LCFF Budget Overview for Parents

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

CDS Code: 04615230000000

School Year: 2021-22

LEA contact information:
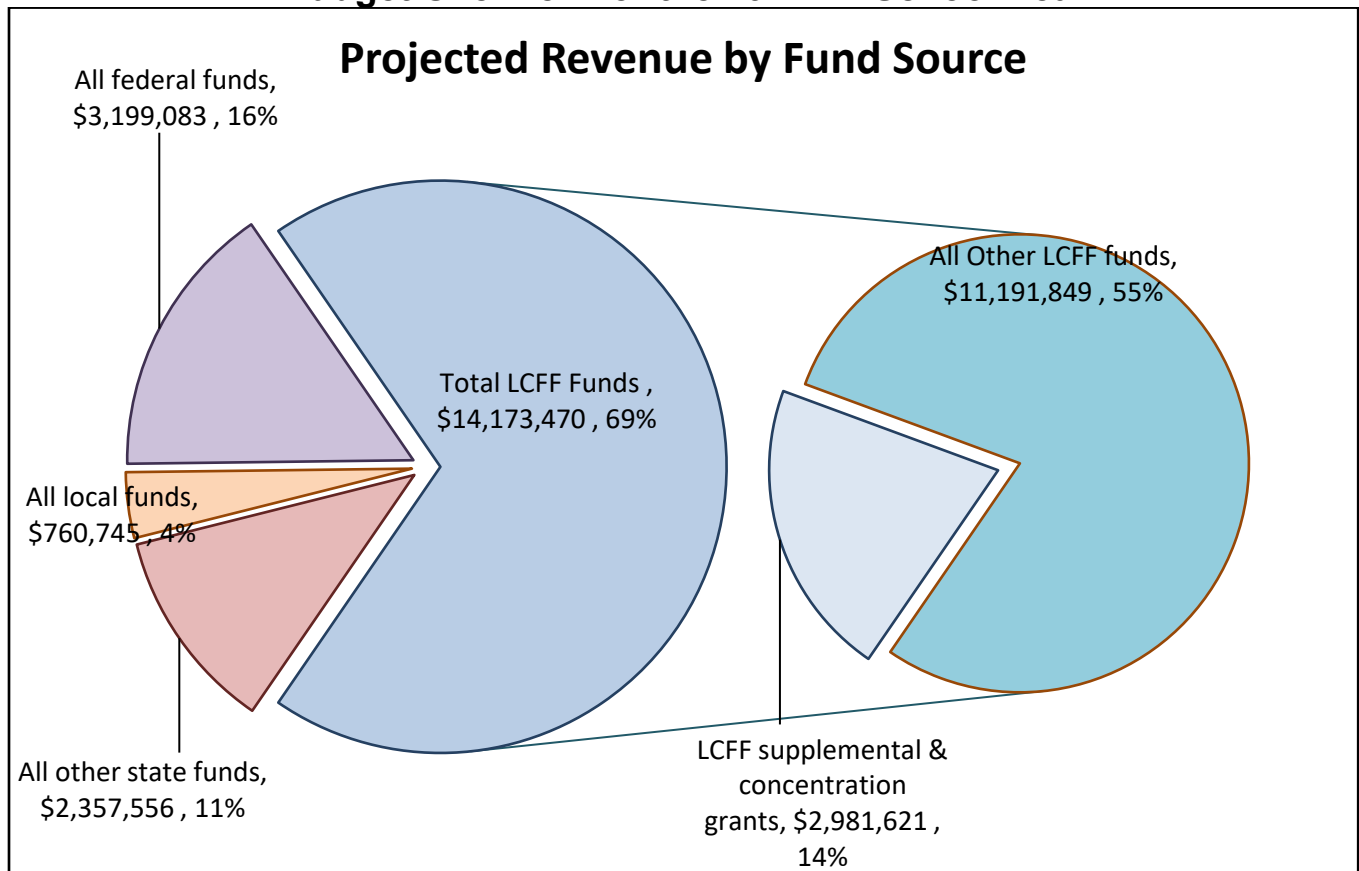
Kathleen Andoe-Nolind

Superintendent

kandoe@palermok8.org

(530) 533-4842 7

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $3,199,083 , 16%

All Other LCFF funds, $11,191,849 , 55%

Total LCFF Funds , $14,173,470 , 69%

All local funds, $760,745 , 4%

All other state funds, $2,357,556 , 11%

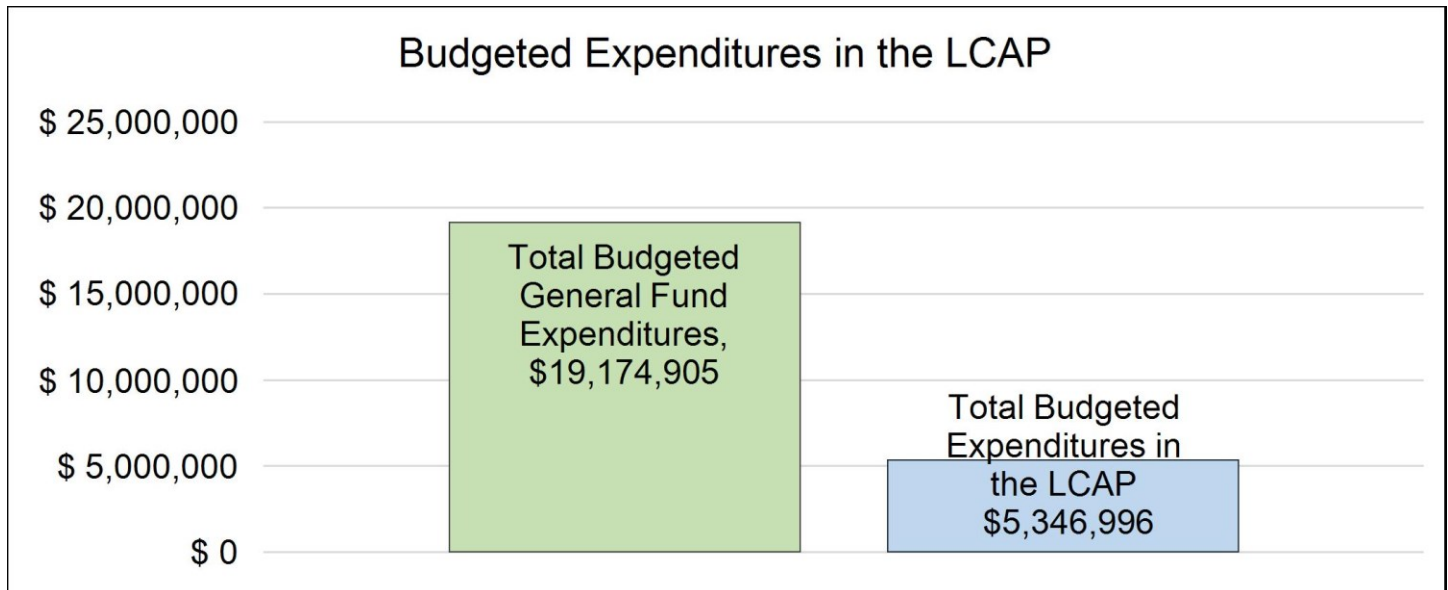LCFF supplemental & concentration grants, $2,981,621 , 14%

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

The total revenue projected for Palermo Union Elementary School District is $20,490,854, of which $14,173,470 is Local Control Funding Formula (LCFF), $2,357,556 is other state funds, $760,745 is local funds, and $3,199,083 is federal funds. Of the $14,173,470 in LCFF Funds, $2,981,621 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 25,000,000	
$ 20,000,000	
$ 15,000,000	Total Budgeted General Fund Expenditures, $19,174,905
$ 10,000,000	
$ 5,000,000	Total Budgeted Expenditures in the LCAP $5,346,996
$ 0	

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

Palermo Union Elementary School District plans to spend $19,174,905 for the 2021-22 school year. Of that amount, $5,346,996 is tied to actions/services in the LCAP and $13,827,909 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
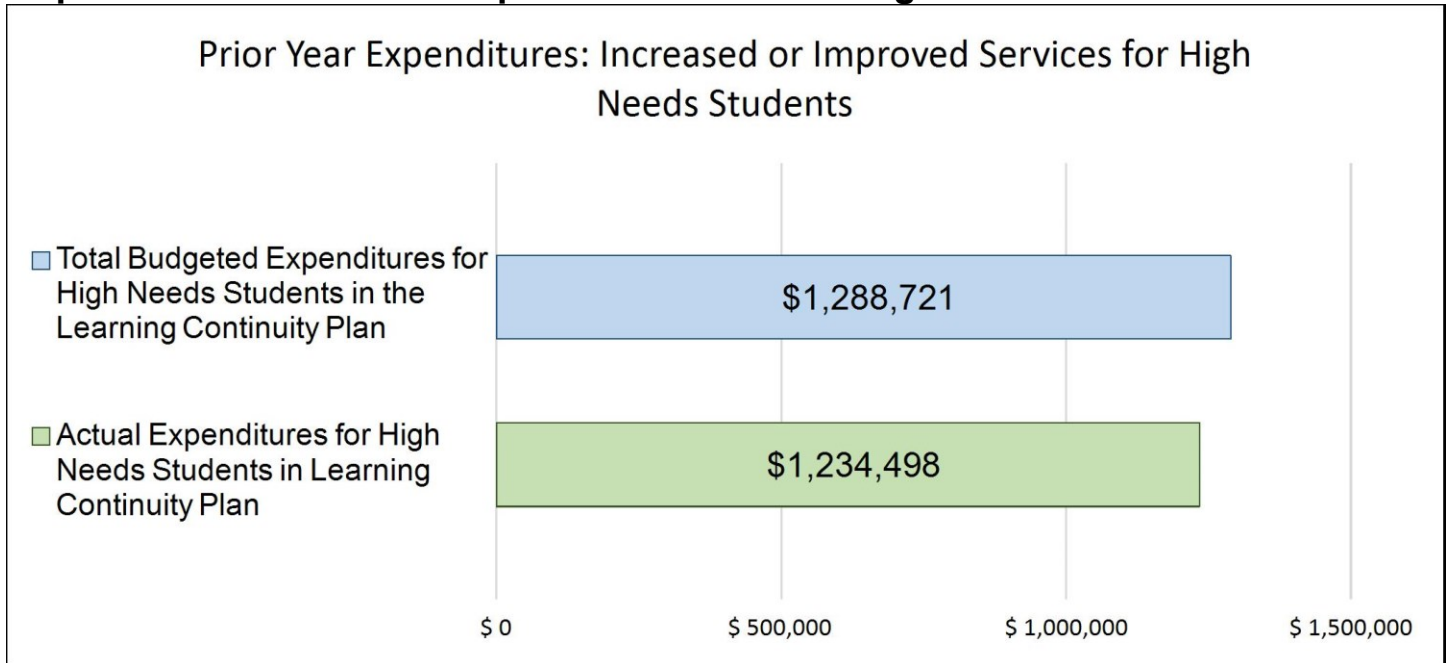
Salaries and benefits, core program curriculum, materials and supplies, administration and clerical support, administrative materials and supplies, custodial and maintenance of facilities.

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

In 2021-22, Palermo Union Elementary School District is projecting it will receive $2,981,621 based on the enrollment of foster youth, English learner, and low-income students. Palermo Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Palermo Union Elementary School District plans to spend $3,072,531 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1,288,721
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$1,234,498

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000

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

In 2020-21, Palermo Union Elementary School District's Learning Continuity Plan budgeted $1,288,721 for planned actions to increase or improve services for high needs students. Palermo Union Elementary School District actually spent $1,234,498 for actions to increase or improve services for high needs students in 2020-21.

The District used several other funding sources including supplemental and concentration grant funds and base LCFF funds to increase or improve services to high needs students. The Learning Continuity Plan only reflects the expenditures that were implemented due to the pandemic.

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
Palermo Union Elementary School District	Kathleen Andoe-Nolind Superintendent	kandoe@palermok8.org (530) 533-4842 7

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

Develop a rigorous and challenging academic program that prepares students for high school, college, and/or career success while incorporating 21st century skills and technologies

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4 - CAASPP Math Scores/Academic Indicator Improve (decrease) the distance below standard on the Math portion of the CAASPP. **19-20** Improve (decrease) the distance below standard on the Math portion of the CAASPP **Baseline** Math SBAC Status Score and Indicator Color Level (2015-16 Scores): All - 66.7 points below level 3 (yellow) English Learner - 84.9 points below level 3 (orange)	Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019 administration of the CAASPP. All Students: 73.6 points below standard (Yellow Tier). English Learners: 91.2 points below standard (Yellow Tier). Socioeconomically Disadvantaged: 83.8 points below standard (Yellow Tier). Students with Disabilities: 136.8 points below standard (Orange Tier). American Indian: 84.1 points below standard (Yellow Tier). Hispanic: 89.7 points below standard (Yellow Tier). Two or More Races: 58.3 points below standard (Orange Tier)

Expected	Actual
Socioeconomically Disadvantaged - 74 points below level 3 (orange) Students with Disabilities - 135.2 points below level 3 (red) American Indian - 69.9 points below level 3 (yellow) Hispanic - 79.2 points below level 3 (orange) Two or More Races - 43.2 points below level 3 (yellow) White - 61.7 points below level 3 (yellow)	White: 66.4 points below standard (Yellow Tier)
Metric/Indicator Priority 4 - English Learner Progress Indicator The English Learner Progress Indicator: An average of 50% of EL students will increase one level as measured by district CELDT Results and reported on the 2017 California Dashboard. **19-20** English Proficiency - Improve EL Progress Indicator status rate by 2%. **Baseline** EL Progress Indicator for 2015-16 64.8% (orange)	Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019 administration of the ELPAC. English Learners making progress towards English language proficiency: 36.8% English Learners Who Decreased at Least One ELPI Level: 22.6% English Learners Who Maintained ELPI Levels below 4: 40.5& English Learners Who Maintained ELPI Level 4: 2.8% English Learners Who Progressed at Least One ELPI Level: 33.9%
Metric/Indicator Priority 7 -Course Access(Conditions of Learning) All Students will be appropriately placed in grade level courses and have access to curriculum and materials. (Local measure)	All students continue to have access to classes that teach grade level standards.

Expected	Actual
In grades 6-8, the master schedule will be monitored to ensure that EL students and SWD have access to exploratory classes **19-20** All students (unduplicated counts, EL, homeless, etc.) will be appropriately placed in grade level courses and have access to ELA, math, science, social studies, arts, and physical education classes and materials. **Baseline** 15/16 school year - 100% of unduplicated students will be appropriately placed in grade level courses and have access to ELA, math, etc., materials, etc.	
Metric/Indicator Priority 8- Other Pupil Outcomes 7th grade students will maintain a 2.0 cumulative grade point average as determined by course grades. **19-20** Priority 8 Percentage of 7th grade students who successfully maintain a GPA of 2.0 in end of year cumulative grade point average will increase by 2%. **Baseline** Students who successfully maintain a GPA of 2.0 in end of year cumulative grade point average: 2015-16 83.33%	Due to the COVID-19 school closures in March 2020 we were to determine reliable cumulative grade point averages. The data indicated is from the 2018/2019 school year: this is our most recent available data. 82% of 7th graders maintained a cumulative grade point average of at least 2.0.
Metric/Indicator Priority 4 - SBAC Scores/ELA Academic Indicator Improve (decrease) the distance below standard on the ELA portion of the CAASPP.	Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019 administration of the CAASPP. All Students: 38 points below standard (Yellow Tier).

