

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: **Curtis Creek Elementary School District**

CDS Code: 55723556054894

School Year: 2021-22

LEA contact information:

Terri Bell

Superintendent

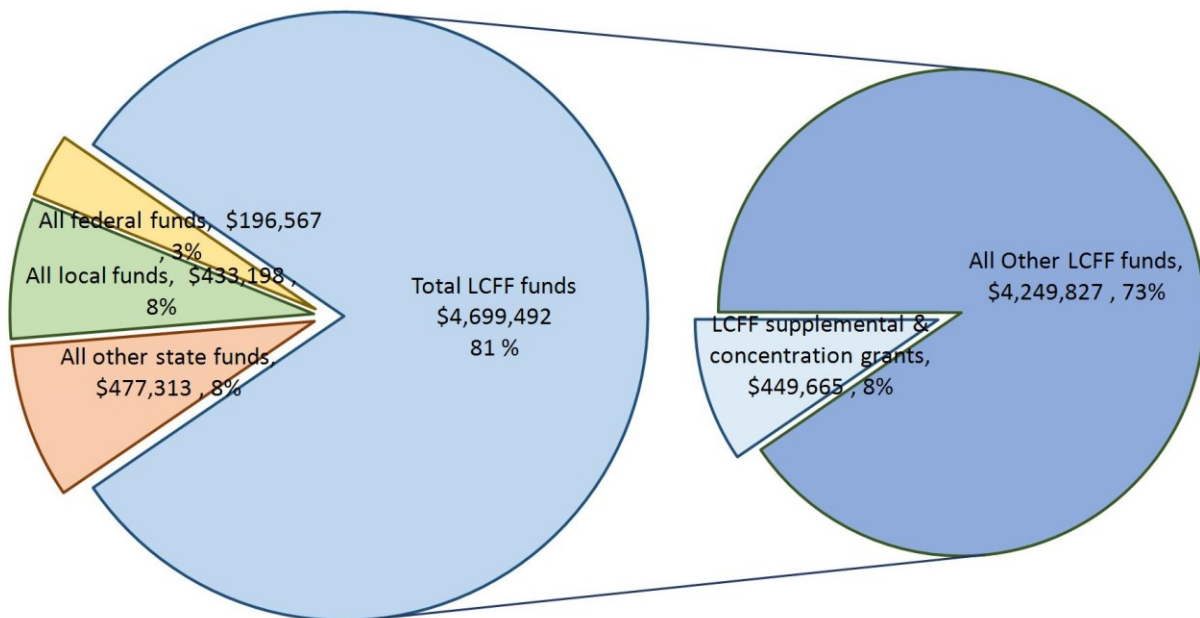
tbell@ccreekmustangs.com

209-533-1083

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

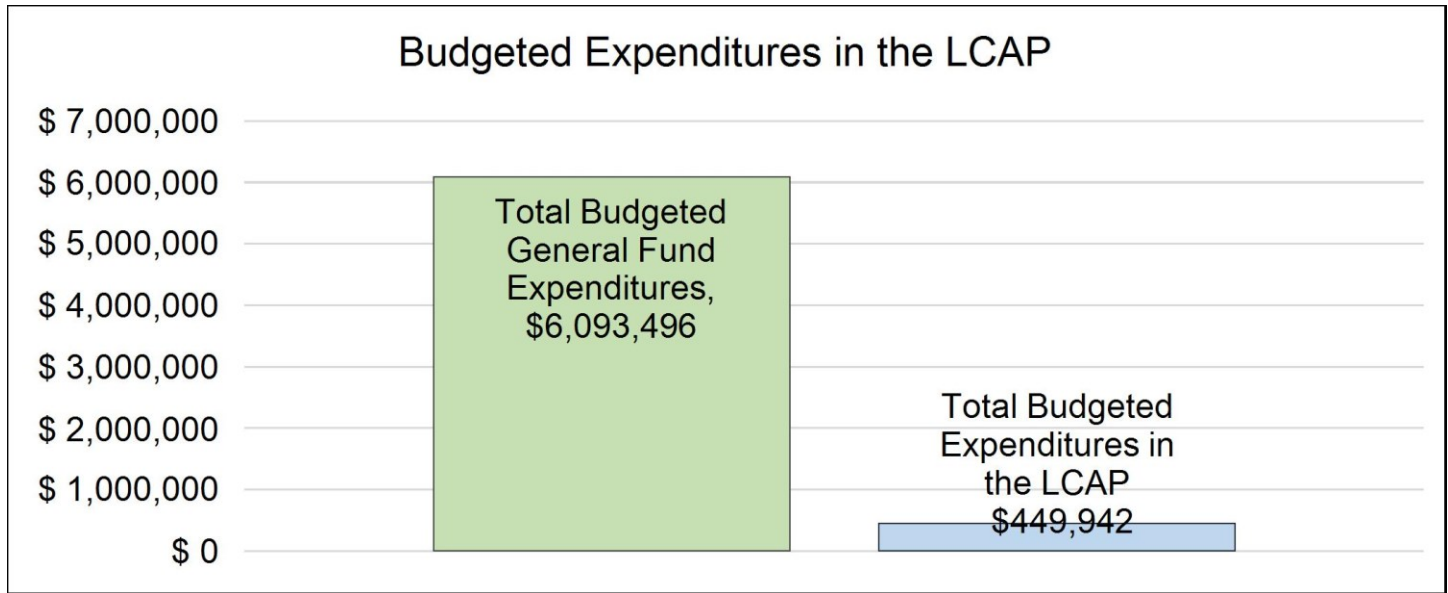


This chart shows the total general purpose revenue Curtis Creek Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Curtis Creek Elementary School District is \$5,806,570, of which \$4,699,492 is Local Control Funding Formula (LCFF), \$477,313 is other state funds, \$433,198 is local funds, and \$196,567 is federal funds. Of the \$4,699,492 in LCFF Funds, \$449,665 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Curtis Creek Elementary School District plans to spend \$6,093,496 for the 2021-22 school year. Of that amount, \$449,942 is tied to actions/services in the LCAP and \$5,643,554 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

