

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
Twain Harte School District	Gabe Wingo Superintendent/Principal	gwingo@twainharteschool.com 209-586-3266

Plan Summary [2021-22]

General Information

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

Twain Harte School is a small rural school located in Tuolumne County and is the only school in the district. We serve 270 students currently in grades TK-8th. Our school district boundaries include thousands of acres of uninhabited federal Forest Service and Bureau of Land Management land. Due to the high number of second homes in the district with little or no student yield, Twain Harte School District is a basic aid funded district due to the property taxes generated by these homes. The District has closed two schools in the last 8 years due to declining enrollment. The student population is not overly diverse. This school year there were no second language learners and 17% of the student population were Hispanic or Latino. 62% of the student population are socioeconomically disadvantaged, we have a foster youth population of less than 2% and a homeless population of 4%. There are 7% of our students that have identified disabilities and are receiving services.

All teachers are appropriately assigned and fully credentialed for the students they teach. There is one teacher per grade level, except for two primary combination classes. We have one credentialed teacher providing remediation in ELA for grades K-2 and a credentialed math teacher providing math remediation and acceleration for certain students in grades 4-8. We provide a broad course of study for our students including a comprehensive music and band program for all grade levels as well as art instruction once a week for all grade levels.

ON the 20-21 Healthy Kids Survey 69% of student responses strongly agreed that the school fosters an appreciation of student diversity and respect for each other. 25 % responded that they agreed on the same question.

Reflections: Successes

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

All K-3 students are given the Acadience Reading Assessments in Reading Composite, Phoneme Segmentation Fluency, NWF Correct Letter sounds, NEF Whole Words, ORF Words Correct, and ORF Accuracy three times a year. In the 2020-21 school year 83% of our kindergarten

students met or exceeded grade level expectations for this assessment. 81% of 1st met or exceeded, 83% of 2nd grade, and 60% of our 3rd grade.

Our 2019 SBAC scores in ELA showed that 49% met or exceeded Standards. The 2019 SBAC math scores showed 46% met or exceeded state standards.

Continued use of these assessment results will guide instructional decisions as we work to address the learning loss our students have experienced as a result of the pandemic.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2019 Dashboard showed that Socioeconomically Disadvantaged Students were in the Yellow for Mathematics for grades 3-8. The district's Socially Disadvantaged, Hispanic, and White students were all identified as being in the red for Chronic Absenteeism. Students with disabilities were in the orange category. No academic performance gaps were identified for socially economic disadvantaged students when compared to other student groups. Increased academic and social/emotional support is being implemented to improve in these areas. A Math specialist is being hired to provide remediation and intervention services to identified students. Increased hours of social/emotional support staff will help to address some underlying causes of chronic absenteeism.

LCAP Highlights

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

The District was able to return to in-person instruction for all students on September 23, 2020, in a hybrid model. Students with active IEP's were allowed to return to in-person learning for small group instruction in late August 2020. On October 12 the entire school returned to full-time in-person learning. A full time credentialed math teacher was added at the beginning of the school year to work with remedial as well as accelerated math students. Beginning with the 21-22 school year the current principal will assume the superintendent duties as well and a current staff member with an administrative credential will take on a half-time position as assistant principal. There continues to be an emphasis on academic standards with the addition of a fully credentialed intervention teacher to work with students in grades 4-8 in math and ELA. The district will continue to fund a Title 1 reading intervention teacher for K-3rd grade and also retain the current credentialed math teacher to provide additional support to students in grades 4-8th. Additional social-emotional support for students has been added as a result of the COVID pandemic and the increased student needs seen by the staff. The GATE program continues to provide extended learning opportunities to our identified students. There is planned staff development for the new Science curriculum, Amplify, as well as recognizing the reasons why certain students are acting out or not performing up to their abilities. Furthermore, new Chromebooks will be purchased to assure that students have reliable internet access both in-person and at home.

The Overall condition of the school facility was rated as "Good" on the last Facility Inspection Tool in 11/20.

There were no student expulsions for the 19-20 school year and only one expulsion for the 20-21 school year.

For the current school year through 4/6/21, there were a total of 33 discipline referrals and 13 total days of suspension. This is down significantly from the previous year's total of 61 referrals and 7 suspensions during the COVID pandemic when the school went to distance learning beginning in March 2020.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

There was participation from the administration and both the certificated and classified bargaining units in the development of the current LCAP. Even though in-person staff meetings were not allowed due to the COVID-19 pandemic, bi-weekly staff meetings were held via ZOOM so there were ample opportunities to discuss student needs and what services were needed for staff and students. The following staff meetings were used primarily for LCAP discussion items: 4/7/21, 4/21/21, 5/5/21, and 5/19/21. Feedback was given by the Tuolumne County SELPA in December 2020 during the development of the SEP. Feedback from parents was taken in the form of a survey in March of 2021. Parent, staff, and student surveys were sent out through the Healthy Kids grant and that data was used in the development of the LCAP. Our school site council also serves as our parent advisory council and provided feedback on the LCAP goals and actions.

A summary of the feedback provided by specific stakeholder groups.

The staff survey and regular staff meetings indicated that there was a need to increase time for school employees who provided social-emotional support for students. The staff wanted to continue administering direct writing assessments 3 times a school year with prompts that reflected the respective grade level genres. Overwhelmingly, they wish to continue the minimum days on Wednesdays for grade level articulation and staff meetings. Staff indicated the need to hire an additional upper-grade intervention teacher as well as continuation with the math specialist. There were also staff suggestions about more training in our science adoption and how to improve the implementation of the curriculum.

Student surveys discussions with the student council showed that the staff had high expectations for all students, regardless of their race, ethnicity, or nationality. There was some concern in the student surveys and interviews regarding harassment or bullying among students.

Responses from parents indicated that the staff needs to improve on positive behavioral support and classroom management. There were also a large majority of parents who indicated a need for staff to create a more positive school climate. The survey also indicated that parents felt that the school provided parents with advice and resources to support their child's learning. An overwhelming majority of parents responded that school staff treats parents with respect and that staff take parent concerns seriously. Finally, a large percentage of parents felt that student depression or other mental health issues were a problem.

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

As a result of stakeholder input, Goal 1 and actions 1, 5, and 6 address the need to provide increased social emotional support to students. Since 61% of the student population is considered low income, it has been a priority to provide Wi-Fi hotspots in personal homes as well as providing students with electronic devices to take home if needed.

Goals and Actions

Goal

Goal #	Description
1	Create and maintain rigorous learning opportunities for all students through Common Core implementation and technology infused learning.

An explanation of why the LEA has developed this goal.