Expected	Actual
19-20 Improve the "distance from 3" score on the SBAC ELA status report and the color indication on the ELA Academic Indicator for all students and for each subgroup. **Baseline** ELA Status and Indicator Color Level (2015-16 Scores): All - 39.7 points below level 3 (orange) English Learners - 60.8 points below level 3 (yellow) Socioeconomically Disadvantaged - 48.7 points below level 3 (orange) Students with Disabilities - 104.3 points below level 3 (red) American Indian - 51.7 points below level 3 (orange) Hispanic - 48.2 points below level 3 (yellow) Two or More Races - 24 points below level 3 (yellow) White - 37.3 points below level 3 (orange)	English Learners: 55.3 points below standard (Orange Tier). Socioeconomically Disadvantaged: 47.2 points below standard (Orange Tier). Students with Disabilities: 104.1 points below standard (Orange Tier). American Indian: 54.6 points below standard (Orange Tier). Hispanic: 50 points below standard (Orange Tier). Two or More Races: 21.5 points below standard (Yellow Tier) White: 32.1 points below standard (Yellow Tier)
Metric/Indicator Priority 1 - Sufficient Instructional Material and Credentialed Teachers **19-20** Maintain 100% compliance of student accessibility to state standards aligned instructional materials as measured by William's review or district self- assessment. Maintain 0% of teachers being mis-assigned	100% of our students have sufficient access to standards aligned instructional materials. 100% of our teachers are appropriately credentialed and assigned.

Expected	Actual
Baseline 2016-17 100% of students have sufficient standard aligned materials. 100% of teachers appropriately credentialed and assigned. **Metric/Indicator** Priority 2 - Implementation of CCSS and ELD Standards Teachers will receive professional development to support and enhance the delivery of instruction in regards to the California State Standards, the ELD stadards, assessment, implementation of interventions and multi tiered systems of support. **19-20** Teachers will receive professional development to support and enhance the delivery of instruction in regards to the California State Standards, the ELD standards, assessment, implementation of interventions and multi tiered systems of support.	100% of teachers were trained to effectively deliver adopted math curriculum with an emphasis on EL student access to curriculum and technology. All teachers received professional development in designated and integrated English Language Development at staff meetings throughout the year.
Baseline 2016-17 - 100% of teachers received PD aligned to implementation of CA Math State Standards with a focus on EL support. **Metric/Indicator** Priority 8 - Local Benchmarks **19-20**	Due to the COVID-19 school closures in March 2020 we were unable to administer the assessments that provide this data. The data indicated is from the 2018/2019 school year: this is our most recent available data.

Expected	Actual
Reading performance of students in grades K-8 will increase by 2% as noted by local benchmarks. **Baseline** 2015-16 Baseline data - 60% of students met/exceeded standard as measured by local benchmarks.	TK: 90% of students are meeting grade level standards on end of year benchmark assessments. 1st: 92% of students are meeting grade level standards standards in English on end of year benchmark assessments. 2nd: 80% of students are meeting grade level standards standards in English Language Arts on end of year benchmark assessments. 3rd: 73% of students are meeting grade level standards standards in English Language Arts on end of year benchmark assessments. 4th: 40% of students are performing at or above grade level in English Language Arts on the end of year IReady assessment. 5th: 33% of students are performing at or above grade level in English Language Arts on the end of year IReady assessment. 6th: 67% of students are performing at or above grade level Reading on the end of year MobyMax assessment. 7th: 74% of students are performing at or above grade level in Reading on the end of year MAP assessment. 8th: 70% of students are performing at or above grade level in Reading on the end of year MAP assessment
Metric/Indicator Priority 8 - Local Benchmarks **19-20** Math performance of students in grades K-8 will increase by 2% as noted by local benchmarks. **Baseline** 2015-16 Baseline data - 62% of students met/exceeded standards based on local benchmarks.	Due to the COVID-19 school closures in March 2020 we were unable to administer the assessments that provide this data. The data indicated is from the 2018/2019 school year; this is our most recent available data. TK: 90% of students are meeting grade level standards in Math on end of year benchmark assessments. 1st: 90% of students are meeting grade level standards in Math on end of year benchmark assessments. 2nd: 86% of students are meeting grade level standards in Math on end of year benchmark assessments. 3rd: 59% of students are meeting grade level standards in Math on end of year benchmark assessments.

Expected	Actual
	4th: 54% of students are performing at or above grade level in Math on the end of year IReady assessment. 5th: 57% of students are performing at or above grade level in Math on the end of year IReady assessment. 6th: 60% of students are performing at or above grade level in Math on the end of year MAP assessment. 7th: 68% of students are performing at or above grade level in Math on the end of year MAP assessment. 8th: 74% of students are performing at or above grade level in Math on the end of year MAP assessment.
Metric/Indicator Priority 4 - EL Reclassification Rate **19-20** EL Reclassification Rate - A minimum of 10% of EL students will be reclassified as FEP (Fluent English Proficient) each year. **Baseline** 2015-16 Baseline Data - 14% of EL studets were reclassified as FEP.	Due to the COVID-19 school closures in March 2020, only the 4th and 5th grade EL students were able to complete the summative ELPAC. 13% of the students who completed the ELPAC were reclassified as RFEP in Fall of 2020.
Metric/Indicator Priority 5 - Middle School Drop Out Rate **19-20** Maintain 0% Drop Out Rates **Baseline** 2015-16 Baseline Data - 0%	Middle School Drop Out Rate continues to 0%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continued implementation of I-Ready Program for Golden Hills Elementary School	4000-4999: Books And Supplies LCFF Supplemental and Concentration 13,700	4000-4999: Books and Supplies LCFF Supplemental and Concentration 13,689
Continued Implementation of Illuminate student assessment/data system	4000-4999: Books And Supplies LCFF Supplemental and Concentration 8,500	4000-4999: Books and Supplies LCFF Supplemental and Concentration 8,240
Continue to provide music instruction in grades 4-8	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 64,900 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration 24,310	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 65,934 4000-4999: Books and Supplies LCFF Supplemental and Concentration 1,841 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 417 3000-3999 Employee Benefits LCFF Supplemental and Concentration 25,330
Continued Implementation of Lexia Core 5 Reading Program	4000-4999: Books And Supplies LCFF Supplemental and Concentration 12,280	4000-4999: Books and Supplies LCFF Supplemental and Concentration 11,934
K -3 (2.0 FTE) Reading Intervention Teacher • Conducts small group instruction with at-risk students (literacy) as identified by DIBELs Assessment • Continue to implement the Reading Pals Program	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 162,330 3000-3999: Employee Benefits LCFF Supplemental and Concentration 60,260	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 166,998 3000-3999 Employee Benefits LCFF Supplemental and Concentration 62,001
6-8 (.5 FTE) Academic Intervention Teacher	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Provides Reading/ELA/Math intervention services to at-risk 6-8th grade students as identified by grade level benchmark/state assessments	Supplemental and Concentration 34,285 3000-3999: Employee Benefits LCFF Supplemental and Concentration 13,815	Supplemental and Concentration 35,387 3000-3999 Employee Benefits LCFF Supplemental and Concentration 14,0452
K -3 (1FTE) Education Specialist Teacher • Provides Reading/ELA/Math intervention services to at-risk K-3rd grade students as identified by grade level benchmark/state assessments	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 68,990 3000-3999: Employee Benefits LCFF Supplemental and Concentration 24,980	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 72,760 3000-3999 Employee Benefits LCFF Supplemental and Concentration 25,900
K -8 Paraprofessional Services • Provide academic support/intervention in EL/Reading/ELA/Math for at-risk students	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 129,130 3000-3999: Employee Benefits LCFF Supplemental and Concentration 40,990 2000-2999: Classified Personnel Salaries Title I 209,945 3000-3999: Employee Benefits Title I 55,340	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 150,781 3000-3999 Employee Benefits LCFF Supplemental and Concentration 46,753 2000-2999: Classified Personnel Salaries Title I 197,577 3000-3999 Employee Benefits Title I 51,565
Continue Class Size Reduction (K-3rd grade) • Provide reduced class sizes (24 to 1) for students in grades K-3rd. The district needs an additional seven K-3rd grade teachers to maintain a 24:1 ratio. For example - if class ratios were 30:1, the district would need to employ 17 K-3rd grade teachers. If class ratios are 24:1, the district needs to employ 24 teachers. 2 additional FTEs will be hired to keep class sizes at 24:1 or less.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 608,690 3000-3999: Employee Benefits LCFF Supplemental and Concentration 234,480	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 625,655 3000-3999 Employee Benefits LCFF Supplemental and Concentration 241,420

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue After School Tutoring Services for 4-8th grades • Provide academic support EL/Reading/ELA/Math for at-risk students	1000-1999: Certificated Personnel Salaries Title I 30,000 3000-3999: Employee Benefits Title I 6,164	1000-1999: Certificated Personnel Salaries Title I 15,680 3000-3999 Employee Benefits Title I 3,002
Continue to provide IT Support • Provide technology services to students/staff to maintain/continue access to curriculum to meet the needs of Common Core implementation and CAASPP related requirements	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 94,920 3000-3999: Employee Benefits LCFF Supplemental and Concentration 48,850 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,500	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 96,188 3000-3999 Employee Benefits LCFF Supplemental and Concentration 49,530 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 524
PE Teacher (K-5th grade) 2 FTE • Provide physical fitness education for K-5th grade students to meet the needs of 5th grade physical fitness testing. This also provides time for classroom teachers to analyze data and plan effective instruction, intervention and enrichment.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 184,030 3000-3999: Employee Benefits LCFF Supplemental and Concentration 62,070	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 169,192 3000-3999 Employee Benefits LCFF Supplemental and Concentration 61,121
Purchase Reading/Writing/ELA/Math/History/Science Sup. Materials • Provide supplemental materials for Common Core implementation Core Clicks: HW Wilson Language Training: Fundations: HW Read n Quiz: HW System 44: GH Star Fall Education: HW Science Materials: PS/GH/HW MobyMax: PS Read Naturally: PS and GH	4000-4999: Books And Supplies LCFF Supplemental and Concentration 26,220	4000-4999: Books and Supplies LCFF Supplemental and Concentration 20,464

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Benchmark assessment program (MAP Program) for ELA/Math (CCS and CAASPP aligned)	4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,000	4000-4999: Books and Supplies LCFF Supplemental and Concentration 6,602
Update staff/student technology district-wide (computers, projectors, Smart boards, software, etc.) Helen Wilcox: Purchase 50 chromebooks for 2 new classrooms Golden Hills: Replace 157 chromebooks for 4th grade students Palermo School: Replace 177 chromebooks for 6th grade students Purchase 30 chromebooks for new math classes	4000-4999: Books And Supplies LCFF Supplemental and Concentration 150,000	4000-4999: Books and Supplies LCFF Supplemental and Concentration 126,285
Provide Staff Development in the following areas: Professional Learning Communities Multi Tiered Systems of Support Trauma Informed Practices Data Driven Decision Making Tier 1 and Tier 2 Instruction and Intervention	5000-5999: Services And Other Operating Expenditures Title II 20,000	1000-1999: Certificated Personnel Salaries Title II 26,721 3000-3999 Employee Benefits Title II 5,459 5000-5999: Services and Other Operating Expenditures Title II 24,634
Provide time for staff members to form/develop professional learning communities	1000-1999: Certificated Personnel Salaries Title I 17,000 3000-3999: Employee Benefits Title I 3,493	1000-1999: Certificated Personnel Salaries Title I 34,852 3000-3999 Employee Benefits Title I 5,396
Field Trips for K-8 students • Provide opportunities to enhance common core curriculum (Math, History, Science, STEM activities, etc.)	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 10,000.00	5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 9,106

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2 FTE. Library Techs • Provide library support services to enhance common core curriculum (Math, History, Science, STEM activities, etc.)	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 71,490 3000-3999: Employee Benefits LCFF Supplemental and Concentration 33,985	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 58,202 3000-3999 Employee Benefits LCFF Supplemental and Concentration 19,711
.25 FTE. EL Support Teacher • Provided ELD instruction for 7/8 grade	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 22,981 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8,100	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 23,567 3000-3999 Employee Benefits LCFF Supplemental and Concentration 8,334

Goal Analysis

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

All actions/services related to this goal were implemented and funded.

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

An increase in local benchmark scores for ELA and math demonstrate the overall effectiveness of the actions and services provided in goal 1. The greatest gains were seen in reading scores of students in grades K-5. The focus on early literacy and the 2.0 FTE Reading Intervention Teachers and 8.0 FTE paraprofessionals were instrumental in helping students attain proficiency in reading. Due to the COVID-19 pandemic school closures in March 2020, we were unable to provide a complete year of services to our students and we were unable to assess students in order to determine any additional improvement in student outcomes.

Goal 2

Create a physically and emotionally safe environment for students that incorporates parental involvement

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 6 - Local Climate Survey **19-20** Increase the percent of students that feel safe at school as measured by a parent/student survey. **Baseline** 2015-16 - 80% of Palermo's students feel safe most or all of the time.	Due to the COVID-19 school closures in March 2020 the Local Climate Survey data is from the 2018-2019 school year. The PBIS School Climate Survey was administered to students in 3rd through 7th grade in the 2018-2019 school year. Results are measured on a scale of 1 to 4; higher scores indicate a more positive response. 3rd grade overall mean score: 3.41 4th – 5th grade overall mean score: 3.08 6th-7th grade overall mean score: 2.98 Statement: 3rd grade 4th-5th grade 6th-7th grade I like school: 3.45 2.65 2.81 I feel safe at school: 3.38 3.22 2.69 Adult to help/talk to: 3.43 3.6 2.96 Successful at school: 3.31 2.8 2.98 Clear rules for behavior: 3.75 3.53 3.16 Teachers treat me with respect: 3.66 3.48 3.17 Key Learnings: The data suggests that overall, the student's perception of the school climate falls on the more positive end of the scale; while the higher grades have a somewhat less positive perception. The highest scores occur in 3rd grade and then

Expected	Actual
	decrease a little in the following grade spans. It appears that students feel less successful and less safe at school in the upper grades, however, only 394 students out of approximately 1300 submitted completed surveys. Areas of strength at all sites are that there are clear rules for behavior and that teachers treat students with respect. In order to improve the reliability of the data, we need to collect completed surveys by a more significant percentage of the student population district-wide. In order to improve the overall school climate district wide and increase the student's feelings of connectedness to their school, staff participated in the Capturing Kids Hearts training this summer and have been implementing the CKH procedures and strategies to build positive connections with all students. In addition, we implemented the 7 Mindsets social-emotional curriculum district wide and continue to improve and refine the Positive Behavior Intervention and Support strategies on all campuses. Data collected during the spring of 2020 will provide the data for the district and school sites to determine if they implemented actions have produced the results that we are seeking. In addition, each school site continues to analyze achievement data in order to determine intervention and core instructional strategies to improve student outcomes and their feelings of success at school.
Metric/Indicator Priority 6 - Expulsion Rates **19-20** Maintain less than 1% expulsion rate. **Baseline** 2015-16 expulsion rate was less than 1%.	The expulsion rate for the 2019/2020 school year was 0%.
Metric/Indicator Priority - 1 Facilities Inspection Tool **19-20**	Facility Inspection Tool November 2020 Honcut: Exemplary 100% Helen Wilcox: Exemplary 99.73%

Expected	Actual
Priority 1 - Maintain or increase by 3% exemplary/good overall facilities rating as measured by the FIT report. **Baseline** 2016-17 - 100% of facilities are rated as good or exemplary. **Metric/Indicator** Priority 3 - Parent Involvement Increase our parent involvement rate in the following areas: ELAC/DELAC participation LCAP Parent meeting participation Continue to ensure parent participation in IEPs, SSTs, and 504 meetings **19-20** Increase efforts to engage parents and establish baseline of parent/family participation in school related activities using surveys and attendance at school related activities. **Baseline** 15-16 baseline data - 64% of parents attended at least one school function during the year.	Golden Hills: Exemplary 100% Palermo School: Good 96.54% Seeking Input for Decision Making is a growth area for the district and each of the individual school sites. As a district, we continue to look for ways to involve more parents in school activities and especially the decision making process. We will continue to provide parents the opportunity to participate in the decision making process through school site councils, LCAP meetings, ELAC/DELAC meetings Indian Education Parent Committee meetings and parent surveys, however, overall participation remains low. Each year, the individual school sites provide multiple opportunities for families to attend school events during the evenings by hosting Back to School Nights, Open House, subject matter nights (math, science, art, etc.), school concerts, and sporting events. These events generate positive feedback and are well attended by our families; however, we have limited success in supporting family members in effectively engaging in advisory groups or decision making opportunities. In order to address our needs in this area, the Administrative Leadership time will explore and research opportunities to build our capacity to increase the effective engagement of our families in decision making or advisory opportunities and in the planning, design, implementation and evaluation of family engagement activities. Due to the COVID-19 school closures in March 2020 we were unable to complete data for the percentage of parents attending at least one school function. The data indicated below was collected during the 2018/2019 school year; this is our most recent available data. 74% of parents attended at least one school function during the year.

