day interactions with students, families, and staff members were not able to be the same as in previous years, and a staff that prides itself on fostering a family-like atmosphere knew that students and staff would struggle with student connectedness at school. According to the California Healthy Kids Survey, 76% of 5th, 76% of 6th, and 98% of 8th graders feel connected to the school. Due to survey results and parent, student, and staff requests, the school counselor's time was increased from one to two days per week. This additional time was used for the counselor to meet with individuals and small groups. The counselor focused her time on our most vulnerable students, including our low income, foster youth, and EL students. The school counselor trained paraprofessionals to lead "listening circles", where our low income, foster youth, EL students, or any other students, my participate in peer to peer weekly listening groups. These groups help to provide additional support and a sense of community and belonging to some of our most vulnerable students. Our unduplicated students participating in distance learning were invited to come to the school for in person counseling services, or were offered counseling via video conference or phone call, whichever mode was best for families and students. The additional counseling time also gave the counselor time to meet with whole classes, and develop lunch and after school friendship groups as another way to reach our unduplicated students in need. The counselor was also able to meet with families and increase the number of referrals to outside agencies with the additional time.

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.

The District developed written procedures for tiered reengagement strategies for all pupils who were absent from distance learning for more than three school days or 60% of the instructional days in a school week. Student engagement status was tracked in the school information system. The tiered reengagement system included the School Attendance Review Team, made up of the distance learning teacher, the school secretary, school counselor, resource specialist teacher, student study team coordinator, and the school administrator. Reengagement strategies included phone calls, meetings, home visits, and referrals to the School Attendance Review Team, and the School Attendance Review Board. Outreach was provided to all pupils and their guardians in their language of preference. The district provided telephonic translation as needed. Distance learners' parents/guardians were offered weekly meetings with the teacher regarding their student's academic progress consistent with established practices and procedures for traditional in-person learning.

Throughout Spring, 2020, staff members kept track of student interactions and engagement, and documented strategies that were used successfully to increase student engagement and participation in distance learning. Staff members also noted follow up actions that would be needed in the fall, such as academic interventions and counseling support. These specific strategies and plans to keep these students engaged in distance learning were utilized during the 2020-2021 school year.

Family engagement and outreach was a challenge, but the school found success through frequent phone calls, home visits as necessary, written updates and communications, all call messages, opportunities for parent input at school meetings and on school surveys, as well as check ins with parents during student drop off and pick up times.

Analysis of School Nutrition

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

One of the school's major successes was our school meal program. The school provided nutritious meals to all children, including low income, foster youth, and English Learners. School employees delivered meals to our low income, foster youth, and EL students on a daily basis through the spring school closure, including school breaks, in order to provide nutritious meals to our low income, foster youth, and EL students facing food instability. Grab and go meals were provided to any/all students during the 2019-2020 spring school closure, and meals were also provided to all students, including distance learners, during the 2020-2021 school year. Students picked up their lunch and/or supper with their classroom cohort in grab and go fashion at the end of each school day (1:00), helping to reduce student interaction. School meals were served in sealed disposal containers, with all safety protocols in place for preparation, packaging, and service. The school hired additional employees in the cafeteria to help with the increased workload necessary to safely provide daily meals, and the school obtained all necessary waivers to provide meal service in these different formats. The school secretary also worked with our low income families to get the P-EBT card.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Additional cafeteria time to provide nutritious meals to our low income, EL, foster, and homeless students, who are experiencing food uncertainty	5000	5000	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.

Funds budgeted in this section were expended as budgeted. There were no substantive differences between the description of the actions or services identified and the actions or services implemented.

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.

Our school was fortunate to be able to offer in person instruction for the entire 2020-2021 school year, as well as a distance learning option, for those families that preferred distance learning. At the beginning of the 2020-2021 school year, 17% of our students were learning from home, and 83% of our students were learning in person. Based on parent input at stakeholder input meetings and on locally developed online and paper surveys, our stakeholders overwhelmingly supported the school’s decision to begin the school year in person with distance learning as an option. After completion of the initial reading skills (DIBELS) assessment in September, 51% of students 1st-6th grade were classified as needing “intensive support”, while 20% of these students were classified as not needing additional support. At mid year, the same group of students 43% were still in the “Intensive Support” category, while 29% were not in need of additional support. Utilizing combined data from the 3-8 graders’ CAASPP interim assessments results, 29% of the total students tested scored “Below Standard” on the interim English/language arts assessments, while 29.3% scored “Below Standard” on the interim English/language arts assessments during the 2020-2021 school year. In math, 24.25% of the total students tested scored “Below Standard” on the interim math assessments in 2019-2020, while 42.64% scored “Below Standard” on the interim math assessments during the 2020-2021 school year. Due to this increase in students scoring “Below Standard”. Academically, our students continue to need targeted support. We hired an intervention teacher and increased paraprofessional hours to help mitigate this learning loss. We plan to increase the intervention teacher’s hours in the 2021-2022 school year. We trained paraprofessionals on reading and math intervention strategies and assigned them to work with our low income and homeless students. We did not have ELPAC results from the 2019-2020 school year. Using local assessments and teacher input, our EL Coordinator trained paraprofessionals to provide targeted support to our EL students.