The District began distance learning back in March 2020. The staff worked diligently to provide a combination of video lessons and paper assignments to the best of their ability with limited resources. One of the greatest obstacles to this form of instruction was the lack of connectivity in our more remote areas, thus making distance learning a challenge. The district combined the most frequently asked questions from the parent surveys sent out in July 2020 and again in February 2021 and it was clear that it was important to bring students back on campus when safe to do so. Students returned to full-time in-person instruction on October 12, 2020. The District recognizes the importance of providing the best instructional materials available as well as providing the necessary technological devices to meet the importance of using technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CASSPP	18-19 3rd grade 80% Meets or Exceeds Standards 4th grade 56% Meets or Exceeds Standards 5th grade 68% Meets or Exceeds Standards 6th grade 29% Meets or Exceeds Standards 7th grade 50% Meets or Exceeds Standards 8th grade 7% Meets or Exceeds Standards				3rd grade 65% Meets or Exceeds Standards 4th grade 65% Meets or Exceeds Standards 5th grade 65% Meets or Exceeds Standards 6th grade 65% Meets or Exceeds Standards 7th grade 65% Meets or Exceeds Standards 8th grade 65% Meets or Exceeds Standards
Math CAASPP	18-19 3rd grade Met or Exceeded 68%				3rd grade 65% Meets or Exceeds Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4th grade Met or Exceeded 53% 5th grade Met or Exceeded 68% 6th grade Met or Exceeded 21% 7th grade Met or Exceeded 56% 8th grade met or Exceeded 7%				4th grade 65% Meets or Exceeds Standards 5th grade 65% Meets or Exceeds Standards 6th grade 65% Meets or Exceeds Standards 7th grade 65% Meets or Exceeds Standards 8th grade 65% Meets or Exceeds Standards
Science CAASPP	18-19 5th grade met or Exceeded 52% 8th grade met or Exceeded 14%				5th grade 65% Meets or Exceeds Standards 8th grade 65% Meets or Exceeds Standards
Acadience Reading Composite Score	20-21 End of Year Reading Composite Score At or Above Benchmark Kinder 84% 1st grade 81% 2nd grade 83%				End of Year Reading Composite Score At or Above Benchmark Kinder 85% 1st grade 85% 2nd grade 85%
STAR Math Assessment	20-21 STAR Math End of Year Results 1st grade Above 40 percentile ranking 68% 2nd grade Above 40 percentile ranking 75% 4th grade Above 40 percentile 74%				STAR Math Results 1st grade Above 40 percentile 80% 2nd grade Above 40 percentile 80% 3rd grade Above 40 percentile 80% 4th grade Above 40 percentile 80% 5th grade Above 40 percentile 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th grade Above 40 percentile 42%				6th grade Above 40 percentile 80% 7th grade Above 40 percentile 80% 8th grade Above 40 percentile 80%
STAR Reader	20-21 STAR Reader End of Year Results 1st grade above 40 percentile 61% 2nd grade above 40 percentile 72% 3rd grade above 40 percentile 46% 4th grade above 40 percentile 66% 5th grade above 40 percentile 45% 6th grade above 40 percentile 47% 7th grade above 40 percentile 61% 8th grade above 40 percentile 22%				STAR Reader results 1st grade above 40 percentile 70% 2nd grade above 40 percentile 70% 3rd grade above 40 percentile 70% 4th grade above 40 percentile 70% 5th grade above 40 percentile 70% 6th grade above 40 percentile 70% 7th grade above 40 percentile 70% 8th grade above 40 percentile 70%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Amplify Science Curriculum	Science materials were piloted and purchased for grades K-8 in 20-21. Training with staff to be held in August, 2021 Full implementation will begin in the 21-22 school year.	\$20,678.12	Yes

Action #	Title	Description	Total Funds	Contributing
2	Early Release Wednesdays	Every Wednesday will be an early release for students to allow for staff collaboration to implement lessons aligned to academic content and performance standards adopted by the state board.	\$0.00	No
3	School Wide Assessments	Expanded use of district assessments to provide multiple measures of academic achievement. Acadience will continue to be used in K-3 and expanded to 4th and 5th grade to identify specific areas of phonological awareness support needed by identified students. STAR Reader will continue to be used for all grades 4 times a year. STAR Math will be expanded to be used by grades 1-8 4 times a year as a universal screener to identify learning gaps and develop support plans for identified students. Students in grades 3-8 will utilize SBAC Interim Assessments periodically throughout the school year to provide a measure of academic performance in ELA and Math. All grades will complete schoolwide writing assessments in the narrative, argumentative/opinion, and informative/explanatory composition 3 times a year.	\$6,060.00	Yes
4	Student Technology Purchase	Purchase of new Chromebooks to replace outdated devices to allow for the continued 1-to-1 device-to-student ratio at all grade levels. Middle school (6-8) students will begin being issued devices to take home to allow access to educational materials outside of the school environment.	\$19,000.00	Yes
5	Access to Standards Aligned Curriculum	All students have sufficient access to standards aligned instructional materials. Instructional materials for Math are ordered annually. This year 3 grade levels will be piloting new math curriculum.	\$6,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide increased academic interventions, social/emotional supports, and behavior support to targeted groups of students.

An explanation of why the LEA has developed this goal.

Due to the COVID pandemic in March 2020, the District had to deliver instruction through Distance Learning. The District was not prepared for this type of instruction so there was a great amount of learning loss for students as a result. The District was able to return to in-person instruction for all students on September 23, 2020. Special education students were brought back in August 2020. On October 12th, 2020, all students were able to return to school all day. The COVID pandemic has created a marked increase in students needing more social/emotional support in many manifestations. Foreseeing a need for additional social/emotional support for students due to the pandemic, the district employed a Student Support Specialist to provide emotional support for students in grades 3-8.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of suspensions	20-21 Total Student Suspensions=12				2023-24 Total Student Suspensions=6
Discipline Referrals	2020-21 Total referrals issued = 56				2023-24 Total Referrals Issued = 45
Student Response to California Healthy Kids Survey (CHKS) question on Student Depression and Mental Health Issues	20-21 responses showed 41% responded that student depression is a mild problem and 29% responded that it was a moderate problem.				23-24 Responses 25% responding that student depression is a mild problem 15% responding that it is a moderate problem.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Functions of Student Behavior/Trauma Informed Practices Professional Development	Classified and certificated staff will be provided with a paid staff development day to provide training on how to address challenging student behaviors that may be a result of childhood trauma.	\$9,008.76	No
2	Credentialed Remediation and Intervention Teachers in Math and ELA	A certificated teacher will continue to provide remediation in reading, writing, and math for low achieving students in grades K-3. In addition, the 6th, 7th, and 8th-grade daily schedules have been changed to allow for small group remedial instruction in Math and ELA. The RSP teacher in grades 4-8 will also be providing remedial instruction to general education students as needed.	\$136,843.54	Yes
3	Elementary and Middle School Social/Emotional Support	Provide emotional support for students in grades 3-8th that have been identified by staff or parent request for intervention.	\$21,333.41	Yes
4	Primary Grade Social Emotional Support	Continue to fund the " Social Emotional Coordinator" to help identified K-3 students with school adjustment issues	\$31,637.72	Yes
5	Paraeducator Support	Para-educators provide academic support both within the classroom and in a separate setting under the guidance of certificated teachers targeting the low performing and special education students.	\$127,185.38	Yes
6	Library Services	The Library Coordinator provides assistance with the accelerated reader, district benchmark assessments, and book purchases by teachers. The Library Coordinator maintains the ordering and inventorying books for the school library and has classes come in once a week for her services.	\$38,079.42	No