Expected	Actual
Metric/Indicator Priority 5 - School attendance rates **19-20** Student attendance rates will remain at or above the current 95% district-wide. **Baseline** 16/17 - Attendance rates for students was 95%.	Attendance rate data for the 2019/2020 school year was impacted due to the COVID-19 pandemic school closures. Honcut School: 94.45% in 2019/2020 and 92.95% in 2018/2020 Helen Wilcox: 93.95% in 2019/2020 and 94.65% in 2018/2020 Golden Hills: 95.29% in 2019/2020 and 94.87% in 2018/2020 Palermo School: 94.62% in 2019/2020 and 94.63% in 2018/2020
Metric/Indicator Priority 5 - Chronic absenteeism rates **19-20** Reduce chronic absenteeism (10% of school year) by 2%. **Baseline** 2015-16 baseline - 10% Chronic absenteeism rate	Due to the COVID-19 school closures in March 2020 the Suspension Rate data is from the 2018-2019 school year. All Students: 14.3% (Yellow Tier) Homeless: 33.7% (Red Tier) The Camp Fire occured in November 2018. American Indian: 20.9% (Orange Tier) Foster Youth: 12.9% (Orange Tier) Hispanic: 10.8% (Orange) Students with Disabilities: 21.1% (Yellow Tier) Socioeconomically Disadvantaged: 15.4% (Yellow Tier) Two or More Races: 13.1% (Yellow Tier) English Learners: 6.3% (Green Tier)

Expected	Actual
	Asian: 0% (Blue Tier)
Metric/Indicator Priority 6 - Suspension Rate/Suspension Indicator **19-20** Reduce suspension rates by 2%. **Baseline** 2015-16 Suspension rates and color on Dashboard All - 10.9% (red) EL - 6% (red) LI - 11.8% (red) SwD - 22.6% (red) American Indian - 19.5% (red) Asian - 2.1% (yellow) Hispanic - 9.1% (red) Two or More Races 12.1% (red) White - 11.1% (red)	Due to the COVID-19 school closures in March 2020 the Suspension Rate data is from the 2018-2019 school year. All Students: 5.6% suspended at least once (Yellow Tier). American Indian: 13% suspended at least once (Red Tier). Foster Youth: 11.8% suspended at least once (Red Tier). Homeless: 6.8% suspended at least once (Red Tier). English Learners: 4.4% suspended at least once (Orange Tier). Socioeconomically Disadvantaged: 6.5% suspended at least once (Orange Tier). White: 6.5% suspended at least once (Orange Tier). Asian: 0% suspended at least once (Blue Tier).

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.0 FTE Maintenance Worker - Help maintain facilities in good repair	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 57,500	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 58,335

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF Supplemental and Concentration 28,250	3000-3999 Employee Benefits LCFF Supplemental and Concentration 28,611
Provide services (babysitting, educational materials, snacks, etc.) and conduct eight parent education nights (focus on socio-emotional awareness, ACE trauma, stress management, and positive behavior strategies) district-wide to increase positive parental involvement	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,500	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1266
	2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 600	2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 0
	3000-3999 Employee Benefits LCFF Supplemental and Concentration 370	3000-3999 Employee Benefits LCFF Supplemental and Concentration 265
	4000-4999: Books and Supplies LCFF Supplemental and Concentration 1,000	4000-4999: Books and Supplies LCFF Supplemental and Concentration 877
Purchase subscription to Blackboard Connect to increase school to home communication. Maintain District and Site websites to provide communication to parents. Investigate ways to send announcements to parents/community via text messaging	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 12,650	5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration 13,019
Provide student incentives for school attendance (expanding exploratory offerings, field trips, reward assemblies, supplies, PBIS supports, etc.)	4000-4999: Books And Supplies LCFF Supplemental and Concentration 7,310	4000-4999: Books and Supplies LCFF Supplemental and Concentration 4,637
Provide home to school transportation for K-8th grade students	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 39,710	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 47,564
	3000-3999: Employee Benefits LCFF Supplemental and Concentration 23,730	3000-3999 Employee Benefits LCFF Supplemental and Concentration 25,491

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide health services and attendance support for K-8th grade students to increase and maintain attendance rates and reduce chronic absenteeism by hiring 1 FTE Nurse	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 64,890	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 36,988
	3000-3999: Employee Benefits LCFF Supplemental and Concentration 26,075	3000-3999 Employee Benefits LCFF Supplemental and Concentration 7,300
	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 865	5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 8,831
	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1795	4000-4999: Books and Supplies LCFF Supplemental and Concentration 1,733
Continue Community Day School (CDS) Program • Provide alternative setting to educationaly engage at-risk students	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 89,250	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 89,653
	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 19,930	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 19,853
	3000-3999: Employee Benefits LCFF Supplemental and Concentration 35,190	3000-3999 Employee Benefits LCFF Supplemental and Concentration 36,294
	4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,250	4000-4999: Books and Supplies LCFF Supplemental and Concentration 0
Continue .8 FTE K -8 Counselor - Provide emotional/academic support for K-8 students Hire an additional 2 FTE school counselors to provide student support at each of the main campuses	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 82,319	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 65,909
	3000-3999: Employee Benefits LCFF Supplemental and Concentration 29,231	3000-3999 Employee Benefits LCFF Supplemental and Concentration 24,033

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF Supplemental and Concentration 6,000	4000-4999: Books and Supplies LCFF Supplemental and Concentration 1,856
	North Valley Community Foundation Grant 1000-1999, 3000-3999: Certificated Salaries and Benefits Locally Defined 24,415	North Valley Community Foundation Grant 1000-1999, 3000-3999: Certificated Salaries and Benefits Locally Defined 25,686
	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I 48,830	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I 48,927
	Medi-Cal LEA Funding 1000-1999, 3000-3999: Certificated Salaries and Benefits Other 44,923	Medi-Cal LEA Funding 1000-1999, 3000-3999: Certificated Salaries and Benefits Other 41,355
	Learning Communities Grant 1000-1999, 3000-3999: Certificated Salaries and Benefits Other 48,830	Learning Communities Grant 1000-1999, 3000-3999: Certificated Salaries and Benefits Other 47,124
Provide PBIS data for staff to encourage positive student behavior. The district will implement School Wide Information System (SWIS) to gather data on student behavior, provide time for certificated teachers (salary and benefits) to interpret the data and plan accordingly.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 6,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 5,895
	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1,500	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1,629
	3000-3999 Employee Benefits LCFF Supplemental and Concentration 1380	3000-3999 Employee Benefits LCFF Supplemental and Concentration 1,561
	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1,050	5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration 1,270

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continued Implementation of 7 Mindsets (social-emotional curriculum) program district-wide	MTSS Grant 4000-4999: Books And Supplies Other 0 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,100	4000-4999: Books and Supplies LCFF Supplemental and Concentration 4,630
Student Transporation Tracking and Safety Equipment • Purchase Z Pass, Panic Button, and GPS System	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 5,000	5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration 4,384
Continue PBIS (positive intervention, behavior, and supports) training for classified staff members - district-wide	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1500 3000-3999: Employee Benefits LCFF Supplemental and Concentration 151	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2,355 3000-3999 Employee Benefits LCFF Supplemental and Concentration 626
Continued implementation Catapult (emergency communication program) - district-wide	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 2,500	5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration 2,498
Continued implementation Go Guardian (cloud based website filtering system) in grades 4-8th	4000-4999: Books And Supplies LCFF Supplemental and Concentration 6,500	4000-4999: Books and Supplies LCFF Supplemental and Concentration 8,661
Conduct PBIS (positive behavior, intervention, and supports) training for certificated staff members	5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration $9,000	5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration 0
Provide quarterly LCAP Highlights that are parent friendly and clearly communicates the purposes of the LCAP. There is not cost associated with this action.	0	

Goal Analysis

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

We did not conduct PBIS training for certificated staff, however, funds were used to implement Go Guardian in grade TK-3 and pay for increased cost associated with training classified staff in PBIS and home to school transportation which are all actions that address this goal.

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

An increase in parent participation (10% increase), a decrease in chronic absenteeism (1% decrease), and a decrease in suspension rates (7% decrease) for all students demonstrates the overall effectiveness of the actions and services provided in goal 2. Due to the fact that we employed a maintenance person to help make/keep facilities in good/safe repair our FIT demonstrates that all facilities are in good/excellent repair. Due to the COVID-19 pandemic school closures in March 2020, we were unable to fully complete all activities/services.

Goal 3

Create and maintain a culture that attracts, motivates, and retains a highly qualified staff

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 - Credentialed Teachers **19-20** All teachers will be correctly assigned and appropriately credentialed **Baseline** 15/16 baseline - 100% of all teachers are correctly assigned and appropriately credentialed	100% of certificated staff is appropriately assigned and credentialed.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All Teachers will be Correctly Assigned (Priority 1) - no expenditures needed for this action	7000-7439: Other Outgo Other 0	
Stipends for Teacher Induction Program Support Teachers (Four Teachers) - Help attract and retain highly qualified teachers. This action is being funded in Goal 3, Action 3 below through contracted services with BCOE.	0	
Provide Teacher Induction Program for New Teachers - Help attract and retain highly qualified teachers	1000-1999: Certificated Personnel Salaries Title II 3,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 14,061

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999 Employee Benefits Title II 1,120 5800: Professional/Consulting Services and Operating Expenditures Title II 21,000	3000-3999 Employee Benefits LCFF Supplemental and Concentration 621 5800: Professional/Consulting Services and Operating Expenditures Title II 9000
Signing Bonus ($5,000) for Hard to Get Credentials (Distributed over a 2 year period) • Help attract and retain highly qualified teachers (Ed. Specialist, Science, Math, SLP, etc.)	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 7,500	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 5,000
Incentive ($1,000) for Providing Early Written Retirement Notice (by Jan. 30th of Each Year) Help attract highly qualified teachers at an early date	5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration 8,000.00	5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration 0
Purchase EdJoin Subscription - Help attract and retain highly qualified teachers	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 300.00	5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 450
Provide $1000 stipend (11) for teachers to volunteer to work with the Cal-Teach (co-teaching model) program at California State University, Chico.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 11,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2,260	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9,360 3000-3999 Employee Benefits LCFF Supplemental and Concentration 2,059
Recognize up to 15 years of service credit for salary schedule placement for newly hired certificated staff.	1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Base $37,100	1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Base 14,675
Recognize units earned for completion of the Teacher Induction Program for salary schedule placement of new teachers, even if the teacher did not purchase the units.	No expenses were budgeted or incurred for this item in 2019-20 1000-1999, 3000-3999:	No expenses were budgeted or incurred for this item in 2019-20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Salaries and Benefits LCFF Base $0	

Goal Analysis

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

All actions were implemented and funded.

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

Providing BTSA (Action 3) for new teachers and a signing bonus for hard to get credentials (Action 4) helped the school district attract and retain three highly qualified teachers for the 17/18 school year. Also, the early retirement incentive (Action 5) helped the school district attract a highly qualified teacher for the 18/19 school year at an earlier date than usual.

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
Acellus Learning Accelerator (district wide license) and Staff Development	45,000	45,550	Yes
Purchase mask and shields	12,200	14,237	No
Purchase temperature scanners for each site	9,600	10,848	No
1:1 Devices (new and refurbished)	316,800	300,001	Yes
Student desktop plexiglass barriers and office plexiglass barriers	34,800	27,842	No
Tables for outdoor work stations with WIFI access for students	2,360	2,360	Yes
Sanitation supplies and misc. PPE and hand sanitizer	21,700	73,554	No
Hand washing stations	11,000	11,558	No

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

In March 2020, we hired 12 additional teachers so that we could meet social distancing requirements when we returned to 5 day/week in-person instruction. We also compensated certificated staff for an additional 14 hours/teacher in order for planning and curriculum development when we transitioned to the Blended Learning Model and again when we transitioned to the Full In-Person Learning Model. We purchased additional plexiglass dividers for all student desks/work stations, and implemented a cleaning and sanitation schedule that would clean/disinfect all classrooms and common areas on a daily basis. Classified staff timecarded additional hours in order to provide supervision of stable groups and assist with daily check-in and dismissal procedures.

Analysis of In-Person Instructional Offerings

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

In late October student's began returning for in-person instruction through participation in a Blended Learning Model.

Blended Model Challenges:
- Meeting the social distancing requirements
- Providing support to student in the Blended Model when they were on their distance learning days.
- Providing support to parents
- Providing transportation due to social distancing requirements
- Contact tracing
- Development of routines and procedures to keep students in their stable groups throughout the school day.
- The availability of substitute teachers.
- Development of MOU with all bargaining units to address the impacts of the Blended Learning Model (this was a challenge because we had to move quickly).

Blended Model Success:
- Students received 2 days of in-person instruction/week.
- Staff were able to build connections with their students.
- Students were able to socialize with their peers.
- We experienced no outbreaks or COVID-19 transmission on our school sites due to our health and safety protocols.
- We were able to hire one long term sub for each site.
- Cooperatively working with bargaining units resulted in the development of MOUs.

On March 12, 2021 we moved from a Blended Model to a Full In-person Learning Model.

Full In-person Learning Model Challenges:
- Meeting the social distancing requirements with both stable groups attending daily.
- Need for additional certificated staff.
- Transportation due to ongoing social distancing requirements.
- Development of MOUS with all bargaining units to address the impacts of the Full In-person Learning Model (this was a challenge because we had to move quickly).
- Higher absenteeism.
- Absences due to quarantine.
- Parent partnership fatigue
- Difficult to determine the cause of low academic performance
- On-going chronic truancy for some students

Full In-Person Learning Model Successes:
- Students social emotional and mental health needs could be met.
- Consistent routines re-engaged students.
- We hired 12 additional certificated staff so that we could meet social distancing guidelines with more students on campus.
- Small class sizes facilitates intervention
- Building relationships with students
- Student and teacher joy!
- Teachers at the K-3 level supervise recess with their class, which built additional connections and the ability for teachers to observe student interaction and intervene quickly.
- Targeted instruction
- Reading intervention
- Guidance limits our ability to provide services, such as Reading Pals, to students

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acellus Learning Accelerator curriculum	see page 30	see page 30	Yes
Hotspots and cellular service plans	32,913	41,886	Yes
Online Intervention Programs (Lexia Core, I-Ready, Moby Max, Reflex Math, Core Clicks, Nessy)	32,600	38,106	Yes
1:1 devices (refurbished and new)	see page 30	see page 30	Yes
Distance learning model planning time for certificated staff	96,753	42,006	Yes
Professional development for staff (Acellus Learning Accelerator)	61,794	55,244	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.

Teachers in the district that had ViewSonic boards in their classrooms reported that they were better able to provide distance learning opportunities to students; acting on that feedback, we purchased ViewSonics for each classroom. These devices became an essential tool in delivering instruction in the distance learning model.

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.

