# 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 |
|---|---|---|
| Johnstonville Elementary School District | Dr. Scott Smith<br>Superintendent/Principal | ssmith@johnstonville.org<br>530-257-2471 |

# Plan Summary [2021-22]

## General Information

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

The mission of Johnstonville Elementary School District (Johnstonville) states "We will achieve academic and social success for all students." We are a TK through 8th grade school. Our small school setting helps families feel a strong connection with the school at large. In partnership with our parents and our community members, we are ensuring that all of our students are competent in the basic skill areas and that all of our students are demonstrating continuous improvement toward educational excellence. All students are reaching their highest potential as productive, responsible citizens while attending our school. Our staff have become highly trained in content areas and also in cooperative learning. We take pride in the use of a common language, common expectations, and student academic achievement.
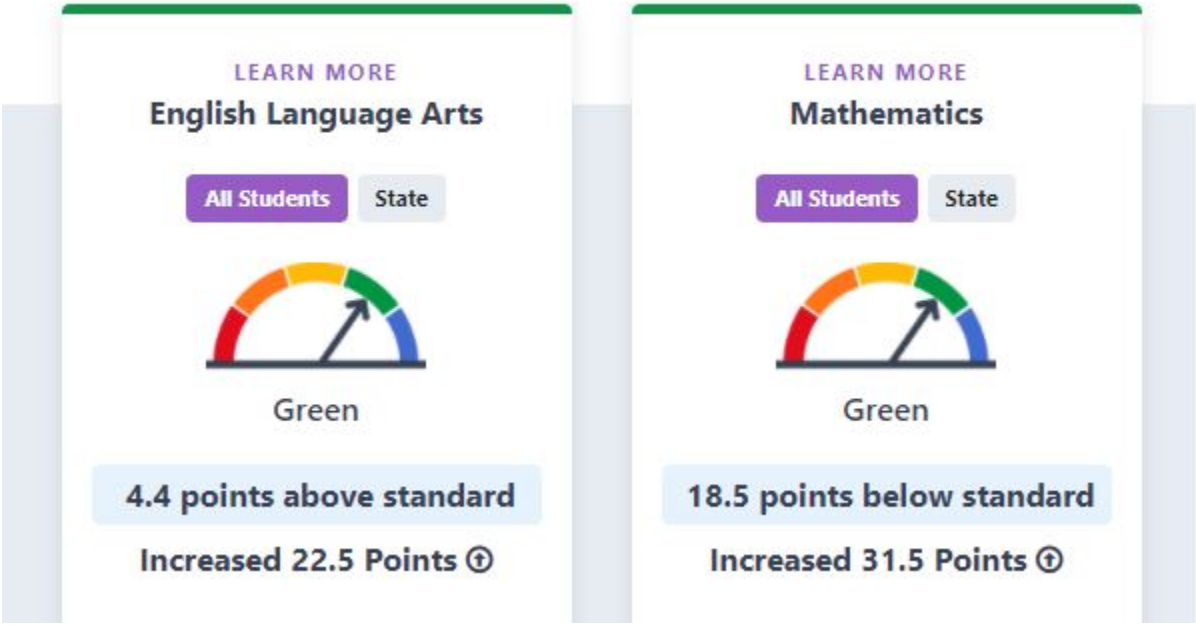
At Johnstonville, we are a family of teachers and learners with a student body of 183 students and nine full time educators. We serve the following student populations: ninety (90) socioeconomically disadvantaged students, thirteen (13) special education students, three (3) foster youth, fourteen (14) homeless students, and five (5) English learners. We have a part-time bilingual instructional aide part-time assistant to support our English learners as well as a full-time special education teacher. Though a small school district, Johnstonville Elementary has made it a priority to provide students access to a part-time socio-emotional counselor. Johnstonville School currently pays for counseling services for non-IEP students (unduplicated populations) one day per week. Johnstonville School continues to provide instructional aides for the Kindergarten through third grade classrooms during the regular school day. Johnstonville School provides needed services to all students and takes special care to address the needs of special populations such as Homeless and Foster Youth. The Foster Youth services will be provided by the Lassen County Foster Youth Coordinator.
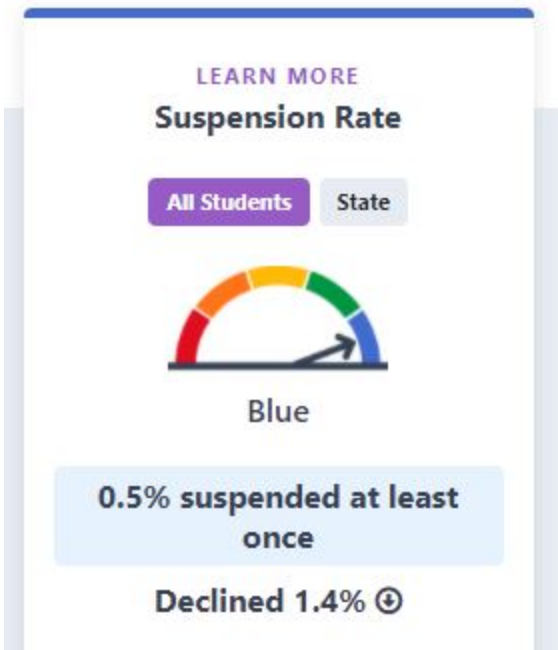
# Reflections: Successes

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

Johnstonville Elementary School District has worked hard in a number of areas to help our students become academically successful. During the 2018-19 school year, students demonstrated significant growth in both English Language Arts and Mathematics. In English Language Arts, the average student score increased by 22.5 point and in Mathematics, the average student increase was 31.5 points. On the California dashboard for academic performance, these increases are reflected by a Green performance level in English Language Arts and Green performance level for Mathematics.

In addition, Johnstonville Elementary School saw progress in the area of reducing the suspension rate. For the 2018-19 school year, the suspension rate was identified as being at the Blue performance level for all students, Hispanic, and white students. Though the suspension rate for socioeconomically students declined during the year, the performance level was still identified as being at the Green level. All of the data mention in this section is summarized in the graphics below.