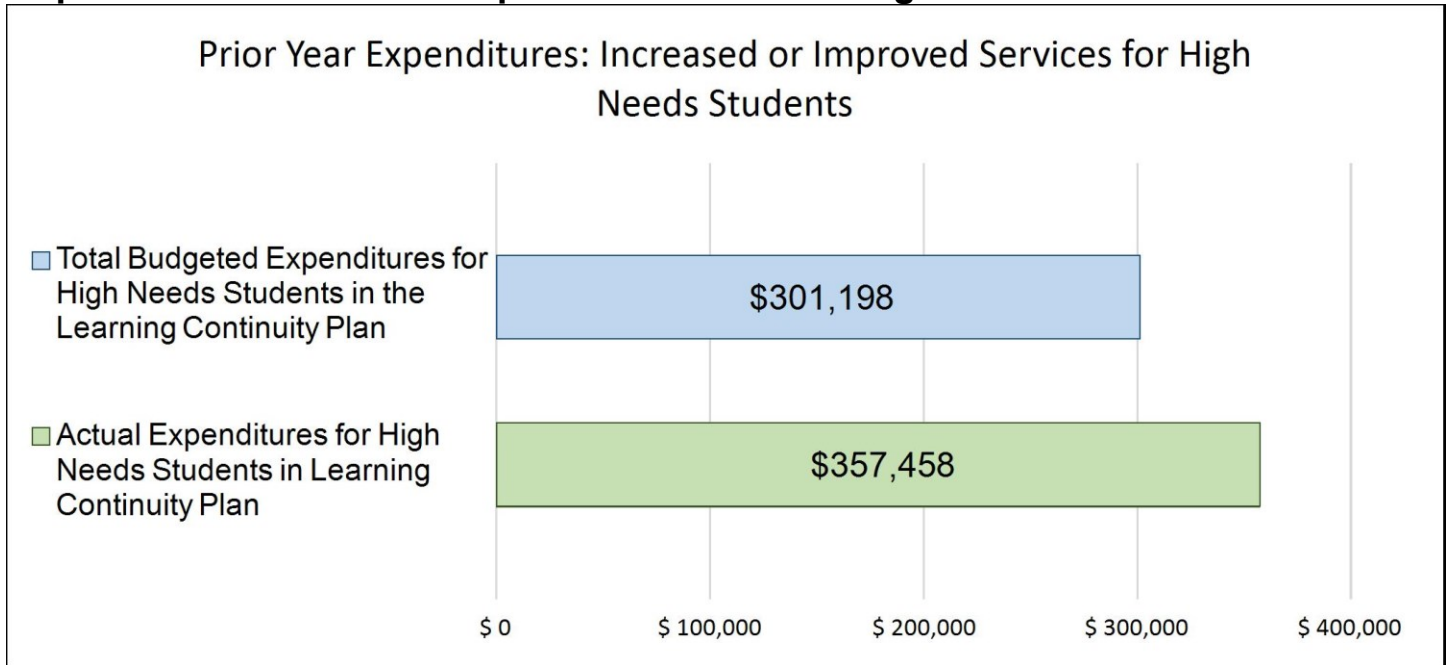
General Fund Budgeted Expenditures relate to Staff salaries and benefits for Certificated, Classified and Administration. Other expenditures include transportation, maintenance and operations, SELPA bill back and Books and Supplies.

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

In 2021-22, Curtis Creek Elementary School District is projecting it will receive \$449,665 based on the enrollment of foster youth, English learner, and low-income students. Curtis Creek Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Curtis Creek Elementary School District plans to spend \$449,942 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Curtis Creek Elementary School District's Learning Continuity Plan budgeted \$301,198 for planned actions to increase or improve services for high needs students. Curtis Creek Elementary School District actually spent \$357,458 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Curtis Creek Elementary School District	Terri Bell Superintendent	tbell@ccreekmustangs.com 209-533-1083

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

Improve on data driven instructional practices.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p> <p>District Benchmarks</p> <p>English Language Proficiency Assessments for California (ELPAC)</p> <p>SBAC State assessments</p> <p>19-20 To increase the number of students proficient in language arts and mathematics.</p> <p>Maintain or increase the number of EL and Socioeconomically Disadvantaged students who improve their English language skills.</p> <p>DIBELS will continue to be administered to grades 1 - 4</p>	<p>Due to the impacts of COVID-19 we were unable to complete our SBAC State assessments or appropriately administer DIBELS to grades 1-4. We closed school in March of 2020 just as the state and local assessment windows were opening.</p>

Expected	Actual
<p>Smarter Balanced Testing will be used as a benchmark.</p> <p>EL: Goal ~ 100% will make progress in their level gains.</p> <p>A 5% increase measured by State CAASPP assessments of ELA "ALL, Met or Exceeded" of 45%</p> <p>A 5% increase measured by State CAASPP assessments of Math "ALL, Met or Exceeded" of 29%</p> <p>Baseline 2016-17</p> <p>To increase the number of students proficient in language arts and mathematics Increase the number of EL students who improve their English language skills.</p>	

Expected	Actual																												
<p>DIBELS was administered to Title I students in 2015-16, in grades 1-5. DIBELS was administered to low-socioeconomic and/or at-risk students in grades 1 - 5, approximately 55 students. Following cohort data multi year trends, the number of students who are initially serviced goes down in succeeding years. For example, in 2013-14, 19 first graders were serviced. In 2014-15, only 16 students needed intervention. In 2015-16, the number of students in that cohort who needed intervention went down to 9, then in 2016-17 the number of students in that cohort went down to only 4 students who needed interventions. This proved to be consistent with every cohort followed from 2013-14 to 2016-17.</p> <p>ELL: CCSD has 17 ELL students. Five students made performance level gains from 2015 to 2016. All remaining students made gains within their performance levels. In 2016-17, CCSD was able to reclassify two Junior High students based upon their CELDT, SBAC and grade level standings. These two students have attended CCSD since kindergarten. All of our students are able to use English as a means for learning in academic areas and communicating in social settings.</p> <p>Benchmarks: Smarter Balanced Testing will be used as a benchmark once scores are available. District Benchmarks were still being developed this year and implementation will be in 2017-18 hopefully. A 5% increase measured b y Smarter Balanced and District Benchmarks.</p> <table border="1" data-bbox="96 1234 541 1482"> <thead> <tr> <th>ELA</th> <th>Grade</th> <th>CC15</th> <th>CC16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>34</td> <td>47</td> <td></td> </tr> <tr> <td>4</td> <td>34</td> <td>36</td> <td></td> </tr> <tr> <td>5</td> <td>54</td> <td>44</td> <td></td> </tr> <tr> <td>6</td> <td>18</td> <td>34</td> <td></td> </tr> <tr> <td>7</td> <td>39</td> <td>35</td> <td></td> </tr> <tr> <td>8</td> <td>47</td> <td>36</td> <td></td> </tr> </tbody> </table>	ELA	Grade	CC15	CC16	3	34	47		4	34	36		5	54	44		6	18	34		7	39	35		8	47	36		
ELA	Grade	CC15	CC16																										
3	34	47																											
4	34	36																											
5	54	44																											
6	18	34																											
7	39	35																											
8	47	36																											

Expected				Actual			
ALL	38	39					
Math	Grade	CC15	CC16				
3	25	49					
4	18	32					
5	39	23					
6	7	24					
7	18	19					
8	20	35					
ALL	21	26					

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Research data to help drive instructional practices	<p>Reg Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,000</p> <p>TCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,900</p> <p>Chromebooks 1 class set 4000-4999: Books And Supplies Supplemental \$20,000</p> <p>Software Fast Forward and Dibles 4000-4999: Books And Supplies Supplemental \$8,000</p>	<p>Reg Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 4,222.97</p> <p>TCSOS 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 5,699.28</p> <p>Chromebooks 4000-4999: Books And Supplies LCFF Supplemental and Concentration 37,981.07</p> <p>Software for Fast Forward and Dibles 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 13,024.32</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Continue to develop and implement RTI model</p> <p>2.2 Continue with evidence based intervention materials for the learning lab and special education students.</p> <p>2.3 Offer before school tutoring for targeted low income, foster, and EL pupils who have not yet mastered grade level standards (AM Mustang Club - Homework help).</p> <p>2.4 Support Reading Intervention Teacher/Program in addition to Title I Funds</p>	<p>RTI Materials 4000-4999: Books And Supplies Supplemental \$7,000</p> <p>RTI Stipend Certificated Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,400</p> <p>M & M Club and RTI Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental \$6,780</p> <p>STEAM Room 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p> <p>Common Core Subject Books 4000-4999: Books And Supplies Supplemental \$25,000</p> <p>NGSS Science Book Adoption 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$100,000</p>	<p>RTI Materials 0.00</p> <p>RTI Stipend Certificated Teacher 0.00</p> <p>M & M Club and RTI Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 19,194.82</p> <p>STEAM Room 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,738.77</p> <p>Common Core Subject Books 4000-4999: Books And Supplies Lottery 17,395.93</p> <p>NGSS Science Book Adoption 0.00</p>
<p>3.1 Continue to provide professional development to ensure high quality instruction with standards based mathematics, language arts, and Next Generation Science Standards materials.</p> <p>3.2 Continue to use appropriate math curriculum.</p> <p>3.3 Utilize data to drive instructional practices in mathematics and language arts</p>	<p>Professional Development for NGSS 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,500</p> <p>Professional Development Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental \$2,000</p> <p>Primary Report Card Software 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p>	<p>Professional Development for NGSS 0.00</p> <p>Professional Development Certificated Staff 0.00</p> <p>Primary Report Card Software 0.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Update teacher laptops 4000-4999: Books And Supplies Supplemental \$5,000 Textbooks 4000-4999: Books And Supplies Supplemental \$40,000	Update teacher laptops 4000-4999: Books And Supplies LCFF Supplemental and Concentration 811.80 Textbooks 4000-4999: Books And Supplies LCFF Supplemental and Concentration 16,284.45