CONTINUITY OF INSTRUCTION:
Successes
- Chromebooks provided for all students to access curriculum and engage with staff.
- Increased differentiation through asynchronous learning activities
- Flexibility for students to engage with the on-line learning platforms and complete learning activities.
- Ability to intervene through small group or 1:1 zoom meetings
- Students could progress and move beyond grade level curriculum

- Length of school day (240 mins/day) was less overwhelming for students and parents
- Go Guardian provided the ability for teachers to remotely monitor student work and progress in real time.
- Parent partnerships
- Students, parents and staff improved their technology skills

Challenges
- Reliable connectivity impacts the ability for some students and staff to work remotely.
- Difficult for parents to assist student with on-line learning platforms (Nessy, SeeSaw, Dreambox)
- Lack of practice reading while on DL
- Parent fatigue/stress
- Consistent parent involvement/support
- Accountability for lack of work completion
- Student engagement
- Difficult to get manipulative, supplies, etc to students

ACCESS TO DEVICES AND CONNECTIVITY:
Successes
- Viewsonics to deliver DL instruction
- Increase fluency with technology
- Flexibility of students and parents as we tried new things
- Chromebooks for all students; replacements were readily available

Challenges
- Reliable internet service for ALL students and staff
- Initial hotspot deployment was difficult/slow
- Student/parent access fatigue

PUPIL PARTICIPATION AND PROGRESS:
Successes
- Incentives for Perfect Zoomers
- Differentiated learning opportunities
- Students could work at their own pace
- High EL participation in zoom meetings with Reading Intervention teachers
- Intervention teachers
- Flexible learning environments
- Students with behavioral challenges were able to learn in the DL program
- For some students there were less distraction when learning at home
- Auditory learners had success with the Acellus program

- Speech to text option was helpful to students

Challenges
- Engagement; students who would not turn on camera and engage with the lesson/teacher/peers
- Work completion
- Re-engagement of reluctant workers
- Accountability
- Parents were unable to help their students due to work schedules, lack of familiarity with subject matter, etc
- Student work completed by someone other than the student
- Practice to development fine motor skills (crayons, scissors, pencils)
- Student motivation
- Access to needed supplies/materials
- Any change in schedule was difficult for families/students
- Engaging quiet students to actively participate in synchronous learning activities

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT
Successes
- Viewsonic PD
- PLC with Solution Tree
- Teachers/staff able to work remotely and watch PD at home
- Increased skill sets with technology tools lead to improvement in ability to engage students and assess progress….working smarter, not harder.
- Teachers teaching teachers
- Butte County Dept. of Ed & CSUC offered good workshops/support/etc.

Challenges:
- Not enough time to implement the new skills and apply to the curriculum.
- Zoom environment...need time to adjust to the new format. Sometimes it is difficult to engage.
- Zoom fatigue

NEW ROLES AND RESPONSIBILITIES DISTANCE LEARNING:
Successes
- Counselor made 7 Mindset videos for teachers
- PE/Coach lesson/videos
- Developing and implementing COVID-19 protocols
- Admin teaching intervention and independent study classes.
- Food service providing grab and go meals/delivering meals.
- Technology expertise

- Central office staff conducting contact tracing
- Transportation staff delivering meals
- Paraprofessionals assisting with food service

Challenges
- Repeated steep learning curves; new learning and problem solving
- Providing support to parents and students at all hours.
- Human resource issues
- Troubleshooting remotely, patience
- Establishing and maintaining personal boundaries.
- Mental health of staff as we try to help students….still a concern
- Multiple transitions difficult

SUPPORT FOR PUPILS WITH UNIQUE NEEDS:
Successes
- Smaller groups for zooms
- EL students practicing English using Acellus
- Designated EL time for K-3 provided by intervention teacher
- Reclassified 9 students in 5th and 6th grade.
- Recording responses in SeeSaw with our EL students
- IReady for SWD
- Nessy for SWD
- Middle School learned note-taking skills while using Acellus

Challenges
- Lack of participation
- Acellus: Students with IEP could not do grade level work.
- SPED teacher caseload difficult to get in time with all students at 4/5
- Many Zoom meetings to meet needs of SWD
- Middle school students with IEPs, there was not time/ability to get them into Reg. Ed classes to partner with their peers

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distributed chromebooks to all students to facilitate effective instruction			Yes
Distributed hotspots to all families who lacked a reliable internet connection			Yes
Implemented in-person academic support sessions on student distance learning days while in the Blended Learning Model	1,150	1,150	Yes
Provided planning time for transition to the Blended Learning Model	36,600	36,652	Yes
Provided planning time for transition to the Full In-Person Learning Model	70,700	70,689	Yes

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

In order to address learning loss, the district offered a Blended Learning Model to all students beginning October 19, 2020. In order to expand in-person learning opportunities the district then transitioned to a Full In-person Learning model beginning March 12, 2021.

Analysis of Pupil Learning Loss

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

Successes
- Go Guardian provided the ability for teachers to provide immediate feedback and/or intervention
- Offered Blended Learning Model in Nov.
- Offered Full In-person in March with class sizes that met social distancing requirements.
- Blended Learning: 1 on 1 reading intervention at K-3
- Additional small group in-person learning time on Fridays.
- Focus on essential standards!
- Short efficient assessments
- Credit recovery support for 8th grade students

- Reading fluency work at 6th grade
- Middle School - at-risk tutoring time with Instructional Aides

Challenges
- Assessments were challenging for lower grades while on zoom
- MAP assessments were difficult with the chronically absent students
- Student engagement in intervention opportunities
- Lexia Core...if didn't engage.....they are below level
- Shorter days make it difficult to find time to have students work on skills (Lexia etc...)
- Student stamina

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes
- Counselors at all three larger sites
- Counselors met with parents/students via zoom
- SEL lessons
- Return to in-person instruction in October 2020

Challenges
- Increased need for intervention in regards to mental health and suicidal ideation. More suicide assessment/intervention for students than ever before.
- Students got used to being in their own "zoom box" and did not have opportunity to practice social skills

Analysis of Pupil and Family Engagement and Outreach

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

Successes of Implementing Pupil and Family Engagement:
- Developed and implemented Tiered Re-engagement Strategies for students
- Facebook, website
- REMIND
- Vacation and could still "go to school"
- NTI
- Tier 2 process - reaching out to families
- Parent surveys

Challenges
- Facebook
- Chronic absenteeism
- Students and parents out of the habit of "going to school"
- Parent meetings over Zoom
- All the tools, but lack of engagement from pupils and parents

Analysis of School Nutrition

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

Successes
- Meals delivered to certain large drop off areas during DL
- Meals provided to all families during DL as grab and go.

Challenges
- Morning breakfast difficult in classrooms (lower grades)
- Fewer DL families are picking up meals
- Tardy students miss instruction in order to eat breakfast.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	Hired 12 additional certificated teachers to reduce class size due to social distancing requirements	270,000	278,803	Yes
In-Person Instructional Offerings	Provided additional paid time for staff to prepare for transition to Blended Learning Model		see page 34	Yes
In-Person Instructional Offerings	Purchased additional plexiglass dividers for student desks/workstations for return to Full In-person Model	84,365	84,365	No
In-Person Instructional Offerings	Purchased additional curriculum/materials/supplies		see page 30	Yes
Distance Learning Program	Purchased Viewsonics for each classroom/instructional area	322,051	322,051	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Implemented academic support sessions/credit recovery sessions for student on DL and Blended Learning Model		see page 34	Yes
In-Person Instructional Offerings	Provided additional paid time for staff to prepare for transition to the Full In-person Learning Model		see page 34	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.

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.

Lessons Learned:
- Some students thrived in the Distance Learning Model; we are developing plans to expand our Independent Study program to continue to provided this option for students
- Continue to incorporate the use of technology as an effective instructional tool for students and staff
- Transportation was a barrier for our students to access services; we will be increasing our transportation routes for after school tutoring/enrichment.
- Our students benefited from having school issued devices at home in order to complete assignments and access on-line learning platforms when they are off campus.

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

We will use our local benchmark assessment data, teacher observation and other formative assessments to determine opportunities for intervention and learning loss mitigation such as:
- Utilize vertical benchmark assessments to establish baseline data and monitor annual growth (IReady)
- Modification of curriculum to focus on grade level essential standards.
- Strategic tutoring
- Intervention opportunities within the school day
- Use of on-line platforms to provide differentiated learning opportunities
- Hire additional intervention teachers to provide strategic instruction to students
-

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.

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.

The analysis and reflection on student outcomes will be used to inform the development of the 21-22 through 23-24 LCAP. While we are still in the process of completing year end benchmark assessments and student school climate surveys to collect date on both academic and social emotional strengths and growth areas we will be making plans to address the following:

- Improved student academic outcomes through targeted instruction, support and intervention.
- Mental health supports (counselors, SEL instruction, Trauma informed practice.
- Continued use of on-line platforms for differentiation and assessing student progress
- Professional development in the areas of Professional Learning Communities, Trauma Informed Practice, English Language Development, building relationships, and effective instructional strategies.

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:
  - o Continuity of Instruction,
  - o 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	3,399,102.00	3,433,546.00
	0.00	0.00
LCFF Base	37,100.00	14,675.00
LCFF Supplemental and Concentration	2,827,942.00	2,881,893.00
Locally Defined	24,415.00	25,686.00
Other	93,753.00	88,479.00
Title I	370,772.00	356,999.00
Title II	45,120.00	65,814.00

* 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	3,399,102.00	3,433,546.00
	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	204,098.00	177,767.00
1000-1999: Certificated Personnel Salaries	1,458,665.00	1,464,878.00
2000-2999: Classified Personnel Salaries	625,625.00	632,484.00
2000-3999: Classified Salaries and Benefits	600.00	0.00
3000-3999 Employee Benefits	2,870.00	872,835.00
3000-3999: Employee Benefits	761,724.00	0.00
4000-4999: Books and Supplies	252,655.00	211,449.00
5000-5999: Services and Other Operating Expenditures	33,665.00	43,962.00
5800: Professional/Consulting Services And Operating Expenditures	59,200.00	30,171.00
7000-7439: Other Outgo	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	3,399,102.00	3,433,546.00
		0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	LCFF Base	37,100.00	14,675.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Locally Defined	24,415.00	25,686.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Other	93,753.00	88,479.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Title I	48,830.00	48,927.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	1,408,665.00	1,387,625.00
1000-1999: Certificated Personnel Salaries	Title I	47,000.00	50,532.00
1000-1999: Certificated Personnel Salaries	Title II	3,000.00	26,721.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	415,680.00	434,907.00
2000-2999: Classified Personnel Salaries	Title I	209,945.00	197,577.00
2000-3999: Classified Salaries and Benefits	LCFF Supplemental and Concentration	600.00	0.00
3000-3999 Employee Benefits	LCFF Supplemental and Concentration	1,750.00	807,413.00
3000-3999 Employee Benefits	Title I	0.00	59,963.00
3000-3999 Employee Benefits	Title II	1,120.00	5,459.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	696,727.00	0.00
3000-3999: Employee Benefits	Title I	64,997.00	0.00
4000-4999: Books and Supplies	LCFF Supplemental and Concentration	252,655.00	211,449.00
4000-4999: Books And Supplies	Other	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	13,665.00	19,328.00
5000-5999: Services and Other Operating Expenditures	Title II	20,000.00	24,634.00
5800: Professional/Consulting Services and Operating Expenditures	LCFF Supplemental and Concentration	38,200.00	21,171.00
5800: Professional/Consulting Services and Operating Expenditures	Title II	21,000.00	9,000.00
7000-7439: Other Outgo	Other	0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,567,728.00	2,709,204.00
Goal 2	740,094.00	669,116.00
Goal 3	91,280.00	55,226.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$453,460.00	$485,950.00
Distance Learning Program	$224,060.00	$177,242.00
Pupil Learning Loss	$108,450.00	$108,491.00
Additional Actions and Plan Requirements	$676,416.00	$685,219.00
All Expenditures in Learning Continuity and Attendance Plan	$1,462,386.00	$1,456,902.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$89,300.00	$138,039.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$84,365.00	$84,365.00
All Expenditures in Learning Continuity and Attendance Plan	$173,665.00	$222,404.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$364,160.00	$347,911.00
Distance Learning Program	$224,060.00	$177,242.00
Pupil Learning Loss	$108,450.00	$108,491.00
Additional Actions and Plan Requirements	$592,051.00	$600,854.00
All Expenditures in Learning Continuity and Attendance Plan	$1,288,721.00	$1,234,498.00

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
Palermo Union Elementary School District	Kathleen Andoe-Nolind Superintendent	kandoe@palermok8.org (530) 533-4842 7

Plan Summary [2021-22]

General Information

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

Palermo Union Elementary School District is located in Butte County, California, seventy miles north of Sacramento. Our small agricultural community encompasses a 75 square mile area, and is composed of a small "downtown area" that includes a post office, a fire station, a taqueria, several small markets and churches. The main industry within our district boundaries are agricultural businesses and endeavors and the Feather Falls Hotel and Casino which is part of the Mooretown Rancheria.

Within its 75 square miles, the Palermo Union School District has five schools, serving approximately 1353 students in preschool through 8th grade. Helen Wilcox Elementary (grades K-3) serves 532 students; Golden Hills Elementary (grades 4-5) serves 250 students; Palermo Middle School (grades 6-8) serves 457 students; Honcut School (grades K -3) serves 18 students, and the Palermo Community Day School (grades K-8). Our preschool program serves 82 children and has classrooms located on the Helen Wilcox, Honcut and Palermo School campuses.

As indicated on the California School Dashboard for 2020 our student demographics include the following student groups:
- Total Student Population: 1334
- Socioeconomically Disadvantaged: 74.7%
- Students with Disabilities: 9.6%
- English Learners: 11.3%
- Foster Youth: 0.7%
- Homeless: 4.6%

The race and ethnicity of our student population includes:
- Hispanic: 32.3%
- American Indian: 4.4%
- Filipino: 0.2%
- African American: 0.4%
- White: 47%
- Asian: 3.1%
- Pacific Islander: 0.3%
- Two or More Races: 9.5%

In recent years our community has been impacted by multiple events that have increased the amount of trauma experienced by our students:
- February 2017 Oroville Dam Emergency: evacuations, school closures
- November 2018 Camp Fire: evacuations, homelessness, school closures
- March 2020 COVID-19 Pandemic: school closures
- Fall 2020 North Complex Fire: evacuations, homelessness

Reflections: Successes

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

Our most recent data on the California School Dashboard is from the 2018/2019 school year and indicates that we are making progress in the following areas.It is important to recognize that data represented below is from the 2018/2019 school year and due to the Camp Fire schools were closed county-wide for over 3 weeks in November of 2018.