LEARN MORE
**English Language Arts**

All Students | State

Green

4.4 points above standard

Increased 22.5 Points ⊕

LEARN MORE
**Mathematics**

All Students | State

Green

18.5 points below standard

Increased 31.5 Points ⊕

**LEARN MORE**

**Suspension Rate**

All Students    State

Blue

0.5% suspended at least once

Declined 1.4% ⊕

# 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.

Though Johnstonville students have made great strides in both English Language Arts and math, academic achievement continues to be an area in which Johnstonville wants to continue to grow. Due to Johnstonville School small student population, only the Socioeconomically Disadvantaged and White subpopulation are displayed. For the 2018-19 school year, the English Language Arts performance level was identified as being Yellow for Socioeconomically Disadvantaged students and Blue for White students. This rating reflects an average increase of 21 points and 23.8 point respectively.  While the academic gap between the two sub groups is shrinking there is still an average of 25.5 between the Socioeconomically Disadvantaged and White student subpopulations.

For the 2018-19 school year, the Mathematics performance level was identified as being Green for both Socioeconomically Disadvantaged students and White students. Both subgroups increased their average scores significantly. The Socioeconomically Disadvantaged students grew an average of 32.8 points and the White students grew and average of 34 points. However, gap between the two subgroups averaged 29.2 points. The District's goal is to continue to improve the student achievement scores and close the achievement gap in both English Language Arts and Mathematics. In addition, chronic absenteeism continues to be problematic with a total percentage of students identified as being chronically absent at 13.8%. The California Dashboard identifies this level of chronically absenteeism as being within the Orange performance level. All of the data mention in this section is summarized in the graphics below.

# English Language Arts

## Socioeconomically Disadvantaged

**Student Group**  State

Yellow

9.9 points below standard

Increased 21 Points ⊕

## White

**Student Group**  State

Blue

15.6 points above standard

Increased 23.8 Points ⊕

# Mathematics

## Socioeconomically Disadvantaged

**Student Group**  State

Green

20.5 points below standard
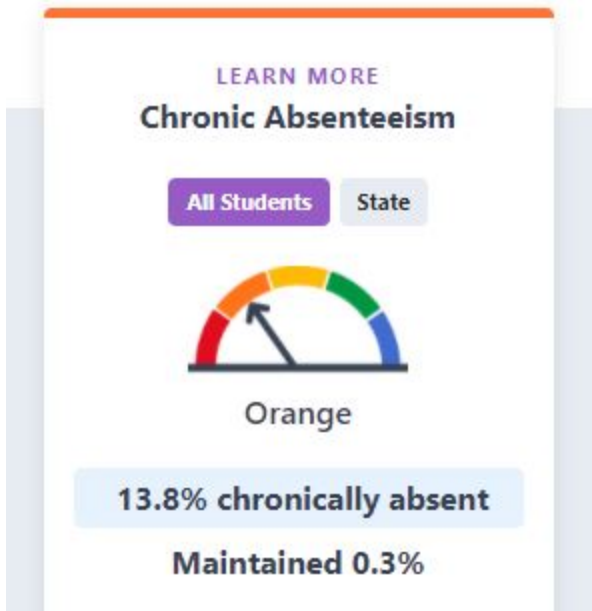
Increased 32.8 Points ⊕

## White

**Student Group**  State

Green

8.7 points below standard

Increased 34 Points ⊕

**LEARN MORE**

**Chronic Absenteeism**

All Students | State

Orange

13.8% chronically absent

Maintained 0.3%

# LCAP Highlights

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

Johnstonville Elementary School District developed the 2021-24 Local Control and Accountability Plan (LCAP) with by consulting each stakeholder group across the district. The three goals outlined below allows Johnstonville Elementary School District to continue our focus and efforts in supporting all students, especially those who are foster or homeless youth, English Learners, and low-income students, which represent approximately 58% of our total population. In addition, the goals, metrics, and actions are better focused on the students of Johnstonville School. These three goals also address the eight state priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards, and 8) Course Access.

The Johnstonville Elementary School District LCAP goals are as follows:

Goal 1: Maintain and build upon all students' access to a broad course of studies taught by fully credentialed teachers that have received professional development in the implementation and utilization of the state standards. The actions below will also maintain the expectation that students will receive these services in facilities that are safe and properly maintained. (Local priorities 1, 2, and 7)

Goal 2: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Math, and English language proficiency. (State priorities 4 and 8)

Goal 3: Johnstonville School will provide a safe and effective learning environment for every student by engaging parents, students, and staff. (Local priorities 3, 5, and 6)

It is very common for programs to have only a few elements that fall within the LCAP. As such, those few components are included in the LCAP, but other critical components of the program are left out. Johnstonville Elementary School District has made a concerted effort to develop an LCAP that accurately reflects programmatic priorities. An example of this can be found in Johnstonville Elementary School District's prioritization of the development and implementation of a Multi-Tiered System of Support (MTSS). There are many elements within the development and implementation of a MTSS program that are not a part of the LCAP, however the inclusion of LCAP exclusive elements into the LCAP would give a partial picture of the District's approach. Over a third of Johnstonville Elementary School District's LCAP actions are dedicated to MTSS, either directly or through Response to Instruction and Intervention (RTI2). By having these actions in the LCAP, stakeholders can how Johnstonville Elementary School District plans to develop and implement its MTSS program and how much of a priority it is to the future of the District.

Impact of the COVID-19 Pandemic:
On March 18, 2020, Johnstonville Elementary School District joined school districts throughout California by making the difficult decision to close the campus to students and in-person learning in an effort to prevent the spread of COVID-19. The district began the 2020-21 school year back on campus with in person instruction. There were a number of times in which the school needed to transition into a distance learning model and has done so quickly and efficiently. Throughout this time, Johnstonville Elementary School District has remained committed to serving our students through daily meal distribution, robust on campus, in-person and distance learning instructional models that included services for Students with Disabilities and English Learners, and through continued social-emotional health services.

The closure of Johnstonville's campus to in person instruction has impacted Johnstonville Elementary School District in several key areas contained in the 2021-24 LCAP, including, professional development for teachers, the need for additional instructional time after school to mitigate learning loss, and student's academic and socio-emotional needs arising from being thrust into both an asynchronous and synchronous style of learning.

# 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.

Johnstonville Elementary School District does not have any schools that are eligible for comprehensive support and improvement. As such, this section of the LCAP is not applicable.