California Healthy Kids and California School Staff Survey results, as well as results from parent surveys, show that our students, staff, and parents, rate the school as safe. 76% of 5th graders, 84% of 6th graders, and 70% of 7th graders, 100% of staff and parents, feel the school is a safe place.

The data also shows that socially and emotionally, our students need additional support. On the above surveys, 27% of staff believe that “Student depression or other mental health issues are a moderate problem, and 67% of staff conveyed that they need additional professional development focused on providing the social, emotional, and developmental needs of youth. In response to what we have learned over the course of the 2020-2021 school year, we are adding an additional day of school-based counseling, as well as increasing our referrals to outside counseling agencies. We are also focusing time, resources, and staff professional development on the social and emotional well being for students and staff in the 2021-2024 LCAP. Through the experiences of this year, we also see the value of art and music for our students, and plan to continue providing classroom music as well as instrumental and vocal music classes, as well as devote resources to the arts in the 2021-2024 LCAP. Our nutrition program was an integral part of our students' well being, providing healthy meals to students. This service is especially valuable to our students with unique needs, many of whom face food instability. We will continue to support our nutrition program in the upcoming years.

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

Our school will continue to assess learning loss with locally applied measures, as well as standardized and computer-based assessments. The results from these assessments will be used to target our students who need additional supports both academically and social-emotionally. Our most vulnerable students, our students with unique needs, will be targeted for these additional supports, through the intervention program, counseling program, increased paraprofessional time, and after school intervention program. Certificated and classified employees will receive further professional development training on meeting the needs of our low income, foster youth, and English learners. Staff training will also focus on our students' social emotional health and wellbeing. Pupil learning loss has also taken place due to absences, as shown on the dashboard. Because of this, increasing attendance is addressed in the 2021-2024 LCAP.

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 were no substantive differences between the description of the actions or services identified and the actions or services implemented.

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.

Data that was gathered and analyzed while completing the 2019-2020 LCAP Annual Update and the 2020-2021 LCP was used in the development of the LEA's 2021-2024 LCAP.

Data Analysis:

After completion of the initial reading skills (Dibels) assessment in September 2020, 51% of students 1st-6th grade were classified as needing "intensive support", while 20% of these students were classified as not needing additional support. At mid year of the 2020-2021 school year, of the same group of students, 43% were still in the "Intensive Support" category, while 29% were not in need of additional support. This information was utilized in developing actions in the 2021-2024 LCAP, including paraprofessionals in the classroom, an intervention teacher, and after school intervention program.

Utilizing combined 2019-2020 data from the 3-8 graders' CAASPP interim assessments results, 29% of the total students tested scored "Below Standard" on the interim English/language arts assessments, while during the 2020-2021 school year, 29.3% scored "Below Standard" on the interim English/language arts assessments.

In math, in 2019-2020, 24.25% of the total students tested scored "Below Standard" on the interim math assessments, while during the 2020-2021 school year, 42.64% scored "Below Standard" on the interim math assessments. Due to this increase in students scoring "Below Standard" in math, and the stagnancy of scores in English/language arts, and based on stakeholder input, our students continue to need targeted academic support. This includes our EL students, who did not meet the ELPAC achievement nor the EL redesignation percentage goals in the LCAP, based on 2018-2019 data. Based on this information, EL achievement and EL redesignation rates are addressed in the 2021-2024 LCAP. Additionally, based on data and feedback, the LCAP includes an intervention teacher and increased paraprofessional hours to help mitigate this learning loss. We plan to increase the intervention teacher's hours in the 2021-2022 school year and train paraprofessionals on reading and math intervention strategies and assign them to work with our low income and homeless students. We did not have ELPAC results from the 2019-2020 school year. Using 2018-2019 ELPAC data, local assessments and teacher input from the 2020-2021 school year, our EL Coordinator trained paraprofessionals to provide targeted support to our EL students. This training and targeted support will be carried on into the 2021-2024 LCAP.