Reducing Chronic Absenteeism Rates:

All Students: 14.3% which is a decrease of 1.3%
American Indian: 20.9% which is a decrease of 2.4%
Students with Disabilities: 21.1% which is decrease of 3.4%
Socioeconomically Disadvantaged: 15.4% which is a decrease of 1.8%
Two or More Races: 13.1% which is a decrease of 2.3%
White: 17.4% which is a decrease of 2.4%
English Learners: 6.3% which is a decrease of 2.7%
Asian: 0%

Reducing Suspension Rates:

All Students: 5.6% which is a decrease of 1.4%
Socioeconomically Disadvantaged: 6.5% which is a decrease of 1.4%
White: 6.5% which is a decrease of 0.4%
Hispanic: 4% which is a decrease of 3.1%
Two or More Races: 4.7% which is a decrease of 2.8%
Students with Disabilities: 6.7% which is a decrease of 4.7%
Asian: 0%

As measured by our CAASPP scores, we are making progress in English Language Arts Academic Performance in the following areas:

All Students: Average distance from standard is -38 which is an increase of 3.4 points
Students with Disabilities: Average distance from standard was -104.1 which is an increase of 11.7 points
Foster Youth: Average distance from standard is -52.9 which is an increase of 25.1 points
Homeless: Average distance from standard -43.9 which is an increase of 3.2 points
Asian: Average distance from standard is 3 which is an increase of 16.3 points
White: Average distance from standard is -32.1 which is an increase of 6.3 points
Two or More Races: Average distance from standard is -21.5 which is an increase of 7.8 points

As measured by our CAASPP scores, we are making progress in Academic Performance in Math in the following areas:

All Students: Average distance below standard was -73.6 which is an increase of 6 points
English Learners: Average distance below standards is -91.2 which is an increase of 9.7 points
Socioeconomically Disadvantaged: Average distance from standard is -83.8 which is an increase of 3.9 points
Students with Disabilities: Average distance from standard is -136.8 which is an increase of 20.7 points
Foster Youth: Average distance from standard is -96.8 which is an increase of 32.2 points
Homeless: Average distance from standard is -73.2 which is an increase of 8.4 points
Asian: Average distance from standard is -22.9 which is an increase of 36.6 points
Hispanic: Average distance from standard is -89.7 which is an increase of 3.1 points
White: Average distance from standard is -66.4 which is an increase of 8.5 points

Local benchmark data indicates that we are making progress in academic student outcomes:

TK: 90% of students are meeting grade level standards in both English Language Arts and Math on end of year benchmark assessments.
1st: 92% of students are meeting grade level standards standards in English Language Arts and 90% are meeting grade level standards in math on end of year benchmark assessments.

2nd: 80% of students are meeting grade level standards standards in English Language Arts and 86% are meeting grade level standards in math on end of year benchmark assessments.
3rd: 73% of students are meeting grade level standards standards in English Language Arts and 59% are meeting grade level standards in math on end of year benchmark assessments.
4th: 40% of students are performing at or above grade level in English Language Arts and 54% are performing at or above grade level in math on the end of year IReady assessments.
5th: 33% of students are performing at or above grade level in English Language Arts and 57% are performing at or above grade level in math on the end of year IReady assessments.
6th: 67% of students are performing at or above grade level in Reading and 60% are performing at or above grade level in math on the end of year MAP and MobyMax assessments.
7th: 74% of students are performing at or above grade level in Reading and 68% are performing at or above grade level in math on the end of year MAP assessments.
8th: 70% of students are performing at or above grade level in Reading and 74% are performing at or above grade level in math on the end of year MAP assessments.

As measured by our local school climate survey we are experience success in improving school climate

The data collected during the 2018/2019 school year suggests that overall, the student's perception of the school climate falls on the more positive end of the scale; while the higher grades have a somewhat less positive perception. The highest scores occur in 3rd grade and then decrease a little in the following grade spans. It appears that students feel less successful and less safe at school in the upper grades, however, only 394 students out of approximately 1300 submitted completed surveys. Areas of strength at all sites are that there are clear rules for behavior and that teachers treat students with respect. In order to improve the reliability of the data, we need to collect completed surveys by a more significant percentage of the student population district-wide.

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.

Upon review of our most recent California School Dashboard and local data we continue to identify the following needs throughout our district. It is important to recognize that data represented below is from the 2018/2019 school year and due to the Camp Fire schools were closed county-wide for over 3 weeks in November of 2018.

Academic Performance:

English Language Arts/Reading: Although there were no student groups in the Red Performance Level and no student groups were performing two or more levels below the Yellow Performance Level of All Students, the CAASPP data and local assessment data indicate

that many of our students are reading below grade level and performing below grade level in English Language Arts. We have taken the following steps to address this issue:
- Preschool Programs located throughout the district
- Transitional Kindergarten
- Full Day Kindergarten
- Class size reduction in grades K-3
- Implement Fundations as a Tier 1 strategy in preschool - 3rd grade
- Reading Intervention Groups in grades K-3
- Additional Education Specialist's services at K-3
- Intervention opportunities within the school day
- Tutoring
- Providing supplemental materials for Tier 1 support of all students: Lexia Core 5, IReady,
- Increased access to technology so that students can access Tier 1, Tier 2 and Tier 3 intervention tools.
- Capturing Kids' Hearts Professional Development

Math: Although there were no student groups in the Red Performance Level and no student groups were performing two or more levels below the Yellow Performance Level of All Students, the CAASPP data and local assessment data indicate that many of our students are performing below grade level in mathematics. We have taken the following steps to address this issue:
- Preschool Programs located throughout the district
- Transitional Kindergarten
- Full Day Kindergarten
- Class size reduction in grades K-3
- Additional Education Specialist's services at K-3
- Intervention opportunities within the school day
- Tutoring
- Providing supplemental materials for Tier 1 support of all students: Reflex Math, Dreambox, IReady, Maneuvering Math
- Increased access to technology so that students can access Tier 1, Tier 2 and Tier 3 intervention tools.
- Math Intervention teacher at the middle school.
- Capturing Kids' Hearts Professional Development

Chronic Absenteeism: Chronic absenteeism is a concern for many of our students and a barrier to them making consistent academic progress and due to the COVID-19 pandemic we are seeing an increase in those numbers. We have taken the following steps to address this issue:
Homeless Students: 33.7% are chronically absent in the 2018/2019 school year and increase of 17.2% from the previous year. This student group is in the Red Performance Level, which is two levels below the Yellow Performance Level of All Students (Note: this was the year of the Camp Fire)

Chronic absenteeism is a concern for many of our students and a barrier to them making consistent academic progress and due to the COVID-19 pandemic we are seeing an increase in those numbers. We have taken the following steps to address this issue
- Developed a tiered system of response to address issues leading to chronic absenteeism and re-engage students.
- School counselors are available on our 3 main campuses.
- Creating positive school climates
- Student Attendance and Review Board meetings
- Student incentives for good attendance
- District Nurse to support students with health issues impacting school attendance
- SBIT/SST meetings to work with families to address issues impacting school attendance
- Monthly district wide attendance meetings to monitor and analyze attendance data.
- Capturing Kids' Hearts Professional Development

Suspension Rates: Suspension rate data as reflected on the California School Dashboard indicates that the student groups of American Indian, Foster Youth, and Homeless students are in the Red Performance Level which is two levels below the Yellow Performance Level of All Students. We have taken the following steps to address this issue:
- Implementation of PBIS at all sites.
- Re-set Rooms/Space are provided at all sites.
- School based counseling
- Discipline data is monitored at PBIS meetings
- The 7 Mindsets social-emotional learning curriculum has been implemented at all sites
- Capturing Kids' Hearts Professional Development

It is important to note that children in Butte County experience a staggering amount of Adverse Childhood Experiences which include: physical neglect, emotional neglect, physical abuse, sexual abuse, emotional abuse, incarceration of a parent, witnessing domestic violence, a parent with mental illness, a parent who abuses substances, and loss of a parent due to death or abandonment. The impacts of these adverse experiences in childhood last throughout adulthood for these individuals. In addition, the children in Butte County have also experienced additional trauma for multiple years, due to the Oroville Dam Spillway Emergency, devastating wildfires and the COVID pandemic. Research has shown that traumatic experiences in childhood can affect concentration, memory, organizational skills and language abilities skills, all of which are crucial to academic success. In addition to the negative impact of trauma on academic performance, it can also lead to inappropriate classroom behavior and decrease a students ability to build relationships. Our district has additional challenges as we determine strategies increase student engagement and improve academic outcomes, therefore we have taken the following steps to address this issue:

- School based counseling
- Professional development on the impact a trauma and trauma informed practice
- Implementation of PBIS at all sites to build positive and predictable school environments
- Use of Go Guardian that provides alerts to site administrators in regards to students online search patterns on school devices

- Capturing Kids' Hearts Professional Development
- Re-set Rooms/Space provided at each site

LCAP Highlights

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

Our LCAP was developed to address the needs of students that have been impacted by poverty and trauma, which are barriers for the majority of our students. Due to the high poverty in our district, we also recognize that the academic achievement of the small percentage of students not living in poverty is also negatively impacted. Students living in poverty, and other unduplicated pupil groups, are dispersed equally throughout the district, so most of the actions and services are being implemented across all schools in the district.

Key Features of our LCAP include:

- A focus on effective early literacy intervention in grades K-3.
- Reducing class sizes in grades k-3
- An expansion of targeted literacy intervention into grades 4-8.
- Strategic tutoring at all grade levels.
- After school academic enrichment at all grade levels.
- Agricultural classes offered at grades 6-8, which aligns with a CTE pathway of the Oroville Union High School District.
- Continued training in trauma informed practices
- Continued training in Capturing Kids' Hearts and implementation district-wide.
- Continued training in building effective Professional Learning Communities and implementation of those practices district-wide.

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.

Golden Hills Elementary School

Support for Identified Schools

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

The Palermo Union School District partners with the Butte County Office of Education (BCOE) to provide support and guidance to Golden Hills Elementary School in order to conduct school level needs assessments and identify evidence-based interventions that will improve student outcomes. District and school site leadership participated in the 3 day Comprehensive School Improvement training provided by BCOE. During this training, staff members completed the LEA Self Assessment to determine strengths and weaknesses throughout the district. They also conducted root cause analysis in the area of our progress in developing a consistent, clearly articulated, and effective multi-tiered system of support. Two key conclusions from this process and meaningful conversations with site leadership, indicated the need to develop consistent structures, expectations and training for professional learning communities and the need for regular conversation about, and analysis of, readily available and usable data. In addition, BCOE staff met with Golden Hills Elementary administrators and teacher leaders in order to complete the FIA and determine next steps for identifying and implementing improvement strategies.

Stakeholders were engaged in the planning and needs assessment process through English Language Advisory Committee meetings, LCAP Stakeholder meetings, School Site Council meetings and the development of the Single School Plan for Student Achievement.

In order to build the school's internal capacity for improved student outcomes through positive behavioral interventions, restorative practices, social emotional learning, improved school climate, professional learning communities and multi-tiered systems of support, the district will continue to provide opportunities for site staff to work collaboratively with the Butte County Office of Education.

Golden Hills Elementary School was identified for CSI due to Suspension Rates that were in the Red Category and all other data (ELA, Math, Chronic Absenteeism) in the Orange Category. After analyzing the data and the root causes in these areas, the school site determined that they can improve student outcomes by:

- Providing professional development in the areas of evidence based academic interventions that target essential standards, Professional Learning Communities, behavior interventions and social emotional needs, response to trauma and building relationships.
- Improve parent engagement and participation through the use of headphones that provide English language translations at events and meetings.
- Reorganizing the schools instructional model by implementing Benchmark Advanced for all student groups which is an evidence based ELA/ELD program.

- Providing teachers with ELA resources that support reading comprehension and provide scaffolded vocabulary development utilizing evidence based reading strategies.
- Providing students with literary resources to meet the needs of students reading 2 to 3 levels below grade level.
- Reorganize the PBIS system to improve school climate and reduce problem behaviors.
- Providing professional learning opportunities to Site Administrators in the areas of culture, instructional coaching, and building school capacity.
- Participate in Coordinated District Support through BCOE with a focus on Instructional Coaching, Student Centered Coaching, and Meeting the Needs of Our Long Term ELs.
- Incorporating additional opportunities for students to participate in STEAM activities to increase student engagement and motivation.
- Equip classrooms with ViewSonic interactive whiteboards to increase student engagement and participation.
- Barton's Tiles will be used to continue the evidence based Susan Barton reading intervention program into the fourth grade Special Education classes.
- Intervention time will focus on essential standards.

Monitoring and Evaluating Effectiveness

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

The Palermo Union Elementary School District will monitor and evaluate the implementation and effectiveness of Golden Hills Elementary School's CSI plan by collecting and analyzing the following data:

- CAASPP results in English Language Arts
- CAASPP results in Math
- Chronic absenteeism rates
- Suspension rates and discipline referrals
- School Climate surveys (students, parents and staff)
- Benchmark assessment results
- EL redesignation rates
- I-ready data

Golden Hills staff meets regularly to analyze student data. CAASPP data is analyzed when it is available. I-ready Assessments are used as the local benchmarks that provide the data used to monitor student progress. The diagnostic is given four times a year, students are monitored for growth and areas of need. Interventions are designed to meet the needs of each student. Teachers collaborate to design and implement interventions. I-Ready data and formative assessments are used to determine the effectiveness of the intervention.

A multi tiered system of support is provided for all students. At weekly Professional Learning Community meetings teachers focus on Tier 1 instruction. Intervention meetings are held bi-weekly by the administrator, counselor and education specialist to analyze data and provide Tier 2 and Tier 3 support.

In order to provide transparency and collect additional stakeholder feedback, data regarding the effectiveness of the implemented strategies will be shared with Golden Hills Elementary staff, the School Site Council, ELAC, DELAC and the Governing Board.

Stakeholder Engagement

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

The district places a high value on engagement of all stakeholders when developing plans at both the site and district-wide level. Student data, progress towards meeting goals and actions utilized by the district to improve student outcomes are shared and discussed throughout the school year with the following groups: School Site Councils, site English Language Advisory Committees, the District English Language Advisory Committee, bargaining units, administrators, the District Leadership Team and the local school board. In addition, the district also holds LCAP Stakeholder Parent Meetings and LCAP Stakeholder Employee Meetings to specifically collect input on the development of the district's LCAP. This year, in order to collect additional parent and staff input the district administered Stakeholder Surveys to assist the district in developing the LCAP and determine strategies for expanding learning opportunities to our students.

School Site Council Meetings:
Helen Wilcox School: August 27, 2020, September 24, 2020, October 22, 2020, January 20,2021, March 11, 2021
Golden Hills School: September 14, 2020, October 14, 2020, April 21, 2021, May 20, 2021
Palermo School: August 31, 2020, November 12, 2020, February 8, 2021, May 17, 2021

March 9, 2021:
LCAP Parent Stakeholder Meeting: Goals and Data Review
LCAP Employee Stakeholder Meeting: Goals and Data Review

March 25, 2021:
DELAC Meeting: LCAP Review and Feedback

March 31, 2021:
LCAP Parent Stakeholder Meeting: Goals and Actions
LCAP Employee Group Meeting: Goals and Actions

April 2020:
LCAP Parent and Staff Stakeholder Surveys Developed and Administered

May 11, 2021:
LCAP Employee Stakeholder Meeting: Draft LCAP Review with a focus on proposed metrics and actions

May 13, 2021:
District Administration Meeting: Refine proposed metrics and actions

May 22, 2021:

Revised LCAP draft will be shared with all stakeholder groups for for additional comment and input.

June 9, 2021: Proposed LCAP placed on Governing Board Agenda for the public hearing.

June 30, 2021: LCAP place on Governing Board Agenda for final approval.

A summary of the feedback provided by specific stakeholder groups.