**Support for Identified Schools**

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

Johnstonville Elementary School District does not have any schools that are eligible for comprehensive support and improvement. As such, this section of the LCAP is not applicable.

**Monitoring and Evaluating Effectiveness**

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

Johnstonville Elementary School District does not have any schools that are eligible for comprehensive support and improvement. As such, this section of the LCAP is not applicable.

# Stakeholder Engagement

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

Johnstonville Elementary School District recognizes that stakeholder engagement is critical to the development and implementation of the district's LCAP. The onset of the Covid-19 pandemic has created some barriers to the engagement process, but Johnstonville Elementary School District utilized a variety of tools to help renew interest in the LCAP development process. During the 2020-21 school year, the district has conducted several meetings to elicit input. The parent and community input meeting meetings were held on December 2nd (both in person and via Zoom), February 10th (in person), and March 17th (in person). These three meetings were held in the evening in the gymnasium. In addition a public preview session was held at the May 13th school board meeting. In addition to these evening meetings, Johnstonville School's Site Council met and discussed components of the LCAP at their March 18th and June 3rd meetings. Finally, Johnstonville Elementary School staff participated in LCAP brainstorming sessions on January 5, January 12th, and March 2nd. Due to Johnstonville's small EL population (five students), the district does not maintain an English learner parent advisory committee.

Once all the stakeholder feedback was collected, district administration analyzed the feedback and used it to draft the LCAP. An overview of the LCAP goals and actions were presented in draft form during the Open Session Board Meeting on May 13, 2021, during the Public Hearing. An overview of the revised LCAP goals, metric, actions, and the updates made this year were presented in draft form during the Open Session Board Meeting on June 9, 2021, during the Public Hearing. The final draft of the LCAP and budget was approved on June 23rd at a regularly scheduled Board Meeting.

A summary of the feedback provided by specific stakeholder groups.

An annual survey was administered to all staff and offered to all parents, fifth – eighth grade students. Thirty-four (34) parent surveys, twelve (12) staff surveys, and twenty-two (22) student surveys were collected.
 1. Ninety-one percent (91%) of our parents either strongly agreed or agreed that Johnstonville Elementary School District creates a welcoming atmosphere and are treated with respect by school personnel.
 2. Ninety-three percent (93%) of our parents and one hundred percent (100%) of the staff members either strongly agreed or agreed that Johnstonville Elementary School District encourages an active partnership with parents and families to the benefit of students.
 3. Ninety percent (90%) of our parents and ninety-two percent (92%) of the staff members either strongly agreed or agreed that Johnstonville Elementary School District allows for input and welcomes parental contributions regarding the district operations.
 4. One hundred percent (100%) of staff, ninety-three (93%) of parents, and seventy-four percent (74%) of students either strongly agreed or agreed that Johnstonville Elementary School District has adults working at the school that really care about students.
 5. Eighty-eight (88%) of our staff members either strongly agreed or agreed that every student can be successful.
 6. One hundred percent (100%) of staff, one hundred percent (100%) of parents, and eighty-one percent (81) of students report they feel safe at school.


Stakeholder Input
Johnstonville Elementary School District conducted three stakeholder meetings in the evenings to elicit input for the development of the

District's LCAP. In addition, stakeholders frequently gave input during informal meetings with district staff. The qualitative data that was collected during these meetings, along with comments from staff and parents surveys indicate that stakeholders desire some consideration of the following items for LCAP planning:

Parents/Community Members:
- After School Program
- Increased school counseling
- Some form of Performing Arts, either a class or performance
- Increase ways to support students (academically and behaviorally)
- Reading Incentive Program
- Less Expensive School Spirit Wear to start the year off with
- Family Nights that aren't necessarily fundraisers
- Middle School Clubs
- California Junior Scholarship Federation
- Service Club
- Presidential Volunteer Service Award

Staff:
- Tutoring for students
- Professional development for classified staff on how to conduct interventions
- The implementations of a social emotional program with its accompanying professional development,
- Professional development for certificated staff around the development and implementation of interventions
- Professional development regarding effective instruction to support accelerated learning and address learning gaps
- Straight grades K-8th grade
- Hire an intervention specialist
- Redevelop and implement systems that support students

Overarching Themes

Effective Implementation of a Multi-tiered System of Supports (MTSS)"
A major theme that across stakeholder input was the importance of implementing and sustaining an effective Multi-Tiered System of Supports (MTSS). This input area strongly informs many, if not most, of the other overarching themes and key recommendations. Key aspects of MTSS include a systematic and cohesive Tier 1 (foundational) program, providing responsive services to students based on their academic, behavioral, and socio-emotional needs, implementing systems that enhance the culture and climate of classrooms and the school overall, and monitoring the effectiveness of actions to determine what is working and what needs to be changed.

Individualized Supports Based on Identified Student Needs:
A theme across stakeholder group input was the need for more individualized supports for students with a particular focus on those students with the highest needs. A critical aspect of an effective MTSS program includes the implementation of a Tier 2 (small group interventions) and Tier 3 (individualized interventions). Stakeholders also emphasized the importance of effective assessment systems to ensure that

student needs can be appropriately identified.

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

Stakeholder input influenced the development of this LCAP significantly. With the transition to a new three-year plan coming after a one-year delay and building upon the experiences of the school's closure and distance learning, the voice of stakeholders shaped many aspects of the LCAP from the metrics to specific actions.
Metrics/Desired Outcomes
The metrics used within the 2021-24 LCAP have been reviewed and restructured in a way that increases accountability and transparency to stakeholders.  These included the elimination of lengthy metrics that required long and complicated responses, the elimination of metrics that were not applicable to Johnstonville Elementary School District since it is a TK-8th grade school and did not have high school students, and the alignment of actions to metrics.

Actions and Services
Stakeholder feedback influenced the redesign and refocusing of the actions. All actions now have a pattern of who does what for whom and why. An example can be found in Goal 1 Action 1: "District administration will provide professional development to instructional staff for California State Standards and curriculum to increase the academic rigor of instruction." The "who" is district administration, the "what" is provide professional development in the area of the California State Standards and curriculum, the "to whom" is instructional staff and the "why" is increase the academic rigor of instruction. All actions now follow this pattern to increase enable accountability and transparency to stakeholders.