2020-2021 California Healthy Kids and California School Staff Survey results, as well as results from parent surveys, show that our students, staff, and parents, rate the school as safe. 76% of 5th graders, 84% of 6th graders, and 70% of 7th graders, 100% of staff and parents, feel the school is a safe place. The CHKS, CSSS, and local data also shows that socially and emotionally, our students need additional support. On the above surveys, 27% of staff believe that "Student depression or other mental health issues are a moderate problem, and 67% of staff conveyed that they need additional professional development focused on providing the social, emotional, and developmental needs of youth. In response to what we learned over the course of the 2020-2021 school year, and stakeholder input on 2021-2024 LCAP development, we are adding an additional day of school-based counseling, as well as

increasing our referrals to outside counseling agencies. We are also focusing time, resources, and staff professional development on the social and emotional well being for students and staff in the 2021-2024 LCAP.

Through the experiences of this year, we also see the value of art and music for our students, and plan to continue providing classroom music as well as instrumental and vocal music classes, as well as devote resources to the arts in the 2021-2024 LCAP. Our nutrition program was an integral part of our students' well being, providing healthy meals to students. This service is especially valuable to our students with unique needs, many of whom face food instability. Based on stakeholder feedback, we will continue to support our nutrition program in the 2021-2024 LCAP.

Instructions: Introduction

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

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

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

Annual Update

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

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	1,585,461.00	1,672,204.96
After School Education and Safety (ASES)	64,780.00	106,374.77
LCFF	121,632.00	123,317.77
LCFF Base	930,867.00	973,258.78
LCFF Supplemental and Concentration	265,536.00	276,423.31
Lottery	5,000.00	7,693.44
Low Performance Students Block Grant	2,000.00	2,305.24
Special Education	139,248.00	135,997.89
Title I	18,515.00	18,950.76
Title IV	10,000.00	0.00
Transportation	27,883.00	27,883.00
	27,883.00	27,883.00

* 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	1,585,461.00	1,672,204.96
	23,969.00	22,489.32
1000-1999: Certificated Personnel Salaries	1,065,293.00	1,134,255.77
2000-2999: Classified Personnel Salaries	382,597.00	405,891.67
3000-3999: Employee Benefits	20,601.00	24,113.26
4000-4999: Books And Supplies	24,859.00	18,466.70
5000-5999: Services And Other Operating Expenditures	14,259.00	3,105.24
7000-7439: Other Outgo	26,000.00	36,000.00
Object 8988	27,883.00	27,883.00
	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	1,585,461.00	1,672,204.96
	LCFF Supplemental and Concentration	23,969.00	22,489.32
1000-1999: Certificated Personnel Salaries	LCFF Base	818,405.00	896,416.62
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	89,125.00	85,392.78
1000-1999: Certificated Personnel Salaries	Lottery	0.00	1,354.68
1000-1999: Certificated Personnel Salaries	Special Education	139,248.00	135,997.89
1000-1999: Certificated Personnel Salaries	Title I	18,515.00	15,093.80
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	64,480.00	106,374.77
2000-2999: Classified Personnel Salaries	LCFF	121,632.00	123,317.77
2000-2999: Classified Personnel Salaries	LCFF Base	100,203.00	76,042.16
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	96,282.00	96,639.64
2000-2999: Classified Personnel Salaries	Lottery	0.00	3,517.33
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	10,601.00	20,256.30
3000-3999: Employee Benefits	Title I	0.00	3,856.96
3000-3999: Employee Benefits	Title IV	10,000.00	0.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	300.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	19,559.00	15,645.27
4000-4999: Books And Supplies	Lottery	5,000.00	2,821.43
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	12,259.00	800.00
5000-5999: Services And Other Operating Expenditures	Low Performance Students Block Grant	2,000.00	2,305.24
7000-7439: Other Outgo	LCFF Supplemental and Concentration	26,000.00	36,000.00
Object 8988	Transportation	27,883.00	27,883.00

* 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	1,423,660.00	1,527,938.76
Goal 2	650.00	0.00
Goal 3	161,151.00	144,266.20

* 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	\$161,600.00	\$146,605.00
Distance Learning Program	\$24,500.00	\$24,500.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$5,000.00	\$5,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$191,100.00	\$176,105.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$139,000.00	\$124,096.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$139,000.00	\$124,096.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$22,600.00	\$22,509.00
Distance Learning Program	\$24,500.00	\$24,500.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$5,000.00	\$5,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$52,100.00	\$52,009.00

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Scotia Union School District