Actions related to improved student outcomes in Math:
- Continue to use Dreambox and Reflex to see if the data shows growth.
- Vertical Math PLC meetings
- Intervention teachers: math at Palermo and GH
- Math A classes at the middle school.
- Use Zoom so that expert instruction can be shared with multiple classes.
- Smaller class sizes to increase more targeted support within the school day.
- Vertically aligned assessments for math data
- Expand facilities to provide room for intervention
- Additional paraprofessional support
- Strategic tutoring

Actions related to improved student outcomes in ELA/Reading:
- Reading intervention teachers at K-3
- Increased paraprofessional time in the PM for instructional support
- Fluency practice
- Fundations at K-3
- Explicit reading instruction in 4-8th grade utilizing Just Words
- Reading Pals Program at HW
- Decodable readers at K-3
- Steps to Advance: utilize at 4-5 for below grade level readers.
- Intervention teacher at GH
- High interest books for middle schoolers
- Vertical PLC meetings for writing and reading
- Get books in the hands of students
- Fundations at K-3 and possibly expand to 4-8
- Strategic tutoring

Broad Course of Study:
- Use exploratory period at middle school to teach computer science, VAPA, STEM
- Provide funding for STEM materials
- PD time for developing engaging cross curricular units
- Science lab
- Music Teacher at K-3
- 1:1 chromebooks
- After School clubs
- On-line curriculum
- Intervention teachers teach weekly enrichment/GATE lessons
- Electives for middle school
- Increase VAPA opportunities
- Engineering and Robotic
- More VAPA
- Agriculture classes at 6-8
- STEM classes
- Provide transportation for after school clubs and tutoring
- After school clubs: Chess, robotics, STEM
- Make sure intervention doesn't prevent students from accessing enrichment opportunities

Social Emotional Support and Mental Health
- 7 Mindsets SEL curriculum
- Personnel to assist with re-set rooms
- Tier 2 and Tier 3 curriculum for SEL/Behavior: Ripples
- Parent liaison at each site to connect with families
- Recess coordinator
- Peer conflict resolution
- Universal ACE screener at SSTs
- Wellness center on each campus
- Parent education opportunities
- Training on trauma informed practice/impacts of trauma on children
- Counselor at each site
- Parent education events

Professional Development:
- MTSS

- PLC
- Capturing Kids' Hearts
- Current research on teaching reading and math
- Restorative Practices
- SEL
- Behavior management/intervention

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

Actions:
- All grade levels will administer the IReady math and reading assessments as grade level benchmarks.
- Provide Capturing Kids' Hearts training
- 7 Mindsets SEL curriculum
- Maintain counseling ratio of 1 counselor per site.
- Strategic after school tutoring
- Parent education opportunities
- Provide transportation for after school tutoring/clubs
- Expanding the learning day through strategic tutoring
- Expand the learning day through high interest clubs
- Expanding the Ag. program by adding a .6 FTE agriculture teacher
- Professional Development: Professional Learning Communities, Trauma Informed Practice, Capturing Kids' Hearts

Metrics:
- Remove the metric for 7th grade grade point averages.
- Add the metric for 8th grade graduation rates (Middle school drop out rate is 0%, but our 8th grade non graduation rate is approximately 19%)
- Add a metric for decreasing the amount of classroom referrals.
- All grade levels will administer the IReady Reading and Math as grade level benchmarks
- Add a metric for Oral Reading Fluency in grades 4-8.

Goals and Actions

Goal

Goal #	Description
1	All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, intervention and enrichment.

An explanation of why the LEA has developed this goal.

Our purpose as a district is to build the foundations of success for all students. Our data shows that a significant portion of our students are achieving below grade level in both Math and English Language Arts. This goal will insure that we continue to focus on our purpose and continue to work on improving academic outcomes for all.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*CAASPP English Language Arts: Decrease the distance below standard for all student groups by 5 points each year.	Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019 administration of the CAASPP. All Students: 38 points below standard English Learners: 55.3 points below standard Socioeconomically Disadvantaged: 47.2 points below standard				All Students: 23 points below standard English Learners: 40.3 points below standard Socioeconomically Disadvantaged: 32.2 points below standard Students with Disabilities: 89.1 points below standard American Indian: 39.6 points below standard Hispanic: 35 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 104.1 points below standard American Indian: 54.6 points below standard Hispanic: 50 points below standard Two or More Races: 21.5 points below standard White: 32.1 points below standard				Two or More Races: 6.5 points above standard White: 17.1 points below standard
*CAASPP Math: Decrease the distance below standard for all student groups by 5 points each year.	Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019 administration of the CAASPP. All Students: 73.6 points below standard English Learners: 91.2 points below standard Socioeconomically Disadvantaged: 83.8 points below standard				All Students: 58.6 points below standard English Learners: 76.2 points below standard Socioeconomically Disadvantaged: 68.8 points below standard Students with Disabilities: 121.8 points below standard American Indian: 69.1 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 136.8 points below standard American Indian: 84.1 points below standard Hispanic: 89.7 points below standard Two or More Races: 58.3 points below standard White: 66.4 points below standard				Hispanic: 74.7 points below standard Two or More Races: 43.3 points below standard White: 51.4 points below standard
*CAASPP Science: Increase the percentage of students meeting or exceeding the standard by 5% each year.	Due to the COVID-19 school closures in March 2020, the results indicated below are from the Spring 2019 administration of the CAST. 13.15% of students or meeting or exceeding the standard				28.15% of students will meet or exceed the standard
*ELPAC: % of EL students making progress in	Due to the COVID-19 school closures in March 2020 the				English Learners making progress towards English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English proficiency by 5% each year. % of EL students progressing at least one ELPI level increase by 5% each year.	results indicated below are from the Spring 2019 administration of the ELPAC. English Learners making progress towards English language proficiency: 36.8% English Learners Who Decreased at Least One ELPI Level: 22.6% English Learners Who Maintained ELPI Levels below 4: 40.5& English Learners Who Maintained ELPI Level 4: 2.8% English Learners Who Progressed at Least One ELPI Level: 33.9%				language proficiency: 51.8% English Learners Who Progressed at Least One ELPI Level: 48.9%
EL Reclassification: Reclassify 10% of EL students each year.	Due to the COVID-19 school closures in March 2020, only the 4th and 5th grade EL students were able to				Reclassify at least 10% of ELs each year as RFEP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	complete the summative ELPAC. 13% of the students who completed the ELPAC were reclassified as RFEP in Fall of 2020.				
K-8 IReady Assessment: English Language Arts and Math: Increase the percentage of students performing at or above grade level 5% each year as measured by the end of year diagnostic assessment.	Kindergarten baseline data will be collected in January 2022. 1st and 2nd grade baseline data will be collected in October 2021. 3rd grade: Math 29%, ELA 55% 4th grade: Math 22%, ELA 31% 5th grade: Math 31%, ELA 32% 6tn, 7th and 8th grade baseline data will be collected in August of 2021.				Kindergarten: TBD 1st grade: TBD 3rd grade: Math 44%, ELA 70% 4th grade: Math 37%, ELA 46% 4th grade: Math 46%, ELA 47% 6th grade: TBD 7th grade: TBD 8th grade: TBD
K-3: DIBELS: Increase the percentage of students performing at or above benchmark in the following areas as measured by the end of year	Baseline data is from the 2020-2021 end of year DIBELS assessments. Kindergarten: Composite Score- 34% Above/At Benchmark				Kindergarten: Composite Score- 43% Above/At Benchmark 1st Grade: Correct Letter Sounds-30% Above/At Benchmark

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment by 3% each year. Kindergarten: DIBELS Composite Score 1st Grade: DIBELS Correct Letter Sounds and Oral Reading Fluency (words correct) 2nd Grade: DIBELS Oral Reading Fluency Words Correct and Oral Reading Fluency Accuracy 3rd Grade: DIBELS Oral Reading Fluency Words Correct and Oral Reading Fluency Accuracy	1st Grade: Correct Letter Sounds-21% Above/At Benchmark ORF Words Correct-15% Above/At Benchmark 2nd Grade: ORF Words Correct-28% Above/At Benchmark ORF Accuracy-28% Above/At Benchmark 3rd Grade: ORF Words Correct-30% Above/At Benchmark ORF Accuracy-27% Above/At Benchmark				ORF Words Correct-24% Above/At Benchmark 2nd Grade: ORF Words Correct-37% Above/At Benchmark ORF Accuracy-37% Above/At Benchmark 3rd Grade: ORF Words Correct-39% Above/At Benchmark ORF Accuracy-36% Above/At Benchmark
Oral Reading Fluency 4-8: Increase the number of students meeting grade level standards in oral reading fluency as measured by DIBELS.	Baseline data will be collected in August/September 2021				To be determined based on baseline data that will be collected in August/September of 2021
8th Grade Graduation Rate: Increase the numbers of student	Due to the impacts of the COVID-19 pandemic will use				94.3% of all 8th graders will maintain a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
earning a cumulative GPA of 2.0 and qualifying for graduation by 5% each year.	data from the 2018/2019 school year as the baseline. 79.3% of 8th graders maintained a cumulative GPA of at least 2.0				cumulative GPA of at least 2.0
Long Term English Learners: Decrease the number of LTELs by 5% each year in grades 6 - 8. (other pupil outcomes)	5th Grade: 100% of ELs are at risk of becoming LTELs 6th Grade: 77% of ELs are LTELS; 23% of ELs are at risk of becoming LTELs. 7th Grade: 87% of ELs are LTELs; 13% of ELs are at risk of becoming LTELs. 8th Grade: 100% of ELs are LTELs Totals for 6-8: 87% of ELs are LTELs				Less than 72% of the ELs in grade 6-8 will be identified as long term English learners.
CAASPP English Language Arts: Increase the percentage of students meeting or exceeding the	Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019				47.1% of students are meeting or exceeding the standard in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard by 5% each year	administration of the CAASPP. 32.71% of students are meeting or exceeding the standard				
CAASPP Math: Increase the percentage of students meeting or exceeding the standard by 5% each year	Due to the COVID-19 school closures in March 2020 the results indicated below are from the Spring 2019 administration of the CAASPP. 20.33% of students are meeting or exceeding the standard				35.33% of students are meeting or exceeding the standard in Math
K-8 IReady Assessment: English Language Arts and Math: All students will meet or exceed 100% progress towards typical growth for their grade level as measured by the end of year diagnostic assessments.	We will collect baseline data for K, 1, 2,3,6, 7, 8 during the 2021-2022 school year. 4th grade ELA: 126% 4th grade math: 79% 5th grade ELA: 95% 5th grade math: 64%				Kindergarten: at least 100% 1st grade: at least 100% 2nd grade: at least 100% 3rd grade: at least 100% 4th grade: at least 100% 5th grade: at least 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					6th grade: at least 100% 7th grade: at least 100% 8th grade: at least 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Class Size Reduction: Kindergarten - 3rd Grade	Provide additional teaching staff to maintain a 24:1 student to teacher ratio in K - 3 classrooms	$600,604.00	Yes
2	K-3 Accelerated Learning: Education Specialist	In order to provide 1 FTE of increased support to Students with Disabilities (SWD), an additional Education Specialist will be assigned to Helen Wilcox to serve K -3 students.	$101,861.00	Yes
3	K-3 Accelerated Learning: Reading Specialists	2 FTE Reading Intervention teachers will be employed to meet that literacy needs of students who are not meeting grade level standards.	$237,065.00	Yes
4	Professional Learning Communities: Substitute teachers	Provide time for certificated staff time to meet as Professional Learning Communities to develop strategies to meet students academic needs.	$48,560.00	Yes
5	ELA and Math Standards Based Supplemental Materials	Provide supplemental materials/online learning platforms for intervention and enrichment in ELA and Math: IReady, Lexia Core 5, Reflex Math, Maneuvering Math, Fundations, Read-n-Quiz, Star Fall for all student groups including SWDs.	$26,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	ELD Instruction	Add an additional period of ELD instruction at grades 6-8 for English Language Learners in order to develop English proficiency and decrease our numbers of Long Term English Learners.	$52,576.00	Yes
7	Bilingual Paraprofessional	Employ 1.25 FTE bilingual paraprofessional to support students in meeting grade level standards and develop English proficiency.	$27,133.00	Yes
8	K-8 IReady Assessment System	Purchase the IReady Assessment for ELA and Math in grades K-8 to provide vertically aligned benchmark data.	$46,508.00	Yes
9	4-8 Reading Intervention: Read Naturally	Read Naturally will be used as an intervention for SWDs in order to build their reading skills.	$1,150.00	Yes
10	4-8 Reading Intervention:Just Words	Implement the Just Words Wilson Language curriculum for SWDs and general education students as a Tier II intervention curriculum and professional development.	$21,034.00	Yes
11	6-8 Accelerated Learning: Math Intervention Teacher	Employ and additional 1 FTE math teacher to provide strategic math intervention at 6-8 grade.	$68,007.00	Yes
12	K-8 Academic Field Trips	Provide funding for grade levels to engage students in a deeper understanding of subject matter.	$10,000.00	Yes
13	4 - 8 After School Tutoring	Provide after school tutoring to support students in the understanding and completion of assignments.	$27,599.00	Yes
14	K-8 STEM Materials and Supplies	Provide designated funding for STEM materials to support and engage students in attaining grade level standards	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	K-8 Paraprofessionals	Provide academic support and supplemental instruction	$434,689.00	Yes
16	4-5 Benchmark Advance ELA/ELD	The Benchmark Advance curriculum will be used so that below grade level readers will have increased access to the core curriculum including SWDs and ELs.	$0.00	No
17	K-3 ELA/Math Grade Level Instruction for Students with Disabilities	SWDs will participate in grade level instruction in the general education classroom in addition to their specialized academic instruction.	$0.00	No
18	K-5 ELA Intervention: Nessy	Nessy Reading and Spelling will be utilized as a reading intervention program for SWDs and general education students as a Tier II intervention.	$1,500.00	Yes
19	K-5 Reading Intervention: Barton's Reading and Spelling System	Barton's Reading and Spelling System will be used as reading intervention programs for SWDs, ELs and general education students as a Tier II/Tier III intervention. Funding will provide materials and professional development.	$10,338.00	Yes
20	4 - 5 ELA Intervention for Students with Disabilities: Steps to Advance and Striving Readers	Steps to Advance and Striving Readers will be used as an ELA intervention program for SWDs.	$0.00	No
21	Professional Development: UDL/Evidenced Based Strategies	Provide professional development opportunities in the areas of UDL and evidenced based strategies in ELA/Reading/Math	$15,000.00	No
22	Professional Development:	Build effective Professional Learning Communities by providing on going staff development.	$151,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Learning Communities			
23	Professional Development: Designated and Integrated ELD	Provide staff development for all certificated staff in Designated and Integrated English Language Development	$10,000.00	Yes
24	Adoption of science curriculum 4-8		$120,000.00	No
25	Strategic Tutoring: Math/ELA/Reading	Provide strategic after school tutoring in math/reading/ELA to accelerate learning for all student groups including SWDs.	$259,200.00	Yes
26	K-8 High Interest Clubs	Provide after school high interest clubs to accelerate learning in math/reading/ELA for all student groups including SWDs.	$137,000.00	Yes
27	Transportation: Additional late routes	Provide additional after school bus routes to increase student access to strategic tutoring and high interest clubs	$19,600.00	Yes
28	Accelerated Learning: Intervention Teachers for 2021/2022	Provide additional intervention teachers at the following grade levels to accelerate learning and provide Tier II academic support: • Helen Wilcox: 1 FTE assigned to 1st grade • Golden Hills: 2 FTE assigned to 4th and 5th grade • Palermo: 1 FTE assigned to 6-8	$155,866.00	Yes
29	Accelerated Learning: On-Line Curriculum	Provide on-line curriculum for Independent Study students and credit recovery for in-person learners.	$75,000.00	Yes
30	.5 FTE SPED Intervention Teacher 6-8	Provide additional SPED time for delivery of Tier 2 academic interventions	$46,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
31	English Learners Assessment	Paraprofessional support to administer assessments to ELs in order to measure progress towards English proficiency	$5,014.00	Yes
32	Educlimber: Student Dashboard	Utilize Educlimber to an early warning system to identify at risk students, monitor interventions, and provide student level data.	$10,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All schools will continue to build a positive school climate by creating and/or maintaining environments that are safe, responsive to student needs and invite and engage parents to become active members of the school community.

An explanation of why the LEA has developed this goal.