Specific feedback:
Action 1.1 ~ Professional Development~ California State Standards ~ was developed to address the input provided by staff
Action 1.4 ~ Professional Development ~ Best Teaching practices ~ was developed to address the input provided by staff
Action 2.1 ~ Response to Instruction and Intervention Development~ was developed to address the input provided by both staff and parents.
Action 2.2 ~ Response to Instruction and Intervention Universal Screener~ was developed to address the input provided by both staff and parents.
Action 2.5 ~ After School Interventions and Supports ~ was developed to address parental input
Action 2.6 ~ Multi-Tiered System of Supports ~ was developed to address the input provided by both staff and parents.
Action 3.6 ~ Multi-Tiered Systems of Support~ Social Emotional Learning Program ~ was developed to address the input provided by staff

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 1 | Maintain and build upon all students' access to a broad course of studies taught by fully credentialed teachers that have received professional development in the implementation and utilization of the state standards. The actions below will also maintain the expectation that students will receive these services in facilities that are safe and properly maintained. (Local priorities 1, 2, and 7) |

An explanation of why the LEA has developed this goal.

An analysis of input from stakeholders have not identified any concerns or needs within priorities1, 2, or 7. The data provided by the metrics will allow the district to monitor the maintenance of this goal and help identify any potential gaps created by a lack of progress. The actions have been selected based on input from stakeholders and their proven effectiveness in maintaining the positive outcomes of this goal.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Priority 1a: Local Indicator: Percentage of properly credentialed teachers.<br><br>Quarterly Williams report | 1a. 100% of teachers and staff possess requisite credentials and are appropriately assigned. | | | | 1a. 100% of teachers and staff possess requisite credentials and are appropriately assigned. |
| Priority 1b: Local Indicator: Percentage of classrooms having sufficient standards-aligned instructional materials.<br><br>Quarterly Williams report | 1b. Every pupil has access to their own copies of standards-aligned instructional materials. 100% of our classrooms have sufficient instructional materials in the areas of ELA and Math. 100% of our 6th-8th grade classrooms | | | | 1b. Every pupil has access to their own copies of standards-aligned instructional materials. 100% of our classrooms have sufficient instructional materials. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | have sufficient instructional materials in the area of Social Studies. New K-5th grade standards-aligned social studies and K-8th grade science curricula have not yet been adopted. | | | | |
| Priority 1c: Local Indicator: Facilities in good repair.<br><br>Facility Inspection Tool (FIT) | 1c. 100% of Johnstonville School buildings have a "good"' or "exemplary" facilities rating. | | | | 1c. 100 % of Johnstonville School buildings have a "good"' or "exemplary" facilities rating. |
| Priority 2: Local Indicator: Implementation of State Standards<br><br>California State Board of Education's adopted self-reflection tool and rubric | 2a. Implementation (level 4) of content and literacy standards. | | | | 2a. Implementation (level 4) of content and literacy standards. |
| Priority 2: Local Indicator: Implementation of State Standards ~ ELD<br><br>EL students are able to access the CCSS | 2b. Beginning Development (Level 2) implementation of professional development in the area of the ELD standards. | | | | 2b. Johnstonville School will self-rate at a level 3 (Initial implementation) or above of professional development in the area of the ELD standards. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD.<br><br>California State Board of Education's adopted self-reflection tool and rubric | | | | | |
| Priority 7a: Local Metric: Broad course of study<br><br>California State Board of Education's adopted self-reflection tool and rubric | 7a. 100% of the students will have access to a broad course of studies. | | | | 7a. 100% of the students will have access to a broad course of studies. |
| Priority 7b: Local Metric: Programs/services developed and provided to unduplicated pupils<br><br>California State Board of Education's adopted self-reflection tool and rubric | 7b. 100% of unduplicated students have access to programs and services developed to meet their needs, conditions, and circumstances. | | | | 7b. 100% of unduplicated students have access to programs and services developed to meet their needs, conditions, and circumstances. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Priority 7c: Local Metric: Programs/services developed and provided to individuals with exceptional needs<br><br>California State Board of Education's adopted self-reflection tool and rubric | 7c. 100% of students with exceptional needs have access to programs and services developed to meet their unique needs, conditions, and circumstances. | | | | 7c. 100% of students with exceptional needs have access to programs and services developed to meet their unique needs, conditions, and circumstances. |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Professional Development ~ California State Standards. | District administration will provide professional development to instructional staff for California State Standards and curriculum to increase the academic rigor of instruction. | $1,000.00 | No |
| 2 | Professional Development ~ Induction Program | District administration will provide new teachers to the profession with a mentor program and an induction program to increase the academic rigor of their instruction and help them obtain their clear credential. | $4,200.00 | No |
| 3 | Foreign Language curriculum | District administration will examine and trial foreign language instruction to all 6th – 8th grade students to have sufficient standards-aligned instructional materials during the 2021-22 school year. | $0.00 | No |
| 4 | Professional Development ~ Best Teaching practices | District administration will provide professional development to instructional staff in the area of scientifically research-based and evidence-based instructional practices and strategies to help staff | $40,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | develop academic interventions and supports for unduplicated students. | | |
| 5 | Additional academic skill development ~ Library Technician | District administration will continue to maintain a library technician position to help students access books, computers, and tutorial support in the library. | $15,421.00 | Yes |
| 6 | Additional academic skill development ~ Media Technician | District administration will continue to maintain a media technician position to help students access online resources, computers, and tutorial support in the computer lab. | $20,570.00 | Yes |
| 7 | Facilities in good repair | District administration will provide materials and personnel to improve facilities that are in need of repair or upgrading. | $23,707.00 | No |
| 8 | Special education services | District administration will continue to maintain special education aide services to help students with exceptional needs access programs, services, and academic materials that meet their unique needs, conditions, and circumstances. | $41,376.00 | No |
| 9 | Small class size | District administration will continue to maintain straight grade levels in the first through fifth grade program to help unduplicated students access smaller class sizes and increased teacher-to-student ratio. | $48,878.00 | Yes |
| 10 | Bilingual instructional assistant | District administration will continue to maintain a bilingual instructional assistant to help English Learner students and their families access the   programs, services, and academic materials that meet their unique needs, conditions, and circumstances. | $20,285.00 | 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 students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Math, and English language proficiency. (State priorities 4 and 8) |

An explanation of why the LEA has developed this goal.