Action #	Title	Description	Total Funds	Contributing
7	Hire Half time Credentialed Intervention Teacher for Grades 4-8	The District will be hiring a .5FTE credentialed teacher to work with low performing students in grades 4-8 using research based supplemental programs in math and ELA.	\$39,626.37	Yes
8	Summer School and Extended School Day for 21-22	Summer 2021 there will be two remedial math sessions offered to incoming grades 5-8th using the Standards Plus curriculum. In the fall, 2021, there will be sessions in math and ELA after school offered to identified students in grades 1st-8th who are below grade level.	\$3,061.25	Yes
9	BCBA	Fund a Board Certified Behavioral analyst to provide behavioral plans and support teachers with students who exhibit serious emotional conditions that interfere with their classroom learning.	\$8,000.00	No

Goal Analysis [2021-22]

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Goals and Actions

Goal

Goal #	Description
3	Create and maintain a positive school culture with increased opportunities for student and parent engagement.

An explanation of why the LEA has developed this goal.

Based on stakeholder input, there was increased concern about bullying and conflicts between students. The current pandemic seemed to increase bullying and harassment behaviors which can negatively affect student attendance. The pandemic also affected our ability to provide student activities, field trips, and athletics, which can all contribute to increased attendance rates. Student survey results indicated that tobacco, drug, and alcohol use is a mild/moderate problem on campus. Creating a positive school culture can decrease these dangerous behaviors.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance percentage by grade level	20-21 Attendance % K 90.27% 1st 90.91% 2nd 89.81% 3rd 88.95% 4th 91.22% 5th 85.89% 6th 91.59% 7th 91.81% 8th 90.82%				2023-24 Attendance % K 95% 1st 95% 2nd 95% 3rd 95% 4th 95% 5th 95% 6th 95% 7th 95% 8th 95%
Art Instruction	All students in grades K-5 receive art instruction weekly from an artist in residence. Student in grades 6-8 may choose to take art as				All students in grades K-5 receive art instruction weekly from an artist in residence. Student in grades 6-8 may choose to take art as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	an elective each week.				an elective each week.
Increase student participation in extracurricular activities	30% of grades 5-8 participate in one or more extracurricular activities				50% of grades 5-8 participate in one or more extracurricular activities
Full Time Credentialed PE Instructor	All students will receive PE weekly.				All student receive PE weekly
Music participation	25% of our students in 6th-8th grade participate in the band program				50% of our students in 6th-8th grade will participate in the band program
Middle School Dropout Rates	2019-20 Zero Reported				Zero
Reduce Bullying at the School Site	20-21 California Healthy Kids Survey 22% of students don't try to stop bullying when they see it.				California Healthy Kids Survey 15% of students don't try to stop bullying when they see it.
Facility Inspection Tool	2020-21 Facility Inspection Tool(FIT) Category Average=92.87 GOOD				2023-24 FIT Category Average=93 GOOD
Parent Engagement	California School Parent Survey 23% Participation Rate				65% Parent Participation Rate California School Parent Survey

Action #	Title	Description	Total Funds	Contributing
1	Increase Student Attendance	Greater emphasis on eliminating tardies, excessive absences and students leaving during the day for unnecessary events. Incentives will be introduced to encourage and reward students who do not have tardies or absences in a month.	\$0.00	No
2	Provide Art Instruction to all Students	Provide classroom art instruction to all students K-5 one hour a week. Students in grades 6-8 may choose to take art as an elective.	\$22,810.00	Yes
3	School Facilities	All school facilities are maintained in good repair.	\$0.00	No
4	Expelled Students Services	District Coordination with County Superintendent of Schools to coordinate instruction of expelled students.	\$15,155.00	No
5	Foster Youth Services	Coordinating services for foster children with county superintendent of schools.	\$0.00	No
6	Provide Enrichment Opportunities	Provide funds for field trips for all grade levels including 6th grade science camp and 8th grade LAIR to help offset the burden of fundraising.	\$18,600.00	Yes
7	Provide credentialed music/band teacher	Provide a half-time music teacher to enhance student learning by incorporating music instruction for all students.	\$39,307.43	Yes
8	GATE Program	Continue funding the Gifted and Talented Education program for identified students	\$5,071.36	Yes

Action #	Title	Description	Total Funds	Contributing
9	Parent Engagement	Continuation of our Back to School night in the fall and Open House in the spring. Continue holding parent/teacher conferences twice each year.	\$0.00	No

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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
12.18%	\$254,097

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

Required Descriptions

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

The development of the current LCAP took into account the needs of our foster youth and low-income students. The district currently has no English learners. All the actions contained in this plan will be implemented schoolwide to help all students, including the targeted student groups, to meet the outcomes set forth in the plan. The plan lays out an increase in academic, social/emotional, and behavioral supports to all students to create rigorous learning opportunities, increase student well-being, and develop an engaging culture of learning at the school. In order to achieve our desired outcomes and meet the needs of the targeted student groups, and the school in general, increased student support services were identified as a focus in the plan. Qualified professionals will be used to provide increased academic, social/emotional, and behavioral support, as needed, to students in the targeted student groups and schoolwide.

GOAL 1

Action #1: The adoption committee evaluated a number of new science curriculum offerings through the scope of accessibility for our unduplicated pupils. Ultimately it was decided to adopt Amplify Science as it contained consumable student workbooks that increase accessibility for our low-income student and foster student population who may lack reliable network access at home. Training will be provided to teachers to better use the curriculum to meet the needs of our low-income and foster youth.

Action #2: Does not contribute

Action #3: Schoolwide assessments are used to determine additional support students may need. These assessments provide valuable data on the learning gap that exists within our targeted student population. The assessment will be used to determine the learning loss that occurred in our low-income and foster youth and evaluate the efficacy of our supports and interventions.