In order for students to be engaged and achieve academically, they need to feel safe and supported and it is our goal to foster positive school climates that meet the social emotional needs of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall Attendance Rates: Maintain and average daily attendance rate of at least 95% at all school sites.	Average Daily Attendance rates for 2018/2019: Honcut School: 92.95% Helen Wilcox School: 94.65% Golden Hills School: 94.87% Palermo School: 94.63%				All school sites will maintain an average daily attendance rate of at least 95%.
Chronic Absenteeism Rates: Decrease the Chronic Absenteeism rate in all student groups by 2% each year.	Chronic Absenteeism rates for 2018/2019: All Students: 14.3% (198 students) English Learners: 6.3% (10 students) Foster Youth: 12.9% (4 students)				All Students: 8.3% or less English Learners: 0.3% or less Foster Students: 6.9% or less Homeless: 27.7% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: 33.7% (33 students) Socioecon. Disadvantaged: 15.4% (168 students) Students with Disabilities: 21.1% (34 students) Amer. Indian/Alaskan Native: 20.9% (14 students) Asian: 0% Hispanic: 10.8% (48 students) White: 17.4% (114 students) Two or More Races: 13.1% (22 students)				Socioecon. Disadvantaged: 9.4% or less Students with Disabilities: 15.1% or less Amer. Indian/Alaskan: 14.9% or less Asian: 0% Hispanic: 4.8% or less White: 11.4% or less Two or More Races: 7.1 percent or less
Middle School Drop Out Rates: Maintain a 0% drop out rate.	0%				O%
Suspension Rates: Decrease the Suspension Rate in all student groups by 1% or more each year.	Suspension Rates for 2018/2019: All Students: 5.6% English Learners: 4.4% Foster Youth: 11.8% Homeless: 6.8% Socioeconomically Disadvantaged: 6.5% Students with Disabilities: 6.7% Amer. Indian/Alaskan Native: 13.0%				All Students: 2.6% English Learners: 1.4% Foster Youth: 8.8% Homeless: 3.8% Socioeconomically Disadvantaged: 3.5% Students with Disabilities: 3.7% Amer. Indian/Alaskan Native: 10.0% Asian: 0% Hispanic: 1.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian: 0% Hispanic: 4.0% White: 6.5% Two or More Races: 4.7%				White: 3.5% Two or More Races: 1.7%
Expulsion Rates: Maintain an expulsion rate of less than 1%	0% Expulsion Rate				Expulsion rate of less than 1%
School Climate Survey: For the selected prompts, at least 85% of will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for an prompts that are less than 85% by 3% each year.	Student School Climate Surveys 2020/2021 I like school: K/3 83.6%, 4/5 76.4%, 6-8 67.7% I feel safe: K/3 86.8%, 4/5 85.3%, 6-8 86.2% I feel like I do well: K/3 78.2%, 4/5 63.9%, 6-8 76.9% Students treat others well: K/3 81%, 4/5 74.3% Adult to help me: K/3 93.6%, 4/5 96.3%, 6-8 78.6% Parent School Climate Surveys 2020/2021 Student feels safe: K/3 99%, 4/5 95.5%, 6-8 87.5% Student feels successful; K/3 98%,				For the selected prompts, at least 85% of responses will be Agree and/or Strongly Agree.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4/5 94.8%, 6-8 87.5%				
Parent Input in Decision Making: Increase parent involvement as measured by parent attendance at stakeholder input meetings by at least 10% each year.	Stakeholder Survey Spring 2020/2021: 193 responses Stakeholder Input Meeting Attendance: DELAC Participation ELAC Participation Indian Education Parent Committee Participation School Site Council Participation				Improved participation rates: Stakeholder Survey: at least 253 responses Stakeholder Input Meeting: TBD ELAC Participation: TBD Indian Education Parent Committee: TBD School Site Council: TBD
Parental Participation in Programs: For the selected prompts, at least 85% of will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for an prompts that are less than 85% by 3% each year. Collect attendance data at the following events:	Parent School Climate Surveys 2020/2021 I feel welcome at school: K/3 97.1%, 4/5 93.8%, 6-8 100% Staff communicate well: K/3 97%, 4/5 93.8%, 6-8 75% I attend P/T conferences: K/3 86.2%, 4/5 86.5%, 6-8 87.5% Actively involved: K/3 82.2%, 4/5 62.9%, 6-8 37.5%				For the selected prompts, at least 85% of responses will be Agree and/or Strongly Agree.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Back to School Nights/Meet and Greets Title I Parent Meetings Parent Conferences Open House	Frequently volunteer: K/3 63.4%, 4/5 42.2%, 6-8 25%				
Behavioral Referrals: Decrease the number of classroom referrals by 3% each year.	Due to the impacts of COVID-19, baseline data is from the 2018/2019 school year. Helen Wilcox: 99 Golden Hills: 113 Palermo School: 248				Classroom referrals will decrease by at least 3% each year: Helen Wilcox: 90 or fewer Golden Hills: 103 or fewer Palermo School: 226 or fewer

Actions

Action #	Title	Description	Total Funds	Contributing
1	Home Study/Independent Study Teacher(s)	Provide an Independent/Home Study program with 3 FTE certificated staff to provide an educational option for students and families as an alternative to participation in daily in-person instruction.	$290,945.00	Yes
2	Community Day School	Provide a Community Day School (1 FTE Certificated staff and 1 FTE Classified staff) as an alternative education setting for students who have been expelled or referred through the SARB process.	$154,192.00	Yes
3	School Counselors	Employee school counselors (2.8 FTE) to meet the social emotional and mental health needs of students.	$312,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	School Nurse	Employee a school nurse (.80 FTE) to provide health screenings and support to our students.	$85,698.00	Yes
5	Parent Education Nights	Provide opportunities for parent education and engagement by providing learning opportunities.	$3,460.00	Yes
6	Stakeholder Engagement Support	Provide childcare and meals in order to encourage parent participation in stakeholder meetings and parent educational opportunities.	$1,500.00	Yes
7	Positive Behavior Intervention and Support	Provide funding for PBIS implementation and student recognition for all student groups including SWD.	$7,000.00	Yes
8	Positive Attendance Support	Provide funding for recognition of positive and/or improved student attendance for all student groups including SWD.	$7,000.00	Yes
9	TK-8 Behavioral Intervention/Support: SWIS Data System	Provide funding for the collection, data input, and disaggregation of student behavioral data to facilitate the development of school-wide and individual intervention strategies via the SWIS data system. Includes the annual cost associated with the SWIS system and salary/benefits.	$11,551.00	Yes
10	TK-8 Online Safety/Instructional Support: Go Guardian	Provide funding for the Go Guardian system to provide for the real time monitoring of students when they are on-line.	$12,870.00	Yes
11	K-8 Social Emotional Learning: 7 Mindsets	Implement 7 Mindsets (SEL Curriculum) as a Tier 1 strategy for all student groups including SWD.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	TK-8 Safety and Communication: Catapult EMS	Provide funding for Catapult EMS to provide communication during emergency events.	$2,500.00	Yes
13	TK-8 Home to School Transportation	Provide home to school transportation for students who lack transportation.	$532,615.00	Yes
14	4-8 Tier I/Tier II SEL and Behavioral Intervention:Ripple Effects	Provide Tier 2 and Tier 3 Curriculum to address trauma, behavior and social emotional learning to all student groups including SWD in grade 6-8.	$11,950.00	Yes
15	Professional Development: Trauma Informed Practices	Provide opportunities for all staff to participate in training regarding the impacts of trauma on our students and trauma informed practices.	$50,000.00	No
16	Professional Development: Capturing Kids Hearts I and II	In order to build connections with students, provide Capturing Kids Hearts Part I and Part II.	$139,383.00	Yes
17	Director of Student Support and Parent Engagement	Provide funding for 0.5 FTE certificated administrative staff to plan and implement activities to decrease chronic absenteeism and increase parent participation and engagement.	$154,433.00	Yes
18	Blackboard Connect/NTI	Increase our ability to communicate with and engage our parents and families.	$5,650.00	Yes
19	Catapult: Website and Phone App	Improve our ability to communicate with and engage our parents and families.	$6,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
20	Attendance Clerk/Health Aide	Add 2 (5 hour) attendance clerk/health aide positions to work with site admin and the Director of Student Support to support students and help mitigate issues leading to chronic absenteeism.	$56,643.00	Yes
21	Illuminate Parent Portal	Utilize the Illuminate Parent Portal Platform to improve communication with parents by providing access to attendance data, assessment results, gradebooks, progress reports and report cards.	$8,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	We will continue to provide and maintain optimal conditions for learning by: attracting, retaining, and motivating highly qualified staff; providing clean, well maintained and safe facilities; providing standards aligned materials and instruction to all students; providing technology resources to students and staff; providing a broad course of study.

An explanation of why the LEA has developed this goal.

We have developed this goal

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully Credential and Appropriately Assigned Teachers as determined by credentialing report.	100% of teachers are appropriately credentialed and assigned				Monitor to insure that 100% of teachers continue to be appropriately credentialed and assigned.
Standards-aligned Instructional Materials for every student as measured by the Williams Act Reports	All students have access to standards aligned curriculum and materials.				Monitor to insure that all students continue to have access to standards aligned curriculum and materials.
School Facilities in Good/Excellent Repair as measured by the annual Facilities Inspection Tool.	All facilities are currently in good or excellent condition.				Monitor to insure that all facilities remain in good or excellent repair.
Implementation of California Common	All instruction is currently aligned to				Monitor to insure that all instruction

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Core State Standards as measured by implementation surveys.	the California Common Core State Standards.				continues to be aligned to California Common Core State Standards.
Provide a broad course of study that includes social science, science, PE, VAPA, and CTE (7/8 only) as indicated by course enrollment/master schedule at each site. Maintain or increase current course offerings at each site.	K-3: Multiple Subject Certificated staff in self-contained classes provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE.

4-5: Multiple Subject Certificated Staff provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music and PE.

6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in social studies, science, VAPA, physical education and Agriculture. | | | | Maintain or increase the course offerings indicated below: K-3: Multiple Subject Certificated staff in self-contained classes provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE.

4-5: Multiple Subject Certificated Staff provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music and PE.

6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in social studies, science, |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					VAPA, physical education and Agriculture.
Participate in the CalTEACH student teaching programs in cooperation CSU, Chico to mentor and develop highly qualified candidates for teaching positions within the district.	We have hired 3 CalTEACH resident teachers to fill certificated job openings for the 2021-2022 school year.				Continue to participate in the Cal Teach program

Actions

Action #	Title	Description	Total Funds	Contributing
1	Physical Education Teachers: K-5	Physical education teachers (2.0 FTE) are employed to provide instruction in PE in order to provide a broad course of study.	$259,088.00	Yes
2	Music Teacher(s): 4 - 8	A music teacher provides instruction to students in order to provide a broad course of study.	$99,347.00	Yes
3	Agriculture Teacher: 6 - 8	An agricultural teacher (1.0 FTE) provides CTE instruction in order to provide a broad course of student.	$53,451.00	Yes
4	Professional Development: Teacher Induction Program	Providing funding for new teachers to participate in a teacher induction program.	$39,845.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Hiring Bonuses: Hard to find credentials	Provide hiring bonuses to attract high quality teachers to fill hard to fill positions: Science, Math, SLP, SPED, etc...	$16,068.00	Yes
6	Professional Support: Mentor Teachers	Provide stipends to mentor teachers to provide professional growth and development for new teachers participating in the Teacher Induction Program and for student teachers assigned to our district in cooperation with CSU, Chico's CalTeach Co-Teaching Program.	$12,522.33	Yes
7	Student Access to Technology: Chromebooks	Provide funding to ensure student access to up to date devices	$40,000.00	Yes
8	IT Support	Provide IT support to ensure students and instructional staff have access to technology and online educational resources.	$167,697.00	Yes
9	Library Techs	Increase access to educational resources.	$71,705.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.23%	$2,981,621

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.

75% of our student population is socioeconomically disadvantaged. Our most recent CAASPP data from 2019 reveals that our SED student group is scoring 47.2 points below standard in ELA and 83.8 points below standard in math while our all student group is scoring 38 points below standard in ELA and 73.6 below standard in math. In its 2016 report, The Condition of Education, the National Center for Education Statistics attributed living in poverty during early childhood, in part, to lower levels of academic performance "beginning in kindergarten and extending through elementary and high school." In additions, we know that students from low income families face a greater chance of exposure to adverse childhood experiences. Studies have shown that students experiencing high levels of trauma at home might experience a lack of focus, low engagement, and difficulty finishing tasks. (Murphey and Moore, 2014) Our community has also experienced repeated significant trauma associated with severe wildfires, flooding and the Oroville Dam Spillway failure. In order to address these barriers to academic success and increase the achievement of our SED students we will:
Reduce class sizes in grades K-3 (1.1) Increase the number of K-3 Ed. Specialists (1.2), Paraprofessionals to provide supplemental instruction (1.15), Provide reading intervention specialists at K-3 (1.3),

We also recognize that our SED students and students experiencing trauma need additional time, instruction and support to catch up with their peers. In order to address these needs we will:
Provide supplemental instructional materials for tiered intervention (1.5, 1.10, 1.19), provide after school tutoring in grades 4-8 to assist with homework completion (1.13), provide strategic targeted tutoring in grades TK-8 in math and ELA (1.25), provide additional intervention teachers for math/ELA in grades 4-8 (1.11, 1.28).

In order to monitor the effectiveness of these actions, we will:
utilize IReady assessments in math and ELA (1.8), provide PLC time for teachers to analyze data and plan for intervention (1.4, 1.22)

As a result of these actions we expect that CAASPP scores will improve in both math and ELA and we will see a decrease in the distance from standard in both academic areas. We also expect to decrease the gap in scores between our "all student" group and our unduplicated pupils.

Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) In addition to this, children who are suffering from the trauma associated with adverse childhood experiences may also find it difficult to form secure relationships with teachers and as a result are also impacted by disciplinary actions that remove them from the classroom or school setting. The first and best strategy for increasing student effort and motivation is to nurture strong relationships between students and their teachers. (Brito & Noble, 2009) In order to address these challenges and create positive school climates that are safe and engaging, we will: provide alternative education settings (2.1, 2.2, 1.29) utilize the 7 Mindsets and RIpple Effects SEL curriculum (2.11, 2.14), provide home to school transportation (1.27, 1.13), implement PBIS (1.7), promote positive attendance (1.8), provide school counselors (2.3), provide a district-wide school nurse (1.4), conduct parent education nights (2.5, 2.6), Director of Student Support and Parent Engagement (2.17), provide professional development in trauma informed practice (2.15), provide professional development in Capturing in Kids' Hearts (2.16)

In order to monitor the effectiveness of these actions, we will:
untilize the SWIS system to collect and disaggregate behavioral data (2.9), utilize Go Guardian to monitor the online activity of students (2.10), utilize Catapult EMS to report unsafe events (1.12)

As a result of these actions, we expect to improved attendance, a decrease in the number of suspension and expulsion, a decrease in the number of classroom referrals, increased access to counseling services.

We also recognize that high poverty schools, such as ours, should improve communication with disadvantaged parents and help them create home environments conducive to learning (Field et al., 2008; Pellino, 2007; Center for Public Education, 2005; Kannapel & Clements, 2005; Barton, 2004). Low income parents tend to volunteer less and lower attendance rates at school activities (Clewell & Campbell, 2007; Evans, 2004). The low levels of parent involvement are not due to lack of concern or caring on the part of the parent, but reflect the barriers that make it difficult to participate and engage in their child's education such as limited time and financial resources, cultural obstacles, and fewer educational skills (Florida State Legislature, 1997). In order to to improve communication with parents and increase parent engagement we will:
Conduct parent education nights (2.5, 2.6), hire a Director of Student Support and Parent Engagement (2.17), utilize updated technology platforms and resource to improve communication (2.18, 2.19, 2.21)

As a result of these actions, we expect to see increased parent attendance at school activities and parent conferences, increased participation in stakeholder meetings and parent surveys. We also expect to see and improved ratings in our school climate surveys.