Analysis of student performance data as measured by the Smarter Balanced Assessment Consortium (SBAC) English Language Arts and Math assessments have shown that 54% of students are at, or above, grade level in English Language Arts and 37% are at, or above, grade level in mathematics. A further analysis of the SBAC data indicates that there is a small, but identifiable, academic gap between all students and students who are socioeconomically disadvantaged. In addition, an examination of the English Language Proficiency Assessments for California (ELPAC) has indicated that no EL students have been re-designated as Fluent English Proficient. Input from stakeholders though various surveys and input sessions have indicated a desire to increase the number of students, both as a whole and as subgroups, performing at, or above, grade level standards in both English Language Arts and math. In addition, there is a desire for an increase in EL students being re-designated as being Fluent English Proficient. The identified metrics specifically examine these areas of concern and utilize a method to analyze both student scores and growth to provide a holistic view of student performance. The identified actions will help support and improve learning for all students, with a special emphasis on socioeconomically disadvantaged and EL students and will measure progress toward our goal using the metrics below.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Priority 4a: State Indicator/Academic Indicator: SBAC ELA performance<br><br>California Dashboard 5x5 English Language Arts Placement Report | 4a.2019 California Dashboard All Students: Green Socioeconomically Disadvantaged: Yellow White: Blue | | | | 4a. All significant subpopulations will maintain or grow into an ELA performance level of Green or Blue<br><br>All Students: Green/Blue Socioeconomically Disadvantaged: Green White: Blue |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Priority 4b: State Indicator/Academic Indicator: SBAC Math performance<br><br>California Dashboard 5x5 Math Placement Report | 4b. 2019 California Dashboard<br>All Students: Green<br>Socioeconomically Disadvantaged: Green<br>White: Green | | | | 4b. All significant subpopulations will maintain or grow into an Math performance level of Green or Blue<br><br>All Students: Green/Blue<br>Socioeconomically Disadvantaged: Green/Blue<br>White: Green/Blue |
| Priority 4c: State Indicator/Academic Indicator/EL students English proficiency/Reclassification Rates<br><br>English Language Proficiency Assessments for California (ELPAC) | 4c. Number of EL students redesignated as Fluent English Proficient: Zero (0) | | | | 4c. Increase the number of EL students classified redesignated as Fluent English Proficient by 10%. |
| Priority 8a: Local Indicator/Other Student Outcomes: District grade level English Language Arts performance<br><br>K-5th grade: Quarterly Istation performance reports | 8a. Percentage of students needing Tier 2 or Tier 3 English Language Arts supports:<br><br>K-5th Grade: 43%<br>6th-8th Grade:43% | | | | 8a. The percentage of students needing Tier 2 or Tier 3 English Language Arts supports will be reduced by 10%:<br><br>K-5th Grade: 33%<br>6th-8th Grade:33% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 6th-8th grade: Quarterly NWEA MAP performance | | | | | |
| Priority 8b: Local Indicator/Other Student Outcomes: District grade level Math performance<br><br>K-5th grade: Quarterly Istation performance reports<br>6th-8th grade: Quarterly NWEA MAP performance | 8b. Percentage of students needing Tier 2 or Tier 3 Math supports:<br><br>K-5th Grade: 44%<br>6th-8th Grade: 43% | | | | 8b. The percentage of students needing Tier 2 or Tier 3 Math supports will be reduced by 10%:<br><br>K-5th Grade: 34%<br>6th-8th Grade: 33% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Response to Instruction and Intervention Development | District administration and staff will develop and implement a Response to Instruction and Intervention (RTI2) program with a special emphasis for unduplicated students who struggle academically in order to help them meet, or exceed, grade level standards. | $9,838.00 | Yes |
| 2 | Response to Instruction and Intervention Universal Screener | District administration will provide academic universal screener to help identify unduplicated students who struggle academically in order to assist in the development of an academic support program tailored to meet their academic needs. | $3,600.00 | Yes |
| 3 | Response to Instruction and | District administration will provide additional academic support in the early primary grade levels with an emphasis on supporting | $37,847.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | Intervention Support ~ Personnel | unduplicated students who struggle academically in order to help them to meet, or exceed, grade level standards. | | |
| 4 | Response to Instruction and Intervention Support ~ Professional Development | District administration will provide professional development to instructional staff regarding supports and interventions that build non-cognitive skills for unduplicated students such as time management, strong social-emotional skills, and persistence. | $0.00 | Yes |
| 5 | After School Interventions and Supports | District administration will implement an after school intervention and support program to help students who struggle academically in order to help them to meet, or exceed, grade level standards. A special emphasis will be placed on the recruitment of unduplicated students. | $45,487.00 | Yes |
| 6 | Multi-Tiered System of Supports | Instructional staff will regularly assess, through formative and summative assessments, students to identify academic needs. | $0.00 | No |

# Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 3 | Johnstonville School will provide a safe and effective learning environment for every student by engaging parents, students, and staff. (Local priorities 3, 5, and 6) |

An explanation of why the LEA has developed this goal.