Goal Analysis

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

As the educational landscape changed during the 2019-2020 school year we realized that we needed more devices to off set the impact of distance learning. and not being on campus to learn. We spent more funds on devices to support our Low income, English learner and Foster Youth students and families. We expended more on software to support our students while off campus. We were not able to implement our vision for our STEAM room but continued to gather a nominal amount of supplies for further use. We did not need nor could we use professional consulting services as we had planned. Much of our plan to increase and adopt curriculum was held up due to the change in in-person instruction. We were able to support our students and families with extra distance supports by making sure all staff connected with our low-income, English learner and Foster Youth either with work packets or via electronic communication. The science book adoption will take place in the 21/22 school year.

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

The challenges were evident in changing the mode of instruction for the remainder of the school year. We developed work packets which utilized paraprofessional staff. We connected with families in need of devices and assured each low income, English learner or Foster Youth family that they had access to devices, supportive personnel and materials as we moved into uncharted times. We were unable to complete our NGSS science adoption pilot and therefore we did not purchase an adoption as planned. We also did not expend out supply/text book dollars as we were not in session the latter portion of the year. There were successes! We were able to stay connected with our families by making devices and materials available to all especially our unduplicated families. We connected to our families and supported the ends of the individual with virtual office hours, daily check ins and weekly work.

Goal 2

Continue to improve campus climate through the enhancement of enrichment activities for all students.

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)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CA Dept of Ed Data Quest School Dashboard Aeries</p> <p>19-20 There will be a decrease in chronic absenteeism</p> <p>Improve attendance rates for students with disabilities</p> <p>reduce suspension rate for students with disabilities</p>	<p>Due to the pandemic we were unable to access the CA dashboard. We kept attendance during our Distance Learning and developed weekly drop off and exchange of work packets to keep tabs on our families. Follow up was made virtually if contact was lost or intermittent. Special attention was paid to our low income, English learners and Foster Youth. We had a Spanish liaison reach out to our Spanish speaking parents to help them navigate the new learning model for the Spring of 2020. For suspensions for the 2019-2020 school year 13 students out of 426 students were suspended one or more days. The attendance rates from 8/19/19-6/5/20 were 95.04% for our regular program, 79.48% for Curtis Creek Academy, 94.755% for Independent Study, and 88.01% for our Special Day class. The drop in attendance rates was due to the pandemic and school closures.</p>

Expected	Actual
<p>Baseline Attendance : Each monthly attendance has been on the rise for 2016-17 (from 95.89% up to 97.35%) , as it did in 2015-16. Attendance letters are sent periodically to families that have exceeded the 10% of daily days attended. Families that continue to miss school are referred to Tuolumne County School & Attendance Review Board (SARB).</p> <p>Suspensions: In 2016-17: 16 Students. This was down 24 students from 2015-16. Expulsions: 2015-16 there was one, in 2016-17 there were zero.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Positive Behavior Support Program Activities. 2.2 Participate in Friendship Summit with other schools throughout the county. 2.3 ConnectEd Phone Service 2.4 Improve home-school connectedness 2.5 Continue to have monthly awards assemblies recognizing student achievement and attendance 2.6 Continue to conduct parent and staff surveys 2.7 Improve the participation in the SLP (School Lunch Program) 2.8 .5 FTE counselor position</p>	<p>Connect Ed phone Service 5000-5999: Services And Other Operating Expenditures Supplemental \$4,200</p> <p>Translation Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000</p> <p>Yard Supervisor Coaching 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000</p> <p>Friendship Conference Transportation</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$500</p>	<p>Connect Ed Phone Service 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 204.00</p> <p>Translation Services 0.00</p> <p>Yard Supervisor Coaching 0.00</p> <p>Friendship Conference Transportation 0.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Meet the Masters Program 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,000</p> <p>After School Sports Tournament Fees, Transportation and Supplies 4000-4999: Books And Supplies Supplemental \$3,500</p> <p>PBIS Incentives/Student Store 4000-4999: Books And Supplies Supplemental \$2,500</p> <p>Reminder binders \$1000., Add'l teacher supplies \$6750. 4000-4999: Books And Supplies Supplemental \$7,750</p> <p>Lunch with a Chef-Improving participation in SLP 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$4,500</p> <p>Counselor 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$52,655</p>	<p>Meet the Masters 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,000.00</p> <p>After School Sports 4000-4999: Books And Supplies LCFF Supplemental and Concentration 149.59</p> <p>PBIS Incentives/Student Store 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,239.76</p> <p>Reminder Binders and Additional Teacher Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,235.25</p> <p>Lunch with a chef 0.00</p> <p>Counselor 0.00</p>

Goal Analysis

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

This goal dealt with attendance and much of the funding budgeted was for increasing services. Our Positive Behavior program and training was not available. Other services such as yard supervision training were also not available. The Friendship conference was cancelled and out lunch with the chef never got off the ground. After school sports was halted mid year. Our awards assemblies were limited. All students especially our English learners, low income and foster youth received support and incentives through a portion of the year. Curtis Creek was not able to hire a qualified counselor in the 19/20 or 20/21. A portion of the funds budgeted for the counselor were used to purchase additional Chromebooks technology services and to increase our paraprofessional staff.

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

Our greatest success was that we remained active in creating Meet the Masters individual classroom art packets. Our paraprofessionals worked on site to build these art packets so that each students could benefit while we were impacted with COVID-19. The challenges in implementing these actions and services were a lack of training for PBIS and the cancellation of multiple activities and assemblies.

Goal 3

Insure all students have equal opportunity to learn the core curriculum

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC GATE : OLSAT Results, Math & ELA curriculum assessments, and/or SBAC Exposure to art and music curriculum	Due to COVID-19 we were unable to participate in the SBAC. We continued to expose our students to Extended Learning Opportunities provided through TCSOS. Our band program was alive and well until our closure in March 2020. We continued to look for a Primary Music specialist but due to the ties were unable to find a person that could provide music to our youngsters. Our CC Academy continued to operate and has grown since the change in learning conditions.