The effects of poverty on the majority of our students impact every aspect of their education. Students living in poverty experience less decreased access to learning resources, enrichment experiences and sports activities as compared to students from higher income families (Bruce, 2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004). Research indicates that educational opportunities that integrate academic and career-focused education can engage and motivate older disadvantaged students (Nelson, 2006; University of North Carolina Center for Civil Rights, 2005; Myers et al., 2004; Rumberger & Palardy, 2002). In addition, high quality teachers can help narrow the achievement gap (Clewell & Campbell, 2007; Center for Public Education, 2005b; Education Research Service, 2001) and that school's from high poverty areas should provide support, mentoring and professional development to beginning teachers. Financial incentives to attract teachers to work in high poverty schools can be used as a strategy to recruit and retain highly qualified instructional staff (Field et al., 2008; Kahlenberg, 2004). In order to further reduce the impacts of poverty on our students we will: provide after school High Interest Clubs (1.26), provide increased transportation so that students can participate in after school activities (1.27), provide music education at grades 4-8 (3.2), provide physical education classes at K-3 (3.1), provide CTE Agricultural classes at 6-8 (3.3), provide student chromebooks (3.8), provide mentoring and professional development to beginning teachers (3.4, 3.8), provide hiring incentives (3.5), provide field trips for students (1.12)

As a result of these actions, we expect to see increased student engagement, improved attendance, and an increased % of students reporting that they like school and feel successful on our school climate surveys

We will monitor the effectiveness of these actions we will monitor the participation rates in music classes, agricultural classes and physical education classes. We will continue to ensure that all students have access to technology and high quality teachers.

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

All of the services included in the LCAP were selected to meet the needs of foster youth, English learners and low-income students and all supplemental and concentration grant funding is used to provide these services. We are a high poverty school district in a county that is highly impacted by adverse childhood experiences so our actions focus on the barriers created by poverty and trauma which impact the academic achievement of all of our unduplicated pupils. In addition, research indicates that the academic achievement scores of ALL students decreases in schools with high concentrations of poverty. When the percentage of students living in poverty is over 60%, both low and higher income students' test scores decreased dramatically (Rusk, 2002) and another study found that when the poverty levels reached 75% or more that the percentage of more affluent students testing proficient or advanced on standardized tests decreased significantly as compared to schools that had poverty levels of less than 25% (Gottlieb, 2002).

In addition to the actions described in the previous section we are also providing the following increased/improved services to meet the needs of our English Language Learners:
provide an ELD teacher at grades 6-8 (1.6), hire an additional bilingual paraprofessional to provide supplemental instruction and support (1.7), provide professional development in Integrated and Designated ELD (1.23)

All of the actions and services described above and including the EL actions add up to $5,161,996.33 which exceeds the 27.23% of increased and improved services required which is $2,981,621.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$3,072,531.33	$1,199,239.00		$1,075,226.00	$5,346,996.33

Totals:	Total Personnel	Total Non-personnel
Totals:	$4,533,217.33	$813,779.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Class Size Reduction: Kindergarten - 3rd Grade	$600,604.00				$600,604.00
1	2	English Learners Foster Youth Low Income	K-3 Accelerated Learning: Education Specialist	$101,861.00				$101,861.00
1	3	English Learners Foster Youth Low Income	K-3 Accelerated Learning: Reading Specialists	$237,065.00				$237,065.00
1	4	English Learners Foster Youth Low Income	Professional Learning Communities: Substitute teachers				$48,560.00	$48,560.00
1	5	English Learners Foster Youth Low Income	ELA and Math Standards Based Supplemental Materials	$26,484.00				$26,484.00
1	6	English Learners	ELD Instruction	$52,576.00				$52,576.00
1	7	English Learners	Bilingual Paraprofessional	$27,133.00				$27,133.00
1	8	English Learners Foster Youth Low Income	K-8 IReady Assessment System	$46,508.00				$46,508.00
1	9	English Learners Foster Youth Low Income	4-8 Reading Intervention: Read Naturally	$1,150.00				$1,150.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	4-8 Reading Intervention:Just Words		$21,034.00			$21,034.00
1	11	English Learners Foster Youth Low Income	6-8 Accelerated Learning: Math Intervention Teacher	$68,007.00				$68,007.00
1	12	English Learners Foster Youth Low Income	K-8 Academic Field Trips	$10,000.00				$10,000.00
1	13	English Learners Foster Youth Low Income	4 - 8 After School Tutoring				$27,599.00	$27,599.00
1	14	English Learners Foster Youth Low Income	K-8 STEM Materials and Supplies	$7,500.00				$7,500.00
1	15	English Learners Foster Youth Low Income	K-8 Paraprofessionals	$153,053.00			$281,636.00	$434,689.00
1	16	All Students with Disabilities	4-5 Benchmark Advance ELA/ELD					$0.00
1	17	Students with Disabilities	K-3 ELA/Math Grade Level Instruction for Students with Disabilities					$0.00
1	18	English Learners Foster Youth Low Income	K-5 ELA Intervention: Nessy	$1,500.00				$1,500.00
1	19	English Learners Foster Youth Low Income	K-5 Reading Intervention: Barton's Reading and Spelling System		$10,338.00			$10,338.00
1	20	Students with Disabilities	4 - 5 ELA Intervention for Students with Disabilities: Steps to Advance and Striving Readers					$0.00
1	21	All Students with Disabilities	Professional Development: UDL/Evidenced Based Stragegies				$15,000.00	$15,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	22	English Learners Foster Youth Low Income	Professional Development: Professional Learning Communities				$151,250.00	$151,250.00
1	23	English Learners	Professional Development: Designated and Integrated ELD				$10,000.00	$10,000.00
1	24	All	Adoption of science curriculum 4-8		$120,000.00			$120,000.00
1	25	English Learners Foster Youth Low Income	Strategic Tutoring: Math/ELA/Reading		$259,200.00			$259,200.00
1	26	English Learners Foster Youth Low Income	K-8 High Interest Clubs		$137,000.00			$137,000.00
1	27	English Learners Foster Youth Low Income	Transportation: Additional late routes		$19,600.00			$19,600.00
1	28	English Learners Foster Youth Low Income	Accelerated Learning: Intervention Teachers for 2021/2022				$155,866.00	$155,866.00
1	29	English Learners Foster Youth Low Income	Accelerated Learning: On-Line Curriculum	$75,000.00				$75,000.00
1	30	English Learners Foster Youth Low Income	.5 FTE SPED Intervention Teacher 6-8	$46,608.00				$46,608.00
1	31	English Learners	English Learners Assessment	$5,014.00				$5,014.00
1	32	English Learners Foster Youth Low Income	Educlimber: Student Dashboard	$10,000.00				$10,000.00
2	1	English Learners Foster Youth Low Income	Home Study/Independent Study Teacher(s)	$290,945.00				$290,945.00
2	2	English Learners Foster Youth Low Income	Community Day School	$154,192.00				$154,192.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	School Counselors	$107,677.00	$54,524.00		$150,336.00	$312,537.00
2	4	English Learners Foster Youth Low Income	School Nurse	$85,698.00				$85,698.00
2	5	English Learners Foster Youth	Parent Education Nights	$3,460.00				$3,460.00
2	6	English Learners Foster Youth Low Income	Stakeholder Engagement Support	$1,500.00				$1,500.00
2	7	English Learners Foster Youth Low Income	Positive Behavior Intervention and Support	$7,000.00				$7,000.00
2	8	English Learners Foster Youth Low Income	Positive Attendance Support	$7,000.00				$7,000.00
2	9	English Learners Foster Youth Low Income	TK-8 Behavioral Intervention/Support: SWIS Data System	$11,551.00				$11,551.00
2	10	English Learners Foster Youth Low Income	TK-8 Online Safety/Instructional Support: Go Guardian	$12,870.00				$12,870.00
2	11	English Learners Foster Youth Low Income	K-8 Social Emotional Learning: 7 Mindsets	$5,000.00				$5,000.00
2	12	English Learners Foster Youth Low Income	TK-8 Safety and Communication: Catapult EMS	$2,500.00				$2,500.00
2	13	English Learners Foster Youth Low Income	TK-8 Home to School Transportation	$94,238.00	$438,377.00			$532,615.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	14	English Learners Foster Youth Low Income	4-8 Tier I/Tier II SEL and Behavioral Intervention:Ripple Effects		$11,950.00			$11,950.00
2	15	All Students with Disabilities	Professional Development: Trauma Informed Practices		$50,000.00			$50,000.00
2	16	English Learners Foster Youth	Professional Development: Capturing Kids Hearts I and II				$139,383.00	$139,383.00
2	17	English Learners Foster Youth Low Income	Director of Student Support and Parent Engagement	$21,621.00	$77,216.00		$55,596.00	$154,433.00
2	18	English Learners Foster Youth Low Income	Blackboard Connect/NTI	$5,650.00				$5,650.00
2	19	English Learners Foster Youth Low Income	Catapult: Website and Phone App	$6,700.00				$6,700.00
2	20	English Learners Foster Youth Low Income	Attendance Clerk/Health Aide	$56,643.00				$56,643.00
2	21	English Learners Foster Youth Low Income	Illuminate Parent Portal	$8,500.00				$8,500.00
3	1	English Learners Foster Youth Low Income	Physical Education Teachers: K-5	$259,088.00				$259,088.00
3	2	English Learners Foster Youth Low Income	Music Teacher(s): 4 - 8	$99,347.00				$99,347.00
3	3	English Learners Foster Youth Low Income	Agriculture Teacher: 6 - 8	$53,451.00				$53,451.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	Professional Development: Teacher Induction Program	$39,845.00				$39,845.00
3	5	English Learners Foster Youth Low Income	Hiring Bonuses: Hard to find credentials	$16,068.00				$16,068.00
3	6	English Learners Foster Youth Low Income	Professional Support: Mentor Teachers	$12,522.33				$12,522.33
3	8	English Learners Foster Youth Low Income	Student Access to Technology: Chromebooks				$40,000.00	$40,000.00
3	9	English Learners Foster Youth Low Income	IT Support	$167,697.00				$167,697.00
3	10	English Learners Foster Youth Low Income	Library Techs	$71,705.00				$71,705.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,072,531.33	$5,161,996.33
LEA-wide Total:	$1,551,274.33	$3,569,818.33
Limited Total:	$0.00	$10,000.00
Schoolwide Total:	$1,521,257.00	$1,592,178.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Class Size Reduction: Kindergarten - 3rd Grade	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox School K - 3	$600,604.00	$600,604.00
1	2	K-3 Accelerated Learning: Education Specialist	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox K - 3	$101,861.00	$101,861.00
1	3	K-3 Accelerated Learning: Reading Specialists	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox K - 3	$237,065.00	$237,065.00
1	4	Professional Learning Communities: Substitute teachers	LEA-wide	English Learners Foster Youth Low Income			$48,560.00
1	5	ELA and Math Standards Based Supplemental Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,484.00	$26,484.00
1	6	ELD Instruction	Schoolwide	English Learners	Specific Schools: Palermo School 6 - 8	$52,576.00	$52,576.00
1	7	Bilingual Paraprofessional	LEA-wide	English Learners	All Schools	$27,133.00	$27,133.00
1	8	K-8 IReady Assessment System	LEA-wide	English Learners Foster Youth	All Schools	$46,508.00	$46,508.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	9	4-8 Reading Intervention: Read Naturally	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Palermo School 4-5, 6-8	$1,150.00	$1,150.00
1	10	4-8 Reading Intervention:Just Words	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Palermo School 4-5 , 6-8		$21,034.00
1	11	6-8 Accelerated Learning: Math Intervention Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palermo School 6 - 8	$68,007.00	$68,007.00
1	12	K-8 Academic Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
1	13	4 - 8 After School Tutoring	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Palermo School 4 - 5, 6 - 8		$27,599.00
1	14	K-8 STEM Materials and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	$7,500.00
1	15	K-8 Paraprofessionals	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,053.00	$434,689.00
1	18	K-5 ELA Intervention: Nessy	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Golden Hills K-3, 4-5	$1,500.00	$1,500.00
1	19	K-5 Reading Intervention: Barton's Reading and Spelling System	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Golden Hills K-3 , 4-5		$10,338.00
1	22	Professional Development: Professional Learning Communities	LEA-wide	English Learners Foster Youth Low Income	All Schools		$151,250.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	23	Professional Development: Designated and Integrated ELD	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$10,000.00
1	25	Strategic Tutoring: Math/ELA/Reading	LEA-wide	English Learners Foster Youth Low Income	All Schools		$259,200.00
1	26	K-8 High Interest Clubs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$137,000.00
1	27	Transportation: Additional late routes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$19,600.00
1	28	Accelerated Learning: Intervention Teachers for 2021/2022	LEA-wide	English Learners Foster Youth Low Income	All Schools		$155,866.00
1	29	Accelerated Learning: On-Line Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	$75,000.00
1	30	.5 FTE SPED Intervention Teacher 6-8	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palermo School 6-8	$46,608.00	$46,608.00
1	31	English Learners Assessment	LEA-wide	English Learners	All Schools	$5,014.00	$5,014.00
1	32	Educlimber: Student Dashboard	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
2	1	Home Study/Independent Study Teacher(s)	LEA-wide	English Learners Foster Youth Low Income		$290,945.00	$290,945.00
2	2	Community Day School	LEA-wide	English Learners Foster Youth Low Income		$154,192.00	$154,192.00
2	3	School Counselors	LEA-wide	English Learners		$107,677.00	$312,537.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	4	School Nurse	LEA-wide	English Learners Foster Youth Low Income		$85,698.00	$85,698.00
2	5	Parent Education Nights	LEA-wide	English Learners Foster Youth		$3,460.00	$3,460.00
2	6	Stakeholder Engagement Support	LEA-wide	English Learners Foster Youth Low Income		$1,500.00	$1,500.00
2	7	Positive Behavior Intervention and Support	LEA-wide	English Learners Foster Youth Low Income		$7,000.00	$7,000.00
2	8	Positive Attendance Support	LEA-wide	English Learners Foster Youth Low Income		$7,000.00	$7,000.00
2	9	TK-8 Behavioral Intervention/Support: SWIS Data System	LEA-wide	English Learners Foster Youth Low Income		$11,551.00	$11,551.00
2	10	TK-8 Online Safety/Instructional Support: Go Guardian	LEA-wide	English Learners Foster Youth Low Income		$12,870.00	$12,870.00
2	11	K-8 Social Emotional Learning: 7 Mindsets	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	$5,000.00
2	12	TK-8 Safety and Communication: Catapult EMS	LEA-wide	English Learners Foster Youth Low Income		$2,500.00	$2,500.00
2	13	TK-8 Home to School Transportation	LEA-wide	English Learners Foster Youth Low Income		$94,238.00	$532,615.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	14	4-8 Tier I/Tier II SEL and Behavioral Intervention:Ripple Effects	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Palermo School 4-5, 6-8		$11,950.00
2	16	Professional Development: Capturing Kids Hearts I and II	LEA-wide	English Learners Foster Youth	All Schools		$139,383.00
2	17	Director of Student Support and Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,621.00	$154,433.00
2	18	Blackboard Connect/NTI	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,650.00	$5,650.00
2	19	Catapult: Website and Phone App	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,700.00	$6,700.00
2	20	Attendance Clerk/Health Aide	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,643.00	$56,643.00
2	21	Illuminate Parent Portal	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,500.00	$8,500.00
3	1	Physical Education Teachers: K-5	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Golden Hills K-3, 4-5	$259,088.00	$259,088.00
3	2	Music Teacher(s): 4 - 8	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Palermo Schools 4 - 5, 6 - 8	$99,347.00	$99,347.00
3	3	Agriculture Teacher: 6 - 8	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palermo School 6 - 8	$53,451.00	$53,451.00
3	4	Professional Development:	LEA-wide	English Learners Foster Youth	All Schools	$39,845.00	$39,845.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Teacher Induction Program		Low Income			
3	5	Hiring Bonuses: Hard to find credentials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,068.00	$16,068.00
3	6	Professional Support: Mentor Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,522.33	$12,522.33
3	8	Student Access to Technology: Chromebooks	LEA-wide	English Learners Foster Youth Low Income	All Schools		$40,000.00
3	9	IT Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$167,697.00	$167,697.00
3	10	Library Techs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,705.00	$71,705.00

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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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