Analysis of the 2020 California Healthy Kids Survey, 2020 California School Parent Survey, and the school's 2020-21 attendance and discipline data show a number of factors that indicate whether a school is a safe and effective school learning environment. The surveys has indicated that 62% of the middle school students feel they are connected with the school and feel safe. In addition, the majority of parents responding have indicated they feel included in the school's decision making process. The suspension and expulsion rate are low and the attendance rate is 94.06%. However, further analysis shows that there are areas for improvement. While parent involvement has been high, there is a lack of data regarding how many parents of unduplicated students participate. In addition, while many parents feel involved in the school, very few participate in committees. While the school's attendance rate is slightly below the state average, the 2019 chronic absenteeism rate was identified as being in the Orange tier of the California's Chronic Absenteeism Placement Report. Though the 2019-20 on-campus instructional program at Johnstonville was cut short on March 18th, the chronic absenteeism rate showed little movement and was approximately 13.7% for the school year. Student survey indicates a disconnect between the discipline data and student perception. This demonstrates a higher rate of low-level disciplinary issues that may be under reported or not managed in an effective manner. The identified metrics specifically examine these areas of concern and utilize a method to analyze both parent and student surveys along with attendance and discipline data. The identified actions will help support student connectedness and safety for all students, with a special emphasis on socioeconomically disadvantaged and EL students and will measure progress toward our goal using the metrics below.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Priority 3a: Local Indicator/Parent Involvement: Seeking input from parents/guardians in decision making process<br><br>California School Parent Survey | 3a. The California School Parent Survey parent of "Agree" or "Strongly agree" results:<br><br>School actively seeks input from parent regarding important decisions: 96% | | | | 3a. Maintains or increases the percentage of California School Parent Survey parent of "Agree" or "Strongly agree" results regarding input from parent regarding |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | important decisions of 96% or better. |
| Priority 3b: Local Indicator/Parent Involvement: Promotion of unduplicated student parent participation<br><br>Attendance logs, meeting notes/minutes, surveys | 3b. Two percent of unduplicated student families actively participating in meetings of the local governing board, advisory committees, and/or input meetings. | | | | 3b. Increase the percentage of unduplicated student families actively participating in meetings of the local governing board, advisory committees, and/or input meetings to 15%. |
| Priority 3c: Local Indicator/Parent Involvement: Seeking input from parents/guardians in decision making process<br><br>Attendance logs, meeting notes/minutes, surveys | 3c. Four percent of Johnstonville's student families actively participating in meetings of the local governing board, advisory committees, and/or input meetings. | | | | 3c. Increase the percentage of student families actively participating in meetings of the local governing board, advisory committees, and/or input meetings to 20%. |
| Priority 3d: Local Indicator/Parent Involvement: Promotion of parent involvement<br><br>California School Parent Survey | 3d. The California School Parent Survey parent of "Agree" or "Strongly agree" average results:<br><br>Promotion of Parental Involvement: 88.67% | | | | 3d. Increases the percentage of California School Parent Survey parent of "Agree" or "Strongly agree" results regarding the promotion of parental |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | involvement to 90% or better. |
| Priority 3e: Local Indicator/Parent Involvement: Rate of participation in schoolwide surveys<br><br>Schoolwide surveys | 3e. Approximately twenty percent of families participate in schoolwide surveys | | | | 3e. Increase the percentage of families actively participating in schoolwide surveys to 50%. |
| Priority 5a: State Indicator/Student Engagement: School attendance rates<br><br>Schoolwise (JESD's student information system) data | 5a. The average student attendance rate for the 2020-2021 School year is 94.06% | | | | 5a. Increase the average student attendance rate to 96.0% |
| Priority 5b: State Indicator/Student Engagement: Chronic Absenteeism<br><br>California's Chronic Absenteeism Placement Report | 5b. The chronic absenteeism rate for the 2018-2019 school year:<br><br>All Students: Orange<br>Socioeconomically Disadvantaged: Orange<br>Hispanic: Yellow<br>White: Orange | | | | 5b. All significant subpopulations will improve Chronic Absenteeism Indicator by at least one performance level.<br><br>All Students: Yellow<br>Socioeconomically Disadvantaged: Yellow<br>Hispanic: Green<br>White: Yellow |
| Priority 5c: State Indicator/Student | 5c. The middle school drop out rate for the | | | | 5c. The middle school drop out rate will |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Engagement: Middle school dropout rates<br><br>Schoolwise Student Information System | 2018-2019 school year: 0% (Zero percent) | | | | remain 0% (Zero percent) |
| Priority 6a: State Indicator/School Climate: Pupil Suspension Rates<br><br>California School Dashboard | 6a. The suspension rate for the 2018-2019 school year:<br><br>All Students: Blue<br>Socioeconomically Disadvantaged: Green<br>Hispanic: Blue<br>White: Blue | | | | 6a. All significant subpopulations will maintain or improve their suspension rate by at least one performance level.<br><br>All Students: Blue<br>Socioeconomically Disadvantaged: Green<br>Hispanic: Blue<br>White: Blue |
| Priority 6b: Local Indicator/School Climate: Pupil Expulsion Rates<br><br>California Department of Education Data Quest Expulsion Rate | 6b. The expulsion rate for the 2019-20 school year: 0.95% | | | | 6b. The expulsion rate will be 0%. |
| Priority 6c: Local Indicator/School Climate: School Connectedness<br><br>California Healthy Kids Survey | 6c. The California Health Kids Survey student responses of "Agree" or "Strongly agree" results:<br><br>School Connectedness: | | | | 6c. The California Health Kids Survey student responses of "Agree" or "Strongly agree" results:<br><br>School Connectedness: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 5th-6th grades: Error based within survey company no results given<br>7th-8th grades: 63% | | | | 5th-6th grades: 75%<br>7th-8th grades: 75% |
| Priority 6d: Local Indicator/School Climate: School Safety<br><br>California Healthy Kids Survey | 6.d The California Health Kids Survey student responses of "Safe" or "Very Safe" results:<br><br>School Safety:<br><br>5th-6th grades: Error based within survey company no results given<br>7th-8th grades: 62% | | | | 6.d The California Health Kids Survey student responses of "Safe" or "Very Safe" results:<br><br>School Safety:<br><br>5th-6th grades: 75%<br>7th-8th grades: 75% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Social-emotional Counseling | The District will contract with a mental health counselor to provide behavioral and socioemotional supports to all students, with a special focus on unduplicated students, to help strengthen school connectedness and mental health. | $16,000.00 | Yes |
| 2 | Chronic Absenteeism~ Partnerships | District administration will partner with the Johnstonville School Community Association to develop and offer attendance incentives to students in order to reduce chronic absenteeism. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3 | Chronic Absenteeism~ Community Partnerships | District administration will partner with the Lassen County agencies to offer assistance to families who struggle with student chronic absenteeism in order to increase student attendance. | $0.00 | No |
| 4 | Multi-Tiered Systems of Support Program Professional Development | District administration will provide Multi-Tiered Systems of Support (MTSS) professional development to school staff in order to develop and implement a comprehensive system of academic and behavioral supports for all students. | $25,000.00 | No |
| 5 | Multi-Tiered Systems of Support Program Implementation | District administration will implement a Multi-Tiered Systems of Support (MTSS) program to help all students who struggle academically, behaviorally, and socially in order to help them achieve success in all three of these areas. | $0.00 | No |
| 6 | Multi-Tiered Systems of Support~ Social Emotional Learning Program | District administration and staff will examine and select a socioemotional skill development program for all TK-5th grades students to help them develop positive connects with peers and school staff. | $0.00 | No |
| 7 | Family Involvement | District administration will partner with the Johnstonville School Community Association to research, develop, and implement a program designed to increase the number of families involved in the school's decision making processes and improve family participation. A special emphasis will be placed on increasing the involvement of unduplicated student families. | $2,409.00 | 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 |
|---|---|
| 9.41% | $146,156 |