Expected	Actual
<p>19-20</p> <p>100% of the TK-4 students will receive instruction in music 4-8 grade students have the opportunity to participate in band All students K-8 participate in physical education Art experiences will be available to all grade levels</p> <p>Curtis Creek Academy is an independent study program operated within Curtis Creek School district, it provides the benefits of an independent study program and a full elementary school program. All students are eligible to participate</p> <p>Baseline</p> <p>2016-17 CCSD G.A.T.E. eligibility is about 10% of the total grades 3 through 8 population. G.A.T.E. eligibility is based on several criteria: Otis-Lennon School Ability Test (OLSAT) and teacher recommendations.</p> <p>Additional indicators may be looked at for GATE qualification such as SBAC results, and classroom assessments.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Fund services for Gifted and Talented education Coordinator 3.2 Continue to fund and support band and primary music program 3.3 Continue to build the Meet the Masters Art Instructional Program</p>	<p>GATE Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$3,000</p>	<p>GATE Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 3,250.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.4 Initiate development of an art therapy curriculum</p> <p>3.5 Continue to expand Curtis Creek Academy program</p> <p>3.6 Develop grade appropriate physical education activities</p>	<p>Materials & Supplies/Testing Supplies 4000-4999: Books And Supplies Supplemental \$500</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>GATE Classes</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$500</p> <p>Science Camp Stipend Certificated 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,010</p> <p>Fees & Registrations 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>Band Grades 5-8 2000-2999: Classified Personnel Salaries Supplemental \$7,200</p> <p>K-4 Music 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p> <p>Science Camp: District Contribution 5000-5999: Services And Other Operating Expenditures Supplemental \$500</p>	<p>Materials & Supplies/Testing Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 555.66</p> <p>Transportation 0.00</p> <p>GATE classes 0.00</p> <p>Science Camp Stipend Certificated 0.00</p> <p>Fees & Registrations 0.00</p> <p>Band Grades 5-8 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 12,200</p> <p>K-4 Music 0</p> <p>Science Camp: District Contribution 0</p>

Goal Analysis

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

This goal was to develop and expand opportunities for students, especially our low income, English learners and Foster Youth. We were unable to attend Science Camp so the transportation and the stipends were not used. We continued to serve our GATE students by assessing in the Fall. K-4 music did not take place due to being unable to find a music teacher through our ORFF Music grant with Tuolumne County Arts Alliance. The funds budgeted were spent on technology and for increasing the stipend for our band teacher.

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

We were able to assess our students for GATE early in the year. We also were able to purchase materials for CCA. Science Camp and stipend did not work out as we closed just before we were planning on going. We did continue to offer band but could not offer Primary music as we could not secure a teacher for that position. These budgeted expenditures were difficult to spend when we were not in school for a third of our year.

Goal 4

Create safe learning environments for all students by insuring properly maintained and safe facilities

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Facility Inspection Tool (F.I.T.) Report rating from Fair to Good.</p> <p>Good text report on the two campuses from the Joint Powers Authority (JPA)</p> <p>19-20 The campus will be an inviting and well maintained learning environment.</p> <p>FIT scores will improve. Goal: Increase Overall Rating from "Good" to "Excellent".</p> <p>Improve on the recommendations provided in the JPA report on conditions of school facilities.</p>	<p>CCSD was short handed in the maintenance and operations department due to the retirement of a employees in 2019. Although our campus is old we take great pride in keeping our facilities in good condition. Our FIT report has been out of alignment and was finally brought into range where it is correct. CCSD was looking for personnel while we were shut down from the pandemic. While flying the current empty positions, our current staff came and increased vigor worked on the facilities.</p>

Expected	Actual
<p>Baseline The campus is an inviting and well maintained learning environment and the FIT scores will improve. Goal: Increase Overall Rating from "Fair" to "Good".</p> <p>Not a good text report on the two campuses from the Joint Powers Authority (JPA)</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>FIT scores will improve. Goal: Increase Overall Rating from "Good" to "Excellent".</p> <p>Decrease number of facility/equipment violations on the annual JPA report</p> <p>Seek community support through outside stakeholders to improve the campus</p>	<p>Salary 6 hr maintenance to 8 hour 2000-2999: Classified Personnel Salaries Supplemental \$11,041</p> <p>Additional 3 custodial hours 2000-2999: Classified Personnel Salaries Supplemental \$10,119</p> <p>All Classified and Certificated Benefits for the LCAP 3000-3999: Employee Benefits Supplemental \$9,551</p>	<p>Salary 6 hr maintenance to 8 hour 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 19,555.96</p> <p>Additional 3 custodial hours 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 8,514.96</p> <p>All Classified and Certificated Benefits for the LCAP 3000-3999: Employee Benefits LCFF Supplemental and Concentration 9,439.17</p>

Goal Analysis

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

The condition of our facilities directly reflects to our students. We wish to show pride in our campus by keeping it looking it's best even with it's aging status. Our hours of operation and the safety level of our staff was maintained by rotating times and making sure all cleaning was completed daily. This lead to increased work and hours for our employees.

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

Our campus has blossomed from the continued support and resources used by employees to beautify our small campus. The projected increases in staff did not occur but the support and extended time of regular employees helped to complete the tasks assigned.

Goal 5

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
One additional temporary certificated staff to fill in during absences, support cohort physical distancing and intervention needs. September-January-June	\$50,867	\$192,821	Yes
Purchases to upgrade technology services and support: chrome books, Google licenses, and printing supplies	\$49,213	\$44,177	Yes
Purchase of Personal Protective Equipment (PPE) and materials to ensure safety and adherence to health protocols for students and staff...desk shields, office Plexiglas barriers, thermometers, masks, hand sanitizer, and PPE boxes	\$8,651	\$12,992	Yes
Additional custodial hire: 1.25 hour position and an 8 hour position	\$50,814	39,334	Yes
Hygiene supplies, hand washing station rentals, temperature check system Ennvoy, pop ups/umbrellas	\$9,872	25,681	Yes
Counseling services	\$58,672	0	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.

Counseling services were never implemented as we were unable to hire a counselor for the 2020-2021 school year.

Analysis of In-Person Instructional Offerings

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

Our success was that our students returned to class in September 2020. We had a hybrid model of instruction for two weeks and then were able to open fully on October 12, 2020. The option to remain on Distance Learning stayed in place until the beginning of Third trimester. We supported family educational needs and developed a fine tuned packet pick and drop of weekly system. We traded devices and material with our DL families all the while having in person instruction for the majority of our students. The staff supporting our protocols made all the difference in our ability to function differently. The challenges were staffing to cover both in person and distance learning at the same time.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Webcams, hot spots, student folders and supplies, teacher supply increase, staff laptops	\$36,364	\$22,243	Yes
Purchase of distance learning curriculum and support materials: Zoom educator, Nearpod	\$4,425	\$4,426	Yes

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

We began Distance Learning in August 2020. There were no major differences in our plan. We did use COVID funds rather than supplemental funds. In addition, we received free Chromebooks from the CDE.

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.

We were able to sustain Distance Learning for the families that requested it until the beginning of the third trimester. We asked that all students TK-5th return to in-person instruction by March 8th or enroll in our Curtis Creek Academy. 6th-8th graders being the most vulnerable to COVID were allowed at parent request to stay on Distance Learning. There was a system for packet pick up and drop off arranged weekly. Devices were exchanged as needed and each student had a device to access curriculum and provide educational support. We continued to hold SST's, 504 meetings and IEP's to maintain compliance. All meetings were held via Zoom. Our successes were the quick change in instructional methods to accommodate all learners. In addition our Curtis Creek Academy was already structured to accommodate an Independent Study format. Our challenges were communicating virtually and learning a whole new way to teach overnight. An additional challenge was staffing due to COVID.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased support materials to address learning loss; Starfall, Spelling City, Fast Forward, Moby Max, Iread	\$11,295	\$3,495	Yes
Tutoring support from certificated staff	\$11,025	\$10,535	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.