CDS Code: 12630246008155

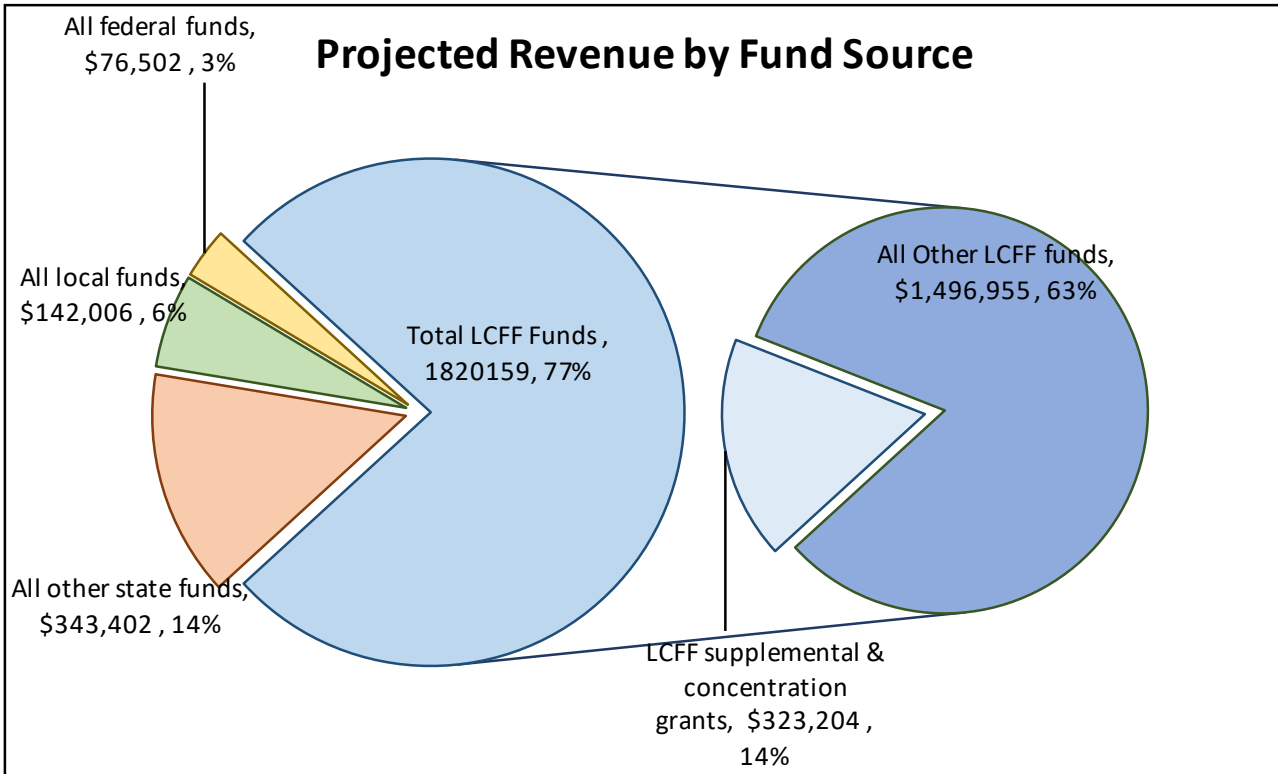
School Year: 2021 – 22

LEA contact information: Amy Gossien agossien@scotiaschool.org (707)764-2212

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

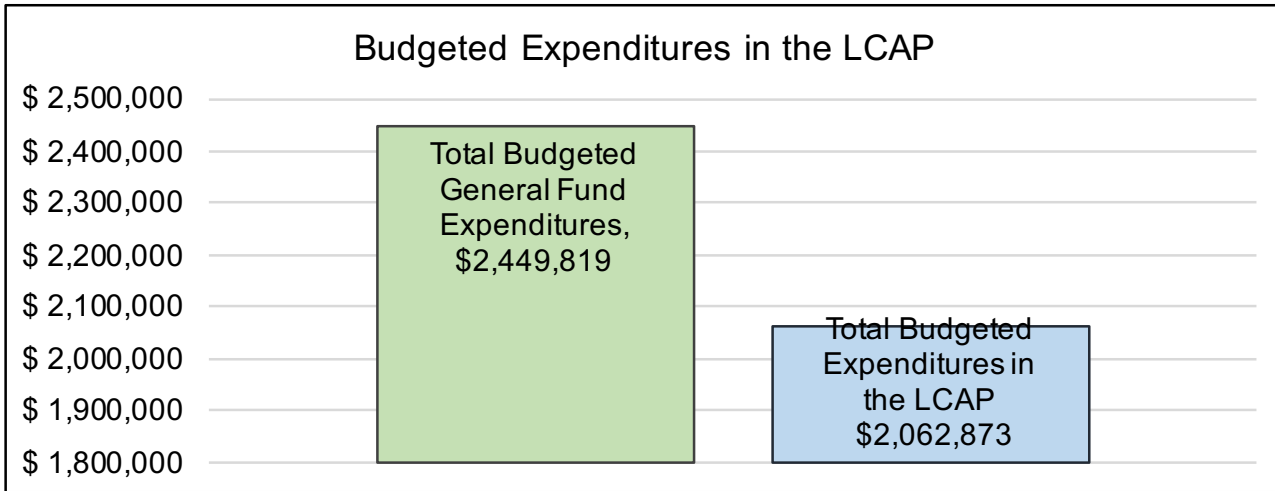


This chart shows the total general purpose revenue Scotia Union School District expects to receive in the coming year from all sources.

The total revenue projected for Scotia Union School District is \$2,382,069.00, of which \$1,820,159.00 is Local Control Funding Formula (LCFF), \$343,402.00 is other state funds, \$142,006.00 is local funds, and \$76,502.00 is federal funds. Of the \$1,820,159.00 in LCFF Funds, \$323,204.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Scotia Union 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.

Scotia Union School District plans to spend \$2,449,819.00 for the 2021 – 22 school year. Of that amount, \$2,062,873.00 is tied to actions/services in the LCAP and \$386,946.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

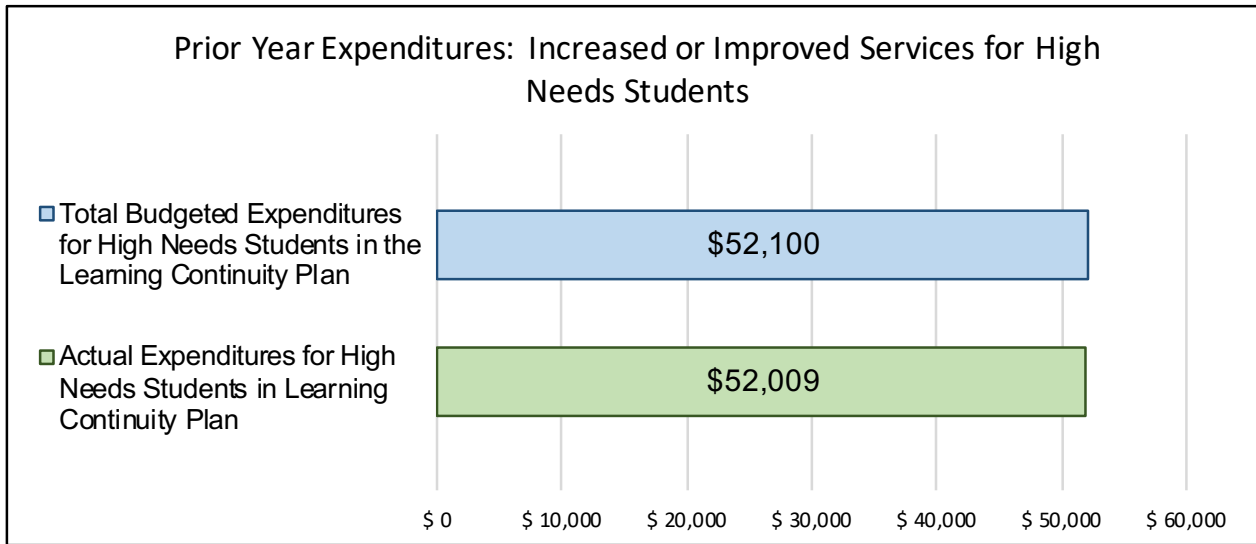
General Fund Budget Expenditures not included in the LCAP are: District Office expenditures, audit, legal, insurance, CSD fees, inter-LEA contracts & services, On-Behalf Pension Contributions.

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

In 2021 – 22, Scotia Union School District is projecting it will receive \$323,204.00 based on the enrollment of foster youth, English learner, and low-income students. Scotia Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Scotia Union School District plans to spend \$550,408.00 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 Scotia Union 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 Scotia Union 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, Scotia Union School District's Learning Continuity Plan budgeted \$52,100.00 for planned actions to increase or improve services for high needs students. Scotia Union School District actually spent \$52,009.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$91.00 had the following impact on Scotia Union School District's ability to increase or improve services for high needs students:

The difference of \$91 did not impact the actions and services and the overall increased or improved services