Action #4: Many of our low-income students do not have access to a computer or laptop at home. The acquisition of more student technology devices will allow this targeted student demographic more access to curriculum and materials when they are not on the physical campus of the school as well as provide them with the means to communicate their support needs to school personnel.

Action #5: Due to decreased network connectivity, our low-income and foster youth need to have consumable materials for math to ensure access to the curriculum. Based on testing data identifying low-income students performing at a lower level than other student groups, school staff identified gaps in our current math curriculum and worked with our math specialist to identify a different curriculum option that may better meet the needs of our low-income learners. This curriculum will be piloted this coming school year in three grade levels.

GOAL 2

Action #1: Low-income and foster youth are more likely to experience trauma and/or have behavior challenges. Staff members identified a need for more training to help better support these students.

Action #2: In order to address the achievement gap in our low-income and foster youth, targeted remediation and intervention is provided by a fully credentialed and appropriately trained certificated employee.

This action item is continued from the previous LCAP. This action item was effective in addressing some of the learning losses experienced by our students. As we returned to in-person instruction school staff was especially concerned about the current 1st-grade students as they lost out on the last part of the school year when they typically show the most growth and development. This group of students experienced more learning loss than did the students a year older than them. Through the targeted remediation and intervention provided by staff as part of this action, we were able to offset the loss of learning this group of students experienced.

2019-20 (before pandemic)	2020-21 (start of the year)	2020-21 (end of the year)
Kindergarten	80% at or above	
First Grade	92% at or above	68% at or above
Second Grade	87% at or above	81% at or above
		88% at or above
		83% at or above

Action #3 & 4: We found that the majority of the caseload for our social-emotional support staff was with our low-income student population. An increase in working hours of our social/emotional support personnel will provide increased services to the targeted student groups. This action item was carried over from the 2017-20 LCAP and based on student feedback it was effective in addressing the needs of our unduplicated students.

Action #5: Paraeducators are assigned to classrooms that have an increased need for support. Many of our low-income and foster youth have lower academic achievement levels when compared to the rest of our student population. Paraeducators are available to support remediation and intervention of these students within the classroom.

This action item is carried over from the previous LCAP. We have been able to place paraeducator support in all lower grade (K-3) classrooms to support the learning of our disadvantaged students. We will continue to provide this level of support to address the loss of learning that has disproportionately affected these student groups.

Action #6: Providing access to grade-level books and reading materials is crucial to address the literacy needs of students. Low-income and foster youth have decreased access to these materials.

This action item is continued from the previous LCAP. Every student will continue to have access to the library 1-2 times per week to ensure access to high-quality, grade-level reading materials to promote learning.

Action #7: This goal was carried over from the 2017-20 LCAP and based on feedback from staff and parents it was effective in addressing the needs of our low-income and foster youth. COVID-19 pandemic has disproportionately impacted our low-income and foster youth student groups. Staff and parent feedback indicated a need for targeted intervention and remediation in the 4th-8th grade to address the learning loss of these students.

Action #8: Providing extended learning opportunities in the summer and after school will allow students in the targeted groups to receive additional academic support outside of the regular school year/day.

Action #9: Students with disabilities and students who have experienced trauma require additional support for challenging behaviors. Low-income and foster youth are more likely to experience trauma and/or have behavior challenges that require the development of behavior plans to support the student and allow them to be successful in the classroom.

GOAL #3

Action #1: Student attendance schoolwide is a concern. This action will address this issue for all students and encourage increased attendance especially for our low-income and foster youth to help decrease the academic achievement gap.

This goal was carried over from the previous LCAP. The effectiveness of this action is inconclusive due to the disruption in learning due to the COVID-19 pandemic.

Action #2: Low-income and foster youth lack exposure to enrichment opportunities such as art outside of school. Providing Art instruction in the school addresses this inequity.

Action #3: Does not contribute

Action #4: Does not contribute

Action #5: A staff member is assigned as a foster youth liaison to collaborate with the county office to monitor the progress of foster students.

Action #6: Providing funds for field trip learning opportunities allows more of our low-income and foster youth to attend these valuable experiences at little to no cost to their families.

Action #7: Low-income and foster youth lack exposure to enrichment opportunities such as music outside of school. Providing Art instruction in the school addresses this inequity and will allow targeted student groups to increase engagement and connection to the school.

Action #8: The Gifted and Talented Education (GATE) program is open to all students. To address the income disparity that exists with our foster and low-income students, transportation and all costs associated with this program are covered in full to remove any possible barriers to students in these demographics from participating.

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

All actions and services that are identified as improving services to foster and low-income students exceed the 12.18% increase and \$254,097 supplemental and concentration funding. Many of our action items provide increased services to our low-income and foster youth students. Social-Emotional Support personnel hours have increased by 33% over the last school year to account for the increased demand for support services by our low-income and foster youth. Academic intervention and support personnel has been increased 50% over last year, specifically in grades 4-8, with the addition of a 0.5 FTE Intervention Teacher to work with our students, the majority of which are low-income. We have also added a summer school program and an after-school remediation program, which previously we did not offer, to increase services to our underserved student population.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$314,838.85	\$99,152.69	\$106,213.21	\$47,253.01	\$567,457.76

Totals:	Total Personnel	Total Non-personnel
Totals:	\$457,973.76	\$109,484.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	Amplify Science Curriculum	\$15,469.00	\$5,209.12			\$20,678.12
1	2	All	Early Release Wednesdays					\$0.00
1	3	English Foster Youth Low Income	School Wide Assessments		\$6,060.00			\$6,060.00
1	4	English Foster Youth Low Income	Student Technology Purchase	\$19,000.00				\$19,000.00
1	5	All	Access to Standards Aligned Curriculum		\$6,000.00			\$6,000.00
2	1	All	Functions of Student Behavior/Trauma Informed Practices Professional Development		\$9,008.76			\$9,008.76
2	2	English Foster Youth Low Income	Credentialed Remediation and Intervention Teachers in Math and ELA	\$99,590.53			\$37,253.01	\$136,843.54
2	3	English Foster Youth Low Income	Elementary and Middle School Social/Emotional Support	\$21,333.41				\$21,333.41
2	4	English Foster Youth Low Income	Primary Grade Social Emotional Support	\$24,718.06	\$6,919.66			\$31,637.72