Software purchased supported the needs of our different models of instruction early in the year. We started after school tutoring during the second trimester. Logistically arranging for the changing educational climate made some systems more productive than others. We used COVID funds instead of the supplemental funds.

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.

One of our challenges was that as school progressed it was noted that there appeared to be some learning loss. Teachers provided all students with a Language arts and math assessment. Lists of students most impacted with learning loss were developed. As Spring came a Summer Learning Program was developed and invitations went out to families of students assessed to be the most needy went out. Summer Learning programs will be offered in two different sessions. The first beginning on June 7th running until June 24. The second session will begin July 26th-August 12th. Our successes involved the successful implementation of the first summer session and our use of online assessment tools district wide.

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.

We have been planning on hiring a counselor for several years. We have been unable to hire one. We supported our students by using wrap around services through the County Office of Education, Behavioral Health and The Center For Non Violent Community. The challenge has been that we were unable to hire a counselor. We were successful in supporting our students by using wrap around services.

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.

During our 20-21 school year our campus was closed to volunteers and visitors due to COVID-19 protocols and procedures that were adopted by our Governing Board. Connect Ed messages and notices went out to notify parents of any situations that were relevant to students. Many of the "normal" operations (handbooks, were delayed or not developed) Once students were on campus they were able to move about campus and participate in activities, such as art, science and physical education. Our success was learning to communicate primarily through electronic means with families. We became proficient in the use of Connect Ed and in using social media platforms. Our tiered re-engagement strategies were to stay in constant contact with families, make phone calls to support, and hold virtual parent conferences. Packets of work were also provided to families as needed. Our students also returned to campus in September.

Analysis of School Nutrition

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

We fed all students during the 20-19, 20-21 through Seamless Summer program. We fed weekly meals to all families while we were closed. Our success were that we changed up our menus, meals and delivery system as we have emerged from COVID-19. Our cafeteria has made a change for the positive. Our challenges were maintaining and hiring enough staff during COVID.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Positive Behavior staff training, implementation and incentives/rewards	\$10,000	\$1,754	Yes

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

The training was cancelled and will be developed in the new school year as schools open up further and travel and visitation becomes more of the reality.

Overall Analysis

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

Lessons learned are that we now have devices to be loaned out and newer devices for in-person instruction. Distance Learning synchronous and asynchronous instruction supplied the balance needed for instructional support. Attendance was difficult

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

Pupil Learning loss will continue to be monitored with a new system of benchmark data. All teachers will be expected to gather data at strategic times throughout the year.

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.

PBIS incentive and awards continued this 20-21 school year, with activity days, student store and principal lunches.

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

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

The analysis and reflection of student outcomes from the 2019/20 LCAP and the 2020/21 LCP informed the development of the 2021/22 - 2023/24 LCAP by implementing the following:

Goal 1:Academic Assurances: Increase academic achievement through solid instructional supports, such as technology, curriculum, and interventions in math and reading.

Goal 2:Safety of Facility and Communication: Create a safe positive learning environment by providing mental health supports, trauma informed strategies while increasing student and parent engagement and connectedness.

Goal 3:Building Human Capacity: Provide students access to a broad course of study and enrichment opportunities to prepare all students for a positive future.

Goal 4:Closing the Achievement GAP: Provide wrap around supports to ensure student success.

As reflected in the CA dashboard, Curtis Creek School District has made growth in the area of suspension rate with a 0.5% decline. Specific supports (frequent parent contact via in-person meetings, email, or phone calls) have aided in supporting a decline in the suspension rate. The area of chronic absenteeism maintained with a 0.4%. Our support system (frequent conferencing, personal contacts, and transportation) have aided in keeping our rate low. The District continues to implement PBIS and social emotional learning activities which make an impact on campus climate, increasing school connectedness while building a safe nurturing learning environment. Access to a board course of study is another area of success. Our students participate in art, band, music and STEAM activities. Stakeholder input have shown these programs to be valued and a priority when developing our new LCAP.

The English Language Arts performance level for our Hispanic and our Socioeconomically Disadvantaged groups moved into the yellow tier. Our Hispanic sub group increased by 23.1 points with our Socioeconomically Disadvantaged group increasing by 4.9 points.

Parent Input: Enrichment programs, music and art, counseling services, family involved activities and more use of technology were echoed in the parent survey. During the pandemic there was an Essential team of parents that met frequently and kept the district abreast of the current needs and supports to move forward in support of our school.

School Site Council: Discussion of general safety procedures and development of next steps moving forward. Movement to engage families and communicate needs in emergencies. Systematic communication on a scheduled basis.

Certificated staff: A high priority was to facilitate and support a safe positive school climate and learning environment. This would include increased counseling and mental health supports as well as consistent procedures to keep our campus safe. Another priority

was to increase student achievement in English Language Arts and Math while creating a structure of connectiveness. Academic technology/devices to accelerate learning for all were also a high priority.

Classified staff: Behavioral supports and staff training were high priorities. Safety was a focus whereby increasing counseling and mental health providers would allow for keeping our campus

Management: Safety of grounds, communication systems and development of activities allowed during the pandemic. Monitored safety protocols and got students back to school earlier than most in the county. Continued discussions around how to get back to "normal" as we move forward.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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	392,606.00	176,697.76
	0.00	0.00
LCFF Supplemental and Concentration	172,565.00	159,301.83
Lottery	0.00	17,395.93
Supplemental	220,041.00	0.00

* 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	392,606.00	176,697.76
	0.00	0.00
1000-1999: Certificated Personnel Salaries	8,910.00	3,250.00
2000-2999: Classified Personnel Salaries	35,140.00	59,465.74
3000-3999: Employee Benefits	9,551.00	9,439.17
4000-4999: Books And Supplies	231,250.00	81,392.28
5000-5999: Services And Other Operating Expenditures	22,200.00	13,228.32
5800: Professional/Consulting Services And Operating Expenditures	85,555.00	9,922.25

* 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	392,606.00	176,697.76
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	3,410.00	3,250.00
1000-1999: Certificated Personnel Salaries	Supplemental	5,500.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	59,465.74
2000-2999: Classified Personnel Salaries	Supplemental	35,140.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	9,439.17
3000-3999: Employee Benefits	Supplemental	9,551.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	112,000.00	63,996.35
4000-4999: Books And Supplies	Lottery	0.00	17,395.93
4000-4999: Books And Supplies	Supplemental	119,250.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	13,228.32
5000-5999: Services And Other Operating Expenditures	Supplemental	22,200.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	57,155.00	9,922.25
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	28,400.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	262,580.00	118,353.41
Goal 2	79,605.00	4,828.60
Goal 3	19,710.00	16,005.66
Goal 4	30,711.00	37,510.09

* 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	\$228,089.00	\$315,005.00
Distance Learning Program	\$40,789.00	\$26,669.00
Pupil Learning Loss	\$22,320.00	\$14,030.00
Additional Actions and Plan Requirements	\$10,000.00	\$1,754.00
All Expenditures in Learning Continuity and Attendance Plan	\$301,198.00	\$357,458.00

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		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$228,089.00	\$315,005.00
Distance Learning Program	\$40,789.00	\$26,669.00
Pupil Learning Loss	\$22,320.00	\$14,030.00
Additional Actions and Plan Requirements	\$10,000.00	\$1,754.00
All Expenditures in Learning Continuity and Attendance Plan	\$301,198.00	\$357,458.00



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Curtis Creek Elementary School District	Terri Bell Superintendent	tbell@ccreekmustangs.com 209-533-1083

Plan Summary [2021-22]

General Information

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

Curtis Creek School District was established in 1865. Today Curtis Creek School District is a TK-8th grade single school district of approximately 480 students. CCSD is located in a rural area of Tuolumne County. Curtis Creek School is nestled in the hillside along Standard Road in Sonora California. We are not a walking/bike riding school. There is no residential development within five miles of our school site. School transportation is utilized by 60% of our families living within our school district boundaries. Curtis Creek opened an Independent Study program (Curtis Creek Academy CCA) within a school August 2018. This program allows students the opportunity to

receive direct instruction on a non traditional timeline within the framework of Curtis Creek School. Both our academy and our traditional school offer the opportunity to participate in after school sports, tutoring programs, music, band, art and STEAM activities. Curtis Creek takes pride in their highly trained and respected staff who provide quality instruction for Curtis Creek's students. The district will have a counselor who will promote positive behavior intervention and support strategies.