**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.

How were the the needs of foster youth, English learners, and low-income students considered first in Johnstonville Elementary School District's planning?
District administration begins the planning process by examining a broad range of student outcomes for unduplicated students groups. This data includes academic performance on assessments and grades, along with non-academic areas such as attendance and behavior. After an analysis of this data, and in conjunction with stakeholder input, goals, metrics, and actions are developed to help meet the unique needs, conditions, or circumstances of unduplicated students along with students who have exceptional needs.  Johnstonville Elementary School District's learning community addresses the needs, conditions, and circumstances of the district's English Learners, Foster Youth, and low-income students as being consistent among all three groups.


The LEA-wise contributing actions are:


Goal 1:
Professional Development ~ Best Teaching practices (Goal 1.4)
Additional academic skill development ~ Library Technician (Goal 1.5)
Additional academic skill development ~ Media Technician (Goal 1.6)
Small class size (Goal 1.9)

Academic research indicates rigorous instruction for unduplicated students has a positive academic effect. Knowing this and through self-reflection, the instructional staff has expressed a desire to increase the academic rigor of their lessons even further and to learn new effective teaching practices. Johnstonville Elementary School District will invest in professional development that reflects this desire. This professional development will be at both the whole school level and in grade level clusters (K-2nd, 3rd-5th, and 6th-8th grades). Utilizing the Professional Learning Community (PLC) model, the lessons taught in the professional development will be used to develop lessons and give instruction that helps meet the unique needs, conditions, and circumstances of unduplicated students.

The ability to conduct research, through both physical and digital means, is a critical skill for students to acquire. This skill is sorely lacking in the majority of Johnstonville Elementary School District's students, especially student that are foster youth, English learners, and low-income students, as identified through stakeholder input. In an effort to increase the number of students who are knowledgeable in both physical and digital research, Johnstonville Elementary School District will continue to invest in the employment of a library technician and a media technician. These employees are able to give both individualized and small group assistance in the development of these skills. In addition, both technician positions offer students opportunities to learn about the world around the students, a world outside of the student's immediate living situation.

Smaller class sizes lead to a higher teacher-to-student ratio and this increased ratio helps unduplicated students get additional one-on-one academic and socio-emotional support.

Goal 2:
Response to Instruction and Intervention Development (Goal 2.1)
Response to Instruction and Intervention Universal Screener (Goal 2.2)
Response to Instruction and Intervention Support ~ Personnel (Goal 2.3)
Response to Instruction and Intervention Support ~ Professional Development Goal 2.4)
After School Interventions and Supports (Goal 2.5)
Multi-Tiered System of Supports (Goal 2.6)

Unduplicated students account for approximately 58% of Johnstonville Elementary School District student population but account for approximately 66.6% of the unique discipline issues at Johnstonville Elementary School. The district recognizes the number of administrator handled discipline issues are small (eighteen as of May 27th) and thus reflects a very small pool of incidents. However, while not grossly disproportionate, the 8% spread between student population and discipline incident rate indicates an increased level of programmatic development and implementation is needed to meet the needs, conditions, and circumstances of unduplicated students in the area of social-emotional interventions and supports. In addition, unduplicated students account for approximately 70% of the D and F grades issued for the first through third quarters of the 2020-21 school year. This represents a 12% spread between student population and the number of D and F letter grades issued. It is important to remember that letter grades are not issued in Kindergarten through Second grades. Again, while not grossly disproportionate, the 12% spread indicates an increased level of programmatic development and implementation is needed to meet the needs, conditions, and circumstances of unduplicated students in the area of academic interventions and supports. The

above identified actions within Goal 2 were developed to help meet the increased socio-emotional and academic needs, conditions, and circumstances of unduplicated students.

The utilization of a Multi-Tiered System of Supports (MTSS), with its integrated Positive Behavior Interventions and Supports (PBIS) and Response to Instructions and Intervention (RTI) components, is a research based continuum of strategies and practices used to systematically address barriers to student socio-emotional development and academic learning. The development and implementation of a MTSS program at Johnstonville is an attempt to meet the goals of unduplicated students. The addition of an after school program is designed to support the holistic development of students both through academic support and other non-academic areas of interest such as art and drama.

Goal 3:
Social-emotional Counseling (Goal 3.1)
Family Involvement (Goal 3.7)

Through antidotal evidence, Johnstonville Elementary School District administration has noted unduplicated students utilize the services of the school's socio-emotional counselor more frequently than non-unduplicated students. The school's socio-emotional counselor is available to students through either self-referral, parental referral, or staff referral. The sessions may be extended throughout the school year or on a short term basis. Though a very small pool, the frequency of discipline issues has decreased among students (including unduplicated students) when they take advantage of using the school's socio-emotional counselor's services.

Only four percent of Johnstonville School's families actively participating in meetings of the local governing board, advisory committees, and/or input meetings. The number of unduplicated families that actively participate is half that number (only 2%). The 2019 and 2020 California School Parent Survey indicate a high percentage of families' feel Johnstonville Elementary School District actively seeks their input and promotes their involvement (96% and 89%, respectively). However, the overall number of survey participants reflects approximately 20% of the districts families. In addition, surveys are designed to seek answers and opinions based within a specific context. The active participation of families, especially unduplicated student families, in the governing board, advisory committees, and/or input meetings has the potential to expand and increase stakeholder input in the unique needs, conditions, and circumstances their students face.