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Foster Youth Low Income	Paraeducator Support	\$111,917.85	\$15,267.53			\$127,185.38
2	6	All	Library Services			\$38,079.42		\$38,079.42
2	7	English Foster Youth Low Income	Hire Half time Credentialed Intervention Teacher for Grades 4-8		\$39,626.37			\$39,626.37
2	8	Foster Youth Low Income	Summer School and Extended School Day for 21-22		\$3,061.25			\$3,061.25
2	9	All	BCBA		\$8,000.00			\$8,000.00
3	1	All	Increase Student Attendance					\$0.00
3	2	English Foster Youth Low Income	Provide Art Instruction to all Students	\$22,810.00				\$22,810.00
3	3	All	School Facilities					\$0.00
3	4	All	Expelled Students Services			\$15,155.00		\$15,155.00
3	5	All	Foster Youth Services					\$0.00
3	6	English Foster Youth Low Income	Provide Enrichment Opportunities			\$18,600.00		\$18,600.00
3	7	English Foster Youth Low Income	Provide credentialed music/band teacher			\$29,307.43	\$10,000.00	\$39,307.43
3	8	English Foster Youth Low Income	GATE Program			\$5,071.36		\$5,071.36
3	9	All	Parent Engagement					\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$314,838.85	\$491,214.58
LEA-wide Total:	\$0.00	\$5,071.36
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$314,838.85	\$486,143.22

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Amplify Science Curriculum	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-8	\$15,469.00	\$20,678.12
1	3	School Wide Assessments	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-8th		\$6,060.00
1	4	Student Technology Purchase	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-8th	\$19,000.00	\$19,000.00
2	2	Credentialed Remediation and Intervention Teachers in Math and ELA	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$99,590.53	\$136,843.54
2	3	Elementary and Middle School Social/Emotional Support	Schoolwide	English Learners Foster Youth Low Income	All Schools 3-8	\$21,333.41	\$21,333.41
2	4	Primary Grade Social Emotional Support	Schoolwide	English Learners Foster Youth Low Income	All Schools K-3	\$24,718.06	\$31,637.72
2	5	Paraeducator Support	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-3rd	\$111,917.85	\$127,185.38

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	Hire Half time Credentialed Intervention Teacher for Grades 4-8	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$39,626.37
2	8	Summer School and Extended School Day for 21-22	Schoolwide	Foster Youth Low Income	All Schools 1st-8th		\$3,061.25
3	2	Provide Art Instruction to all Students	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-8	\$22,810.00	\$22,810.00
3	5	Foster Youth Services			TK-8		\$0.00
3	6	Provide Enrichment Opportunities	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-8		\$18,600.00
3	7	Provide credentialed music/band teacher	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-8		\$39,307.43
3	8	GATE Program	LEA-wide	English Learners Foster Youth Low Income	All Schools 4-8		\$5,071.36

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[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.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Twain Harte School District	Gabe Wingo Superintendent/Principal	gwingo@twainharteschool.com 209-586-3266

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Create rigorous learning opportunities for all students through Common Core implementation and technology infused learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC ELA scores 19-20 29%-31% Meets or Exceeds Standards Baseline 6th grade 20% Meets or Exceeds Standards	Due to the COVID-19 pandemic CAASPP Testing was not completed.
Metric/Indicator SBAC ELA scores 19-20 64%-66% Meets or Exceeds Standards Baseline 7th grade 55% Meets or Exceeds Standards	Due to the COVID-19 pandemic CAASPP Testing was not completed.
Metric/Indicator SBAC ELA scores 19-20 81%-83% Meets or Exceeds Standards Baseline 8th grade 72% Meets or Exceeds Standards	Due to the COVID-19 pandemic CAASPP Testing was not completed.

Expected	Actual
Metric/Indicator SBAC ELA scores 19-20 57%-59% Meets or Exceeds Standards Baseline 3rd grade 48% Meets or Exceeds Standards	Due to the COVID-19 pandemic CAASPP Testing was not completed.
Metric/Indicator SBAC ELA scores 19-20 49%-51% Meets or Exceeds Baseline 4th grade 40% Meets or Exceeds Standards	Due to the COVID-19 pandemic CAASPP Testing was not completed.
Metric/Indicator SBAC ELA scores 19-20 57%-59% Meets or Exceeds Standards Baseline 5th grade 48% Meets or Exceeds Standards	Due to the COVID-19 pandemic CAASPP Testing was not completed.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Social Studies materials will be purchased and implemented for 19-20 in grades K-8. Includes printing costs of district adopted math curriculum. Technology is utilized in the classroom setting through programs such as Freckle, SBAC Interim exams, Accelerated Reader word processing for composition to enhance writing skills.	01-0920-0-4100-93-1110-1000-0000-100 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$35,000 01-0920-0-4300-93-1110-1000-0000-100 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,000 01-0008-0-4400-93-1110-1000-0000-100 4000-4999: Books And	01-0920-0-4100-93-1110-1000-0000-100 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$25,294 01-0920-0-4300-93-1110-1000-0000-100 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0 01-0008-0-4400-93-1110-1000-0000-100 4000-4999: Books And

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies LCFF Supplemental and Concentration 10,000 01-0000-0-5300-93-1110-1000- 0000-100 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,000 01-4127-0-4400-00-1110-1000- 0000-100 4000-4999: Books And Supplies Title IV 10,000	Supplies LCFF Supplemental and Concentration \$9,307 01-0000-0-5300-93-1110-1000- 0000-100 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,547 01-4127-0-4400-00-1110-1000- 0000-100 4000-4999: Books And Supplies Title IV \$9,943
On-site consultants from the California State University, Sacramento, and Charlotte Knox will be on-site, 2 to 3 times to provide training for staff in ELA adoptions grades K-8 to facilitate better implementations of the 3 different adoptions. On-site consultant to work with staff individually and collectively in ELA development. Substitutes provided for teacher release time. A consultant from Sacramento COE to provide math staff development.	01-0000-0-XXXX-93-1110-1000- 0000-100 1000-3999: Certificated Personnel Salaries and Benefits LCFF Supplemental and Concentration \$5,837 01-0000-0-5800-93-1110-1000- 0000-100 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$13,000 01-0000-0-5200-93-1110-1000- 0000-100 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,200	01-0000-0-XXXX-93-1110-1000- 0000-100 1000-3999: Certificated Personnel Salaries and Benefits LCFF Supplemental and Concentration \$1,325 01-0000-0-5800-93-1110-1000- 0000-100 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$7,350 01-0000-0-5200-93-1110-1000- 0000-100 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,621
Training for staff in Freckle program to use as a multiple measure assessment in math and reading. A staff member to show staff how to perform SBAC interim assessments, and also to use as a multiple measure of student achievement. Purchases will cease in 18-19. Money will be diverted to purchase of new Chromebooks.	01-1100-0-5300-00-1110-1000- 0000-100 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,750 \$0	01-1100-0-5300-00-1110-1000- 0000-100 5000-5999: Services And Other Operating Expenditures LCFF Base \$11,406 \$0
Provide a half-time music teacher to enhance student learning by incorporating music instruction to all students. No qualified applicants	0	0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
could be found through an extensive search. No credentialed music teacher will be hired.		
Provide funds for field trips for all grade levels including 6th grade Science School and 8th grade LAIR to help offset some of the burden of fundraising.	01-0000-0-5800-00-1110-1000-8XXX-100 District Defined: 8101;8201;8202;8203;8204 (\$300 each) 8105;8103;8107;8114 (\$700 each) 8206 (\$250) and 2150 (\$5000) 8109 (\$900) and 8108 (\$5,900) 8104 (\$5000) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$15,650	01-0000-0-5800-00-1110-1000-8XXX-100 District Defined: 8101;8201;8202;8203;8204 (\$300 each) 8105;8103;8107;8114 (\$700 each) 8206 (\$250) and 2150 (\$5000) 8109 (\$900) and 8108 (\$5,900) 8104 (\$5000) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$6,631