The mission of the district is to provide a safe, healthy, collaborative partnership of families, community members and staff that provide all students with the knowledge and ability to make safe choices, to act responsibly, to demonstrate respectful behavior and to continue lifelong learning. CCSD celebrates literacy, problem solving, and encourages independence.

Our overall indicator for chronic absenteeism was in the orange category. Our English language arts and mathematics indicators are also orange. Our Hispanic subgroup was in orange for suspensions.

Reflections: Successes

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

As reflected in the CA dashboard, Curtis Creek School District has made growth in the area of suspension rate with a 0.5% decline. Specific supports (frequent parent contact via in-person meetings, email, or phone calls) have aided in supporting a decline in the suspension rate. The area of chronic absenteeism maintained with a 0.4%. Our support system (frequent conferencing, personal contacts, and transportation) have aided in keeping our rate low. The District continues to implement PBIS and social emotional learning activities which make an impact on campus climate, increasing school connectedness while building a safe nurturing learning environment. Access to a board course of study is another area of success. Our students participate in art, band, music and STEAM activities. Stakeholder input have shown these programs to be valued and a priority when developing our new LCAP.

The English Language Arts performance level for our Hispanic and our Socioeconomically Disadvantaged groups moved into the yellow tier. Our Hispanic sub group increased by 23.1 points with our Socioeconomically Disadvantaged group increasing by 4.9 points.

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.

Based on the California School Dashboard the areas of significant improvement are in academic performance for English Language Arts and Math. State indicators show that we are in the orange performance category for English Language Arts yet had maintained 2.1 points and in Math we experienced a decline of 3.9 points. Our overall indicator for chronic absenteeism was in the orange category. Even with the growth within our subgroups we are still below the standard. Our English Only students maintained at a 2.3 point being only 7.5 points below the

standard. There was a 11.9 point decline within our White subgroup. Math also showed a decline of 3.6 points for our English Only subgroup. Our Hispanic subgroup was in orange for suspension. Curtis Creek School District has taken the following steps to address these low performance and significant performance gaps: Provide more training on ELD curriculum as well as more training for teachers on integrated ELD: purchase new curriculum for ELD, Provide target professional development in the area of Learning and Inclusion; Hire a full time counselor; and continue to provide and expand mental health services and supports.

LCAP Highlights

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

Goal 1 Academic Assurances: Increase academic achievement through solid instructional supports, such as technology, curriculum, interventions in math and reading.

#1 Basic...Teachers appropriately assigned and fully credentialed, every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair.

#2 State Standards...Implementation of state adopted academic content and performance standards for all students and English learner access to Common Core State Standards and English Language Development Standards for purposes of gaining academic content knowledge and English language proficiency.

#4 Pupil Achievement...

*Purchase and implement research-based educational software, curriculum and professional development to support standards-based instruction and increase achievement including intervention curriculum and instructional supports in English Language Arts and Math.

*Purchase technology hardware/devices, supplies for students and staff, provide technology services support

*Purchase English Language Development (ELD) curriculum to assist English learners in developing academic content

*Purchase and implement PBIS curriculum and support, provide staff time to attend sessions and develop intervention supports

Goal 2 Safety of Facilities and Communication: Create a safe positive learning environment by providing mental health supports, trauma informed strategies and increasing student and parent engagement and connectedness.

#3 Parent Involvement...Seek parent input, promote parental participation for low income, English learners, foster youth and students with disabilities.

*Purchase and maintain Connect-Ed system, School mate agendas, and Schoolyard Parent School Handbook

*Engage support for a bilingual interpreter and liaison

#4 Pupil Achievement...Measured by administering statewide assessments, English learner progress toward English proficiency, and English learner reclassification rate

#5 Pupil Engagement...Measured by school attendance rates, and chronic absenteeism rates.

#6 School Climate...Measured by suspension rates, expulsion rates and surveys of pupils, parents and teachers on the sense of safety and school connectedness.

*Hire a full time counselor, provide student support

*Increase home/school communication, provide parent educational opportunities to support connectedness, and school participation

*School staff will continue to implement Positive Behavior Intervention Supports (PBIS) and bullying prevention programs to foster and create a positive school climate

*Purchase new Social Emotional curriculum to support and create a positive school culture

Goal 3 Building Human Capacity: Provide students access to a broad course of study and enrichment opportunities to prepare all students for a positive future.

#2 State Standards

#4 Pupil Achievement

#7 Course Access...Pupil access to broad course of study, programs and services developed and provided to low income, English learner and foster youth, and develop and provide for services and programs for students with disabilities.

#8 Other Pupil Outcomes...

*Support by acquiring a bilingual liaison to communicate and enhance home/school capacity

*Support a master schedule for music, band, STEAM room creation and development, Nature Bowl, and Intramural sports

Goal 4 Closing the Achievement Gap: Provide wrap around supports to ensure student success.

#2 State Standards

#3 Parental Involvement and Family Engagement

#5 Pupil Engagement

#6 School Climate

*Align and extend activities beyond the instructional day, M&M club (before school tutoring), after school support tutoring

*Translation and interpretation services to support inclusivity

*Support learning and instruction in the area of Science, Technology, Engineering, Art and Math (STEAM) through the increase in STEAM supplies and materials both in the classrooms and the STEAM rooms

*Field trips, assemblies, and activities that support recreational and creative learning opportunities

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.

December of 2020

Consultation occurred with SELPA in developing the SEP plan.

January 2021:

LCAP budget review with CBO, management and Governing Board President

February 2021:

California Healthy Kids survey was given to 5th/6th/7th graders, parents and staff

April 2021:

Extended Learning Opportunities Grant (ELO) input from parents, staff, management and leadership teams for LCAP input and identification of priorities.

Review and discuss new LCAP goals and objectives with management, leadership teams, Site Council-the group we use for our Parent Advisory Group.

May 2021:

School survey sent to all parents

Governing Board discussion and input of the ELO plan along with public comment

Feedback from staff

Begin to draft new LCAP goals and objectives based upon feedback

June 2021:

Consultation with CSEA regarding the LCAP content on June 3, 2021

Consultation with CCFA regarding the LCAP content on June 6, 2021

A public hearing will be conducted on June 8, 2021 in order for the Governing Board to hear comments from the public about the Local Control Accountability Plan prior to its consideration on June 15, 2021.

The Governing Board will vote on the approval of the LCAP on June 15, 2021 at a public meeting.

A summary of the feedback provided by specific stakeholder groups.