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

The contributing actions listed above are being implemented LEA-wide and it is expected that 100% of Johnstonville Elementary School District's students will benefit from them. Nevertheless, school-wide data and stakeholder input has indicated that unduplicated students struggle both academically and socio-emotionally at a higher rate than their non-unduplicated peers. Johnstonville Elementary School District expects the implementation of the above listed contributing actions to disproportionly improve the academic and socio-emotional standing of unduplicated students at a greater rate than non-unduplicated students.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

*Broad Goal*

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

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

*Maintenance of Progress Goal*

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

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

*Measuring and Reporting Results:*

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

*Goal Analysis:*

Enter the LCAP Year

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

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

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

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

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

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

## Purpose

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

## Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

*Required Descriptions:*

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

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

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

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

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

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

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

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

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

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

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

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

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

# For School Districts Only:

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

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

# Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

- 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.

## Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|
| $145,861.00 | $178,448.00 | | $31,309.00 | $355,618.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---|---|---|
| Totals: | $220,331.00 | $135,287.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | All | Professional Development ~ California State Standards. | $1,000.00 | | | | $1,000.00 |
| 1 | 2 | All | Professional Development ~ Induction Program | | | | $4,200.00 | $4,200.00 |
| 1 | 3 | All | Foreign Language curriculum | | | | | $0.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Professional Development ~ Best Teaching practices | | $40,000.00 | | | $40,000.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Additional academic skill development ~ Library Technician | $15,421.00 | | | | $15,421.00 |
| 1 | 6 | English Learners Foster Youth Low Income | Additional academic skill development ~ Media Technician | $20,570.00 | | | | $20,570.00 |
| 1 | 7 | All | Facilities in good repair | $23,707.00 | | | | $23,707.00 |
| 1 | 8 | Students with Disabilities | Special education services | | $41,376.00 | | | $41,376.00 |
| 1 | 9 | English Learners Foster Youth Low Income | Small class size | $48,878.00 | | | | $48,878.00 |
| 1 | 10 | English Learners | Bilingual instructional assistant | $20,285.00 | | | | $20,285.00 |
| 2 | 1 | English Learners Foster Youth Low Income | Response to Instruction and Intervention Development | | | | $9,838.00 | $9,838.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------|-------|-----------|-------------------|-------------|---------------|-------------|
| 2 | 2 | English Learners Foster Youth Low Income | Response to Instruction and Intervention Universal Screener | | $3,600.00 | | | $3,600.00 |
| 2 | 3 | English Learners Foster Youth Low Income | Response to Instruction and Intervention Support ~ Personnel | | $20,576.00 | | $17,271.00 | $37,847.00 |
| 2 | 4 | English Learners Foster Youth Low Income | Response to Instruction and Intervention Support ~ Professional Development | | | | | $0.00 |
| 2 | 5 | English Learners Foster Youth Low Income | After School Interventions and Supports | | $45,487.00 | | | $45,487.00 |
| 2 | 6 | All Students with Disabilities | Multi-Tiered System of Supports | | | | | $0.00 |
| 3 | 1 | English Learners Foster Youth Low Income | Social-emotional Counseling | $16,000.00 | | | | $16,000.00 |
| 3 | 2 | All Students with Disabilities | Chronic Absenteeism~ Partnerships | | | | | $0.00 |
| 3 | 3 | All Students with Disabilities | Chronic Absenteeism~ Community Partnerships | | | | | $0.00 |
| 3 | 4 | All Students with Disabilities | Multi-Tiered Systems of Support Program Professional Development | | $25,000.00 | | | $25,000.00 |
| 3 | 5 | All Students with Disabilities | Multi-Tiered Systems of Support Program Implementation | | | | | $0.00 |
| 3 | 6 | All Students with Disabilities | Multi-Tiered Systems of Support~ Social Emotional Learning Program | | | | | $0.00 |
| 3 | 7 | English Learners Foster Youth Low Income | Family Involvement | | $2,409.00 | | | $2,409.00 |

## Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | $121,154.00 | $260,335.00 |
| **LEA-wide Total:** | $121,154.00 | $260,335.00 |
| **Limited Total:** | $0.00 | $0.00 |
| **Schoolwide Total:** | $0.00 | $0.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 1 | 4 | Professional Development ~ Best Teaching practices | LEA-wide | English Learners Foster Youth Low Income | | | $40,000.00 |
| 1 | 5 | Additional academic skill development ~ Library Technician | LEA-wide | English Learners Foster Youth Low Income | | $15,421.00 | $15,421.00 |
| 1 | 6 | Additional academic skill development ~ Media Technician | LEA-wide | English Learners Foster Youth Low Income | | $20,570.00 | $20,570.00 |
| 1 | 9 | Small class size | LEA-wide | English Learners Foster Youth Low Income | All Schools | $48,878.00 | $48,878.00 |
| 1 | 10 | Bilingual instructional assistant | LEA-wide | English Learners | All Schools | $20,285.00 | $20,285.00 |
| 2 | 1 | Response to Instruction and Intervention Development | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $9,838.00 |
| 2 | 2 | Response to Instruction and Intervention Universal Screener | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $3,600.00 |
| 2 | 3 | Response to Instruction and | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $37,847.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| | | Intervention Support ~ Personnel | | | | | |
| 2 | 4 | Response to Instruction and Intervention Support ~ Professional Development | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 |
| 2 | 5 | After School Interventions and Supports | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $45,487.00 |
| 3 | 1 | Social-emotional Counseling | LEA-wide | English Learners Foster Youth Low Income | All Schools | $16,000.00 | $16,000.00 |
| 3 | 7 | Family Involvement | LEA-wide | English Learners Foster Youth Low Income | | | $2,409.00 |

## 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: |  |  |

## English Language Arts

All Students | State

Green

**4.4 points above standard**

Increased 22.5 Points ⊕

### EQUITY REPORT
Number of Student Groups in Each Color

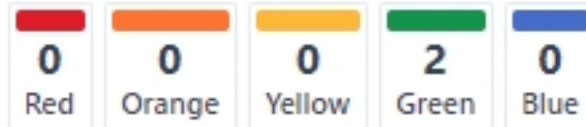| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 0 | 0 | 1 | 0 | 1 |

View More Details →

## Mathematics

All Students | State

Green

**18.5 points below standard**

Increased 31.5 Points ⊕

### EQUITY REPORT
Number of Student Groups in Each Color

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 0 | 0 | 0 | 2 | 0 |

View More Details →