Goal Analysis

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

Due to the pandemic interrupting in-person instruction some programs that were budgeted were not able to be fully implemented such as the use of consultants and field trips. Social studies curriculum was adopted only for grades 4-8. Unspent funds budgeted for this action was carried over as our K-3 teachers are still evaluating curriculum for adoption for the lower grades.

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

Due to the COVID-19 pandemic there were many challenges we faced with this goal. One challenge was CAASPP Testing was not completed. Another challenge field trips were also not offered. Some successes was that we were able to hire a credentialed music teacher for the 2020-21 school year. Another success was our technology purchases which were crucial to providing distance learning during the pandemic.

Goal 2

Provide academic, social/emotional, and behavioral support for identified groups of children.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of actual attendance 19-20 97.00 98.00 98.00 Baseline 16-17 K-3 (93.40) 16-17 4-6 (94.97) 16-17 7-8 (95.05)	K-3=95.45 4-6=96.96 7-8=97.20
Metric/Indicator Number of days of suspension 19-20 6 students suspended. 25 total days of suspension. Baseline 16-17 9 days total	2019-20 6 students suspended 17 total days
Metric/Indicator Number of students grades 3-8 at or above standards in math on SBAC	Due to the COVID-19 pandemic SBAC Testing was not completed.

Expected	Actual
19-20 Grade 3-75% Grade 4-60% Grade 5-61% Grade 6-42% Grade 7-55% Grade 8-62% Baseline 16-17 grade 3 60% 16-17 grade 4 40% 16-17 grade 5 62% 16-17 grade 6 72% 16-17 grade 7 40% 16-17 grade 8 48%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The GATE program will continue to be maintained.	01-0919-0-XXXX-93-1110-1000-0000-100 2000-3999: Classified Personnel Salaries and Benefits LCFF Base \$2,015 01-0919-0-4300-93-1110-1000-0000-100 4000-4999: Books And Supplies LCFF Base \$2,000 01-0919-0-5800-93-1110-1000-0000-100 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,000	01-0919-0-XXXX-93-1110-1000-0000-100 2000-3999: Classified Personnel Salaries and Benefits LCFF Base \$1,781 01-0919-0-4300-93-1110-1000-0000-100 4000-4999: Books And Supplies LCFF Base \$80 01-0919-0-5800-93-1110-1000-0000-100 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$450
Staff will now have every Wednesday as a minimum day for planning purposes.	0.00	0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Certificated teacher to provide remediation in reading, writing, and math for low achieving students in grades K-3.</p> <p>The School is making a staff change in moving a current P.E. credentialed teacher into P.E. to allow the remainder of the staff to prep more new content standards. In addition, the 6th, 7th, and 8th-grade daily schedules have been changed to allow for small group remedial instruction in Math and ELA. The RSP teacher in grades 4-8 will also be providing remedial instruction to some non-IEP students. We will be utilizing existing staff. This will be cost-neutral.</p>	<p>01-0935-0-XXXX-93-1110-1000-0000-100 1000-3999: Certificated Personnel Salaries and Benefits LCFF Supplemental and Concentration \$104,940</p>	<p>01-0935-0-XXXX-93-1110-1000-0000-100 1000-3999: Certificated Personnel Salaries and Benefits LCFF Supplemental and Concentration \$80,100</p>
<p>Continue use of new forms, rules and consequences for student behavior.</p>	<p>0.00</p>	<p>0.00</p>
<p>Continue counselor time to get into the classrooms to teach proactive lessons about conflict resolution, bullying, making good choices, and other topic.</p>	<p>01-0000-0-XXXX-93-1110-3110-7090-100 2000-3999: Classified Personnel Salaries and Benefits LCFF Supplemental and Concentration \$10,543</p> <p>01-4126-0-XXXX-93-1110-3110-0000-100 2000-3999: Classified Personnel Salaries and Benefits Title IV \$6,189</p>	<p>01-0000-0-XXXX-93-1110-3110-7090-100 2000-3999: Classified Personnel Salaries and Benefits LCFF Supplemental and Concentration \$11,093</p> <p>01-4126-0-XXXX-93-1110-3110-0000-100 2000-3999: Classified Personnel Salaries and Benefits Title IV \$6,818</p>
<p>Continue to fund the "Treehouse" Primary Intervention program to help identified younger students with school adjustment issues</p>	<p>01-0929-0-XXXX-93-1110-1000-0000-100 2000-3999: Classified Personnel Salaries and Benefits LCFF Supplemental and Concentration \$30,277</p>	<p>01-0929-0-XXXX-93-1110-1000-0000-100 2000-3999: Classified Personnel Salaries and Benefits LCFF Supplemental and Concentration \$64,445</p>
<p>Para-educators provide academic support both in the classroom under the guidance of certificated teachers targeting the low performing and students with active IEP/504's.</p>	<p>01-0000-0-XXXX-93-1110-1000-7090-100 Objects 2000-3999 (\$42,137) and 01-0000-0-XXXX-93-5770-1110-0000-100 Objects 2000-3999 (\$109,034) 2000-3999: Classified Personnel</p>	<p>01-0000-0-XXXX-93-1110-1000-7090-100 Objects 2000-3999 (\$26,095) and 01-0000-0-XXXX-93-5770-1110-0000-100 Objects 2000-3999 (\$86,457) 2000-3999: Classified Personnel Salaries and Benefits LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries and Benefits Locally Defined \$151,210	Supplemental and Concentration \$112,552
The Library Coordinator provides assistance with accelerated reader, testing and book purchases by teachers. The Library Coordinator maintains the ordering and inventorying books for the school library and has classes come in once a week for her services.	01-0929-0-XXXX-00-1110-2420-0000-100 2000-3999: Classified Personnel Salaries and Benefits LCFF Base \$34,478	01-0929-0-XXXX-93-1110-2420-0000-100 2000-3999: Classified Personnel Salaries and Benefits LCFF Base \$34,322

Goal Analysis

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

All actions/services for this goal were implemented. Differences in budgeted and actual expenditures for personnel costs was due to receiving an increase in federal REAP and Title 1 funding.