Parent Input: Enrichment programs, music and art, counseling services, family involved activities and more use of technology were echoed in the parent survey. During the pandemic there was an Essential team of parents that met frequently and kept the district abreast of the current needs and supports to move forward in support of our school. Our School Site Council operated as our parent advisory group.

School Site Council: Discussion of general safety procedures and development of next steps moving forward. Movement to engage families and communicate needs in emergencies. Systematic communication on a scheduled basis.

Certificated staff: A high priority was to facilitate and support a safe positive school climate and learning environment. This would include increased counseling and mental health supports as well as consistent procedures to keep our campus safe. Another priority was to increase student achievement in English Language Arts and Math while creating a structure of connectiveness. Academic technology/devices to accelerate learning for all were also a high priority.

Classified staff: Behavioral supports and staff training were high priorities. Safety was a focus whereby increasing counseling and mental health providers would allow for keeping our campus

Management: Safety of grounds, communication systems and development of activities allowed during the pandemic. Monitored safety protocols and got students back to school earlier than most in the county. Continued discussions around how to get back to "normal" as we move forward.

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

Stakeholder feedback reflects that increasing overall student achievement in reading and math; providing counseling and mental health support; and maintaining a safe campus were of high priority. The continuation of programs and practices, such as Art, Music, Band, M&M and STEAM are valuable programs to continue.

New goals and objectives which surfaced were in the area of increased support for English learners with a liaison and new curriculum. Also increasing activities in STEAM through the use of new STEAM rooms on campus.

Goals and Actions

Goal

Goal #	Description
1	Academic Assurances: Increase academic achievement through solid instructional supports, such as technology, curriculum, and interventions in math and reading.

An explanation of why the LEA has developed this goal.

Student achievement is significantly below standard, although we are maintaining or with slight declines our achievement remains below standards. This goal was developed to ensure that all students have access to standards-aligned curriculum, and supports to gain academic knowledge and make gains by meeting or exceeding state standards.

The actions in this goal address the following priorities:

Priority #1: Basic

Priority #2 State Standards

Priority #4 Pupil Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Scale points distance from standard	2019 Dashboard 2018-2019 SBAC All: 8.7 points below standard				2022-2023 SBAC All: 5 points above standard
SBAC Math:	2019				2022-2023 SBAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scale points distance from standard	2018-2019 SBAC All: 46.9 points below standard				All: 5 points above standard
Device to Student Ratio	232 new devices older working devices Current enrollment 446				Implement replacement plan Circulate devices from 5th through 8th Purchase 60 devices each year (180)
Technology Plan	TCSOS tech support				Maintain TCSOS tech support and purchase 5 new laptops each year (15)
Student access to Standards Aligned Instructional Materials	100% of our student have sufficient access to instructional materials.				100% of students have sufficient access

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Instructional Support	1.1 Purchase research based educational software, curriculum, and provide professional development to increase student achievement and support teachers in implementing standards based instruction. This will include benchmarking, instructional supports and intervention curriculum. Provide professional development to increase student achievement and support teachers in implementing standards based instruction.	\$106,733.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Technology Equipment/Supplies/Support	1.2 Purchase technology devices and instructional supplies for students and staff along with technology services.	\$30,000.00	Yes
3	English Language Development Curriculum/Resources	1.3 Purchase ELD curriculum to assist English Learners in developing academic content	\$45,000.00	Yes
4	Positive Behavior Intervention Supports	1.4 Purchase PBIS curriculum and provide for staff development and intervention supports	\$26,718.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Safety of Facility and Communication: Create a safe positive learning environment by providing mental health supports, trauma informed strategies while increasing student and parent engagement and connectedness.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students and families are feeling safe, engaged and learning while feeling connected to school. The main goal focus is on fostering the necessary systems (Connect-Ed, Agendas, Parent Handbook) to promote parental participation. Fostering of a safe school environment includes student access to mental health and counseling resources.

The actions in this goal address the following state priorities:

Priority #3 Parental Involvement and Family Engagement

Priority #4 Pupil Achievement

Priority #5 Pupil Engagement

Priority #6 School Climate

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Chronic Absenteeism	2019 Dashboard Report All: 11%				8% or less for All

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities:25% Homeless: 31%				
CA School Dashboard Suspension/ Expulsion Rate	2019 Dashboard Report All: 1.8% Hispanic: 3.4%				Suspension Rate All: 0% Hispanic: 0%
Local Climate Survey	2019 Student survey results: 78% Feel safe at school 83% Caring Adult Relationships 91% High expectations set 33%Experience sadness/hopelessness				Increase: Feeling safe at school to 85% or above Caring Adult to 90% r above High expectations to 95% or above Decrease: Experience sadness/hopelessness to 10% or less
Parental Involvement	Results from survey results...65% participation rate recommend CCSD 71.3%				Seeking 85% participation rate from parents on parent survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	need a counselor 66% yes safe at school 57.4%				
Facilities Maintenance	FIT Report, last SARC overall rating was poor				All school facilities will be in good condition on the FIT report. Currently it is poor.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Services	2.1 Provide 1 FTE counseling service.	\$127,714.00	Yes
2	Parent and family engagement and education	2.2 Increase home/school communication and implement activities, events, and parent educational opportunities to support family connectedness, engagement and participation for all families including families with students with disabilities, foster youth, English Learners, low income, and homeless.	\$5,500.00	Yes
3	Positive Behavior Intervention Supports	2.3 School staff will continue to implement Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and other means of correction to create and foster a positive school climate.	\$15,119.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Building Human Capacity: Provide students access to a broad course of study and enrichment opportunities to prepare all students for a positive future.

An explanation of why the LEA has developed this goal.

This goal has been developed to sustain all students having access to a broad course of study through offerings of art, music, technology, student leadership, and health that support learning engagement.

The actions in this goal address the following state priorities:

Priority #2 State Standards

Priority #4 Pupil Achievement

Priority #7 Course Access

Priority #8 Other Pupil Outcomes

The combined actions include in this goal are centered on increasing the opportunities for students to increase engagement and participate in a variety of learning opportunities for increased academic and social emotional growth.

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Local Indicator - - Access to a Broad Course of Study	<p>Master schedule to indicate 100% of students receive art instruction</p> <p>Master schedule to indicate all primary classes receive music instruction</p>				100% of students receive art/music instruction
Parent Survey	Agree/Strongly agree in support of art and music, STEAM activities and other enrichment opportunities				Support for programs 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Art and Music Programs	3.1 District will develop a master schedule that incorporates art and music instruction for TK-8 grades within the school day along with the necessary equipment and supplies	\$19,280.00	Yes
2	STEAM Materials and Activities	3.2 Support instruction and learning in the areas of Science, Technology, Engineering, Art and Math (STEAM), increase supplies, field trips and assemblies.	\$12,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	After School Enrichment Programs	3.3 To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day	\$5,450.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Closing the Achievement GAP: Provide wrap around supports to ensure student success.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all students receive support services that enhance their school experience.

The actions in this goal address the following state priorities:

Priority #2 State Standards

Priority #3 Parental Involvement and Family Engagement

Priority #5 Pupil Engagement

Priority #6 School Climate

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Survey	Results % strongly agree to continue extra activities				100% participation in extended learning
CA School Dashboard Access to a Broad Course of Study	All classes have access to some form of extra curriculum				100% of all classes will participate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Extended Activities	4.1 Align activities beyond the school day (M&M, After School Support)	\$18,590.00	Yes
2	Translation/ Interpretation Services	4.2 Translation and interpretation liaison services to support inclusivity	\$12,438.00	Yes
3	STEAM Room Implementation	4.3 Develop two classrooms on site to support STEAM activities	\$25,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
10.98%	\$449,665

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.

Goal 1 Action 1: Academic instructional supports provide research based educational software, curriculum and professional development to highly qualified teachers as they develop accessible teaching strategies that relate to standards-based instruction. These services are principally directed and are an effective use of funds, which target all students including low-income, English learners and homeless/foster youth in meeting state priority goals areas, 2, and 4 while increasing engagement and improving learning outcomes for these students.

Goal 1 Action 2: Technological equipment purchases enhance student access to technology that will increase learning and achievement opportunities. These services are principally directed and are an effective use of funds targeting our low-income, English learners, homeless/foster youth and students with disabilities in meeting goals in the state priority areas, 2, and 4 through maintaining and replacing instructional devices and supplies for staff and students. The applicable technology offers teachers the ability to individualize curriculum and customize it to the needs of our students so that they may reach their potential and for those students to have equal access to the same resources that all students have.

Goal 1 Action 3: English Language curriculum purchases of research-based curriculum and implement appropriate instructional resources principally directed toward students who are English learners to improve and increase these students need and supports.

Goal 1 Action 4: Positive Behavior Intervention Supports help to create and maintain a positive school climate in which all students have the opportunity to learn and grow in a safe environment. Be using PBIS structure for behavior and discipline, implementing a reward system, it creates a focus on prevention and instruction. These services are principally directed and are an effective use of funds, targeting low-income, English learners, homeless/foster youth students with disabilities and all students in meeting the goals in the state priority areas of 2 and 4. This action will be effective in meeting the goals of these students by providing a safe environment, fostering a climate of respect and supporting engagement in learning which will lead to improved academic achievement and success.

Goal 2 Action 1: School counseling provides students with social and emotional supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 3,4,5 and 6.

Additional staff training in social-emotional, and trauma informed practices develops life skills, coping skills and cognitive skills that can be used both at school and in life.

Goal 2 Action 2: Parent and family engagement and education helps to develop and foster home/school relationships that lead to active and meaningful engagement that supports student's academic success. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 3,4,5 and 6. Additionally providing and maintaining systems of communication including translating documents into Spanish in order to meet the needs of our school community.

Goal 2 Action 3: Positive Behavior Intervention Supports help to create and maintain a positive school climate in which all students have the opportunity to learn and grow in a safe environment. Be using PBIS structure for behavior and discipline, implementing a reward system, it creates a focus on prevention and instruction. These services are principally directed and are an effective use of funds, targeting low-income, English learners, homeless/foster youth students with disabilities and all students in meeting the goals in the state priority areas 3, 4, 5, and 6. This action will be effective in meeting the goals of these students by providing a safe environment, fostering a climate of respect and supporting engagement in learning which will lead to improved academic achievement and success.

Goal 3 Action 1: Art and Music programs support all grade levels in a defined art and music scheduled program. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Research tells us that exposure to art improves improves a student's lifelong outcome, increases motivation, school attendance and academic performance.

Goal 3 Action 2: STEAM materials and activities support instruction and learning of Science, Technology, Engineering, Art and Math. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Dedicated STEAM activities facilitate improved science and math literacy through hands-on experiences which help students develop life skills and critical thinking.

Goal 3 Action 3: After school enrichment programs provide additional educational, social and recreational activities that extend beyond the instructional day. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Enrichment opportunities improve educational outcomes, school attendance, and social emotional learning. After school program research suggests that that participation helps to close the achievement gaps, particularly for low income, and homeless/foster youth who may not have access to extra-curricular community opportunities.

Goal 4 Action 1: Extended Activities provide structure before and after school with activities aligned to support academic needs of all students as well as targeting our low-income, English learners, homeless/foster youth. Funds are principally directed and an effective use in supporting state priorities 2, 3, 5, and 6. Providing a safe place to increase student support benefits all.

Goal 4 Action 3: STEAM materials and activities support instruction and learning of Science, Technology, Engineering, Art and Math. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Dedicated STEAM activities facilitate improved science and math literacy through hands-on experiences which help students develop life skills and critical thinking. Two rooms on campus will support a primary STEAM room with library access and a Intermediate room will also have STEAM and library access for all students.

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

All action/services are proposed to ensure positive outcomes for all students in the areas of academic achievement, student engagement, and positive school connectedness. The goals and services are principally directed toward socio-economically disadvantages, English learners, homeless/foster youth as well as students with disabilities. the district has made a commitment to implement systems and structures as well as programs that apply to all students. Academic support is a priority and will increase through the addition of materials, before and after school tutoring supports as well as increased ELD support. The counselor will support social emotional learning as well as directing staff in the advancement of trauma informed practices. We are exceeding the 10.98% above base to offer support , meeting the MPP funding by all the actions provided above, principally directed for Foster Youth, Low Income. homeless and English Learners.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$449,942.00				\$449,942.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$200,365.00	\$249,577.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Academic Instructional Support	\$106,733.00				\$106,733.00
1	2	English Learners Foster Youth Low Income	Technology Equipment/Supplies/Support	\$30,000.00				\$30,000.00
1	3	English Learners	English Language Development Curriculum/Resources	\$45,000.00				\$45,000.00
1	4	English Learners Foster Youth Low Income	Positive Behavior Intervention Supports	\$26,718.00				\$26,718.00
2	1	English Learners Foster Youth Low Income	Counseling Services	\$127,714.00				\$127,714.00
2	2	English Learners Foster Youth	Parent and family engagement and education	\$5,500.00				\$5,500.00
2	3	English Learners Foster Youth Low Income	Positive Behavior Intervention Supports	\$15,119.00				\$15,119.00
3	1	English Learners Foster Youth Low Income	Art and Music Programs	\$19,280.00				\$19,280.00
3	2	English Learners Foster Youth Low Income	STEAM Materials and Activities	\$12,400.00				\$12,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	After School Enrichment Programs	\$5,450.00				\$5,450.00
4	1	English Learners Foster Youth Low Income	Extended Activities	\$18,590.00				\$18,590.00
4	2	English Learners	Translation/ Interpretation Services	\$12,438.00				\$12,438.00
4	3	English Learners Foster Youth Low Income	STEAM Room Implementation	\$25,000.00				\$25,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$449,942.00	\$449,942.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$449,942.00	\$449,942.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Academic Instructional Support	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$106,733.00	\$106,733.00
1	2	Technology Equipment/Supplies/Support	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
1	3	English Language Development Curriculum/Resources	Schoolwide	English Learners	All Schools	\$45,000.00	\$45,000.00
1	4	Positive Behavior Intervention Supports	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$26,718.00	\$26,718.00
2	1	Counseling Services	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$127,714.00	\$127,714.00
2	2	Parent and family engagement and education	Schoolwide	English Learners Foster Youth	All Schools	\$5,500.00	\$5,500.00
2	3	Positive Behavior Intervention Supports	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,119.00	\$15,119.00
3	1	Art and Music Programs	Schoolwide	English Learners	All Schools	\$19,280.00	\$19,280.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	2	STEAM Materials and Activities	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$12,400.00	\$12,400.00
3	3	After School Enrichment Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,450.00	\$5,450.00
4	1	Extended Activities	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$18,590.00	\$18,590.00
4	2	Translation/ Interpretation Services	Schoolwide	English Learners	All Schools	\$12,438.00	\$12,438.00
4	3	STEAM Room Implementation	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

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.