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

The COVID-19 pandemic created some challenges. One challenge was that interrupted in-person instruction. However, we were successful in implementing all actions/services in a distance learning model to the extent possible.

Goal 3

Creating and maintaining a positive school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Improved attendance through reducing tardies and excessive absences. 19-20 ADA to increase by 1-3% over prior year. Baseline Short term independent study contracts to be implemented to capture ADA.	2019-20 95.94% ADA 2018-19 93.67% ADA
Metric/Indicator Reduce instances of bullying and conflicts between students. 19-20 Maintain a positive reduction in bullying and conflicts between students Baseline Continue implementation of a Safe School Ambassador. Two years of positive improvements in the areas of teacher/parent/student complaints.	Harrassment/ Bullying Referrals 2019-20=7 2018-19=14
Metric/Indicator Increase student participation in art and extracurricular activities	Incomplete Data: Student activities were interrupted due to COVID.

Expected	Actual
19-20 60% of grades 5-8 Baseline 30% of grades 5-8 participate in one or more extracurricular activities	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Greater emphasis on eliminating tardies, excessive absences and students leaving during the day for unnecessary events. Incentives will be introduced to encourage and reward students who do not have tardies or absences in a month.	0.00	0.00
Continue Safe School Ambassador program to oversee positive intervention programs.	01-0000-0-XXXX-93-1110-2700-0000-100 2000-3999: Classified Personnel Salaries and Benefits LCFF Supplemental and Concentration \$11,919	01-0000-0-XXXX-93-1110-2700-0000-100 2000-3999: Classified Personnel Salaries and Benefits LCFF Supplemental and Concentration 0
Provide classroom art instruction to all students K-3 one hour a week. All students 4-8 one hour every other week.	01-0913-0-XXXX-93-1110-1000-0000-100 2000-3999: Classified Personnel Salaries and Benefits LCFF Supplemental and Concentration \$11,158 01-0913-0-5800-93-1110-1000-0000-100 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$12,400	01-0913-0-XXXX-93-1110-1000-0000-100 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$7,931 01-0913-0-5800-93-1110-1000-0000-100 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,600

Goal Analysis

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

No qualified applicants submitted applications for the Safe School Ambassador position. Due to a deficit spending in 2019 the position was eliminated. Art instruction was not provided during distance learning and funds for this action were carried over to the next school year where we are implementing a large schoolwide art project for students.

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

The COVID-19 pandemic created many challenges this year. One challenge was that student activities were interrupted due to COVID. Another challenge is that our bullying and harassment data is incomplete due to the interruption of in-person learning. A success was limited in this goal.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase 30 new student desks for social distancing	\$4026	\$13,461	Yes
Social Distancing/LEA Disinfecting Supplies and Student PPE (youth masks, distancing stickers, gloves, cleaning refills, no touch towel dispensers)	\$1320	\$24,684	Yes
Purchase Thermal Thermometers for All Certificated Staff and Office	\$1427	\$164	Yes
Two Paraprofessional for student screening and logistics (.5hrs daily for 4 days a week)	\$3199.22	\$8,500	Yes
Additional Staffing-Math Tutor/Instructor, Additional Certificated Staff	\$8943	\$36,746	Yes
Roving Substitute (40 days)	\$6185.88	\$26,192	Yes
Digital Chip Kit for Special Education Distance Learning Support	\$198	\$217	Yes
Plexiglass Shields for social distancing	\$3819.38	\$7,463	Yes
4 portable hand washing stations –install \$530, \$407.55 mo. for 3mos.	\$1752.65	\$3,088	Yes
Extra Custodial Help for COVID-19 Sanitizing	\$889	\$902	Yes
Cleaning Supplies for Daily COVID-19 disinfecting	\$1085.69	\$1,557	Yes
2020/21 10 month Custodial/Maintenance Staff extra pay due to COVID-19	\$3805.66	\$660	Yes

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

The staffing costs were initially planned from September 14, 2020 through December 31, 2020. The need to continue with LLMF efforts, social distancing logistics, temperature monitoring, etc., extended the support through the entire school year. Custodial/Maintenance staff extra pay was paid with SB117 COVID-19 LEA Response funds.

Analysis of In-Person Instructional Offerings

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

The district began the school year in distance learning before transitioning to a hybrid model on September 14. On October 12 we returned all students to school 5 days a week following our normal full day instructional schedule. We were able to remain in this instructional model for the entire school year. With the emphasis on monitoring symptoms at home prior to coming to school, we did see an increase in our chronically absent students, which was a challenge. Custodial

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase 90 new Chromebooks (60-2019/20 \$16282.46, 30-2020/21 \$8402.81)	\$24685.81	\$24,685.81	Yes
Purchase 50 new Apple I-Pads (25-2019/20 \$9752, 25-2020/21 \$9752)	\$19504	\$19,557	Yes
Zoom Subscription	\$1800	\$1800	Yes
Purchase 10 Smart Boards for distance learning	\$60500	\$53,110.54	Yes
Technology Assistant 14 weeks@10 hours per week	\$3506	\$7,100	Yes
Generator to Power Server for Video Instruction	\$36644.22	\$38,233	Yes
Nearpod/Licensing for Distance Learning Support	\$2000	\$2,000	Yes
Envelopes and Postage for Distance Learning Distribution	\$300	\$300	Yes
Student WIFI Hotspots –T-Mobil (30)	\$5400	\$5,400	Yes
Student WIFI Hotspots –Verizon (10)	\$3424.30	\$3,424.30	Yes
Typing Club Subscription for Distance Learning	140.60	\$140.60	Yes
Stipends to Staff for Distance Learning Seminars	\$5928	\$5,928	No

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

There were no substantive differences.

Analysis of the Distance Learning Program

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

The district was able to provide in-person instruction for all but 6 weeks of the 2020-21 school year. Devices were distributed to all students prior to the start of the school year and wifi hot spots were provided to any family who needed one. However, due to the rural nature of our district, many of our families still lacked reliable internet service for their children to participate fully in distance learning. Teachers kept accurate attendance and work completion records and office staff contacted students who were not regularly engaging in distance learning. Distance Learning professional development was offered to staff prior to the start of the school year and a stipend was paid to those who attended. Paraeducators and teachers worked together to support all students. Special Education teachers worked with families to provide in-person learning opportunities to their students while we operated in distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The District has hired a math tutor, additional certificated staff and a roving substitute to assist any students with targeted learning support.	\$15129	\$62,938	Yes
Technical support is being supplied for all students so they can stay engaged in the learning process while we are still in a distance learning model. The support is being supplied by giving each student a device for use at home, supplying hotspots to assist with connectivity, purchasing applications to engage learning and support communication as well as a Technical Assistant to help troubleshoot technical issues that may arise as we continue with distance learning.	\$70659	\$70,659	Yes

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

The staffing costs were initially planned from September 14, 2020 through December 31, 2020. The need to continue with LLMF efforts extended the support through the entire school year.

Analysis of Pupil Learning Loss

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

Beginning the school year staff were concerned about our 1st-grade students as the pandemic closure took away in-person learning for the last third of their kindergarten year when we typically see the most growth. More resources were allocated for this grade level to account for this learning loss. Despite facing some staffing challenges during the school year, we were able to address these deficiencies and make progress on moving these students closer to grade-level benchmarks. Additionally, staff identified significant learning loss in our middle school students, specifically in math. A credentialed math teacher was hired to provide additional instructional support in this area and a summer school program was developed as well to address learning loss in this student group. We are awaiting the results of state testing to determine the effectiveness of these interventions.

Analysis of Mental Health and Social and Emotional Well-Being

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

The district has two staff members available to provide social-emotional support to students. At the beginning of the year, we did not notice a significant change in the amount of support our students needed. However, as we got further into the school year we saw an increase in mental health support needs particularly in our older students. Staff, parent, and student surveys all reflected a need for more social/emotional support to respond to reported cases of student depression, anxiety, or other mental health concerns. In response, we increased the hours of both staff members for the coming 2021-22 school year. We continued to provide Behavior Intervention services with our contracted BCBA provider, Tucci Learning Solutions, to address behavior challenges in students with special needs and/or students experiencing trauma.

Analysis of Pupil and Family Engagement and Outreach

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

Pupil and family engagement was a distinct challenge during the school year. Due to the inability to meet in person, many of our families were unable to provide feedback and give input on programs in our school. The district provided weekly updates to families via our schoolwide alert notification system throughout the pandemic. Furthermore, pupil engagement also was a challenge as many of the programs we offer to our students to create motivation and recognize achievement could not be provided due to public health orders. As some of the restrictions eased during the end of the year staff members were able to identify ways to improve student engagement through special activities, academic and behavior rewards, and whole-group activities. During distance learning, tiered re-engagement strategies were implemented for students who were not attending virtual class sessions and/or completing work. These tiered strategies involved staff member phone calls, home visits, and in some cases, referrals to SARB.

Analysis of School Nutrition

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

School meals were provided to all students free of charge as part of the federal response to the pandemic. While the district was on distance learning, meals were available for pickup at the school and staff members also delivered to specified locations in our district daily. The return to in person learning posed challenges with scheduling as we needed to decrease the number of students in the cafeteria to meet public health requirements.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

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

We were able to provide in person, full day instruction for the majority of the school year. It is evident that the closure of schools to in person learning in the spring of 2020 had a significant impact on the academic and social progress of students. The goals we developed will help to address learning loss our students experienced as a result of the pandemic as well as provide additional social/emotional and behavioral to identified students.

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

The district will be continuing our reading and writing assessments to identify students who require additional support. We are expanding our math assessment to all grade levels to address this content area as well. We have added extra staffing to address learning loss with a full time middle grade math specialist and half time intervention teacher.

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

N/A

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Many of our goals and actions from the 2019-20 LCAP were continued in the new 2021-22 LCAP. Through stakeholder input via surveys and staff meetings, some programs and expenditures from the previous LCAP were identified as needing to continue through the next cycle to address the effects the pandemic had on our students. The Learning Continuity and Attendance Plan addressed technology access for distance and hybrid learning, janitorial needs to safely return to in-person instruction, and student support to address learning loss and social-emotional needs. Many of the action items in the Learning Continuity and Attendance Plan that are also part of the 2021-22 LCAP are focused on increased academic, behavioral, and social/emotional student support and building a more engaging learning environment. These goals and actions focus on continuing to improve student academic achievement and emotional well-being.

Instructions: Introduction

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

California Department of Education
January 2021

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	492,566.00	405,596.00
	0.00	0.00
LCFF Base	43,243.00	48,039.00
LCFF Supplemental and Concentration	281,924.00	340,796.00
Locally Defined	151,210.00	0.00
Title IV	16,189.00	16,761.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	492,566.00	405,596.00
	0.00	0.00
1000-3999: Certificated Personnel Salaries and Benefits	110,777.00	81,425.00
2000-3999: Classified Personnel Salaries and Benefits	257,789.00	231,011.00
4000-4999: Books And Supplies	65,000.00	44,624.00
5000-5999: Services And Other Operating Expenditures	16,950.00	22,574.00
5800: Professional/Consulting Services And Operating Expenditures	42,050.00	25,962.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	492,566.00	405,596.00
		0.00	0.00
1000-3999: Certificated Personnel Salaries and Benefits	LCFF Supplemental and Concentration	110,777.00	81,425.00
2000-3999: Classified Personnel Salaries and Benefits	LCFF Base	36,493.00	36,103.00
2000-3999: Classified Personnel Salaries and Benefits	LCFF Supplemental and Concentration	63,897.00	188,090.00
2000-3999: Classified Personnel Salaries and Benefits	Locally Defined	151,210.00	0.00
2000-3999: Classified Personnel Salaries and Benefits	Title IV	6,189.00	6,818.00
4000-4999: Books And Supplies	LCFF Base	2,000.00	80.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	53,000.00	34,601.00
4000-4999: Books And Supplies	Title IV	10,000.00	9,943.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	3,750.00	11,406.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	13,200.00	11,168.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	1,000.00	450.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	41,050.00	25,512.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	114,437.00	82,424.00
Goal 2	342,652.00	311,641.00
Goal 3	35,477.00	11,531.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$36,651.48	\$123,634.00
Distance Learning Program	\$163,832.93	\$161,679.25
Pupil Learning Loss	\$85,788.00	\$133,597.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$286,272.41	\$418,910.25

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$5,928.00	\$5,928.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$5,928.00	\$5,928.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$36,651.48	\$123,634.00
Distance Learning Program	\$157,904.93	\$155,751.25
Pupil Learning Loss	\$85,788.00	\$133,597.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$280,344.41	\$412,982.25