2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Summerville Elementary School District
CDS Code:	55724056054936
LEA Contact Information:	Name: Ben Howell Position: Superintendent & Principal Email: districtoffice@sumel.org Phone: (209) 928-4291
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$3,740,314
LCFF Supplemental & Concentration Grants	$349,483
All Other State Funds	$453,145
All Local Funds	$58,477
All federal funds	$321,700
Total Projected Revenue	$4,573,636

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$4,573,636
Total Budgeted Expenditures in the LCAP	$579,000
Total Budgeted Expenditures for High Needs Students in the LCAP	$350,000
Expenditures not in the LCAP	$3,994,636

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$322,468
Actual Expenditures for High Needs Students in Learning Continuity Plan	$304,073

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$517
2020-21 Difference in Budgeted and Actual Expenditures	$-18,395

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The Local Control Accountability Plan Supplemental Funding represents approximately 10% of the total General Fund Budget. The other 90% not included in the LCAP are the routine operational costs, such as: the remainder of salaries for teachers, support staff, and administrative staff; facility maintenance costs, student transportation, utilities, service contracts, textbooks, classroom and operational supplies, bus leases, county served special needs students, etc. are accounted for outside of the Local Control Accountability Plan.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	The total amount for expenditures to increase or improve services for high needs decreased due to changes and decreases in school staffing changes, changes to school applications, and availability of school resources. The net decrease of these resources was brought on by the global pandemic during the 2020-2021 school year.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summerville Elementary School District

CDS Code: 55724056054936

School Year: 2021-22

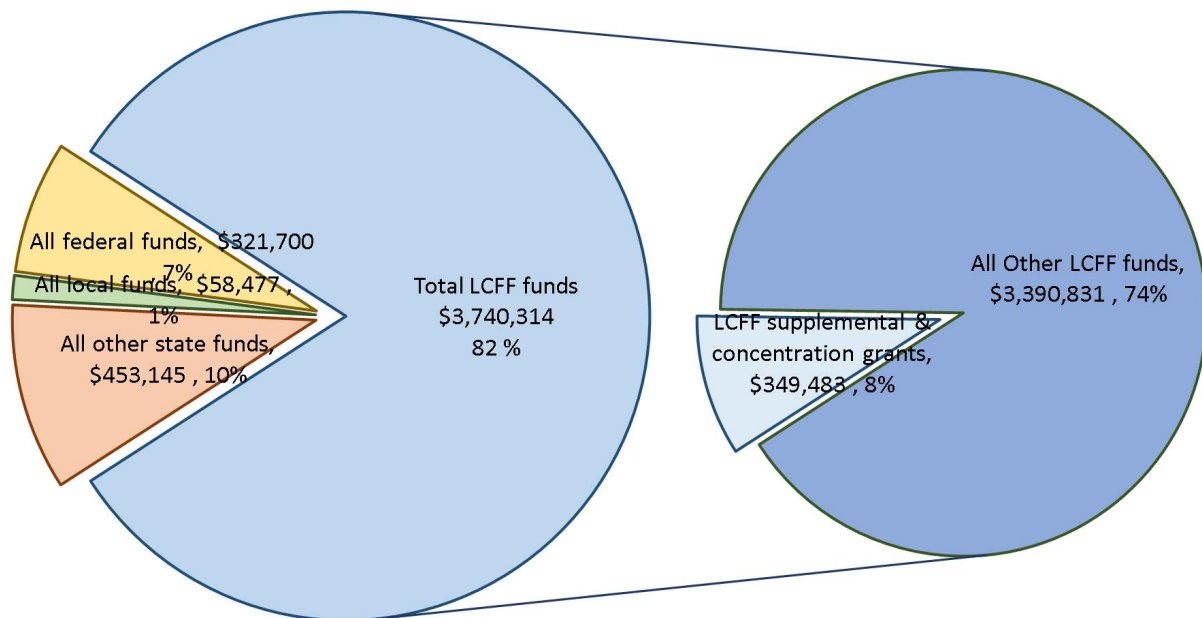LEA contact information:

Ben Howell

Superintendent & Principal

districtoffice@sumel.org

(209) 928-4291

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $321,700 7%

All local funds, $58,477 , 1%

All other state funds, $453,145 , 10%

Total LCFF funds $3,740,314 82 %

All Other LCFF funds, $3,390,831 , 74%

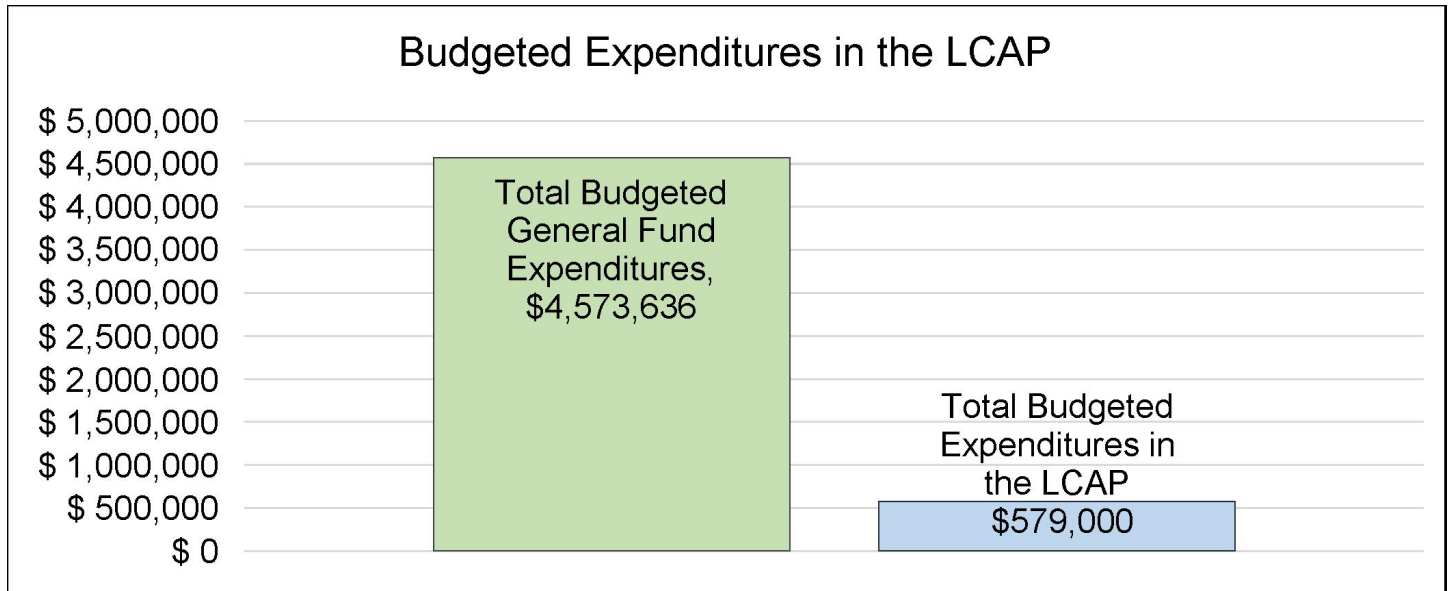LCFF supplemental & concentration grants, $349,483 , 8%

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

The total revenue projected for Summerville Elementary School District is $4,573,636, of which $3,740,314 is Local Control Funding Formula (LCFF), $453,145 is other state funds, $58,477 is local

funds, and $321,700 is federal funds. Of the $3,740,314 in LCFF Funds, $349,483 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,573,636	
	Total Budgeted Expenditures in the LCAP $579,000

This chart provides a quick summary of how much Summerville 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.

Summerville Elementary School District plans to spend $4,573,636 for the 2021-22 school year. Of that amount, $579,000 is tied to actions/services in the LCAP and $3,994,636 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
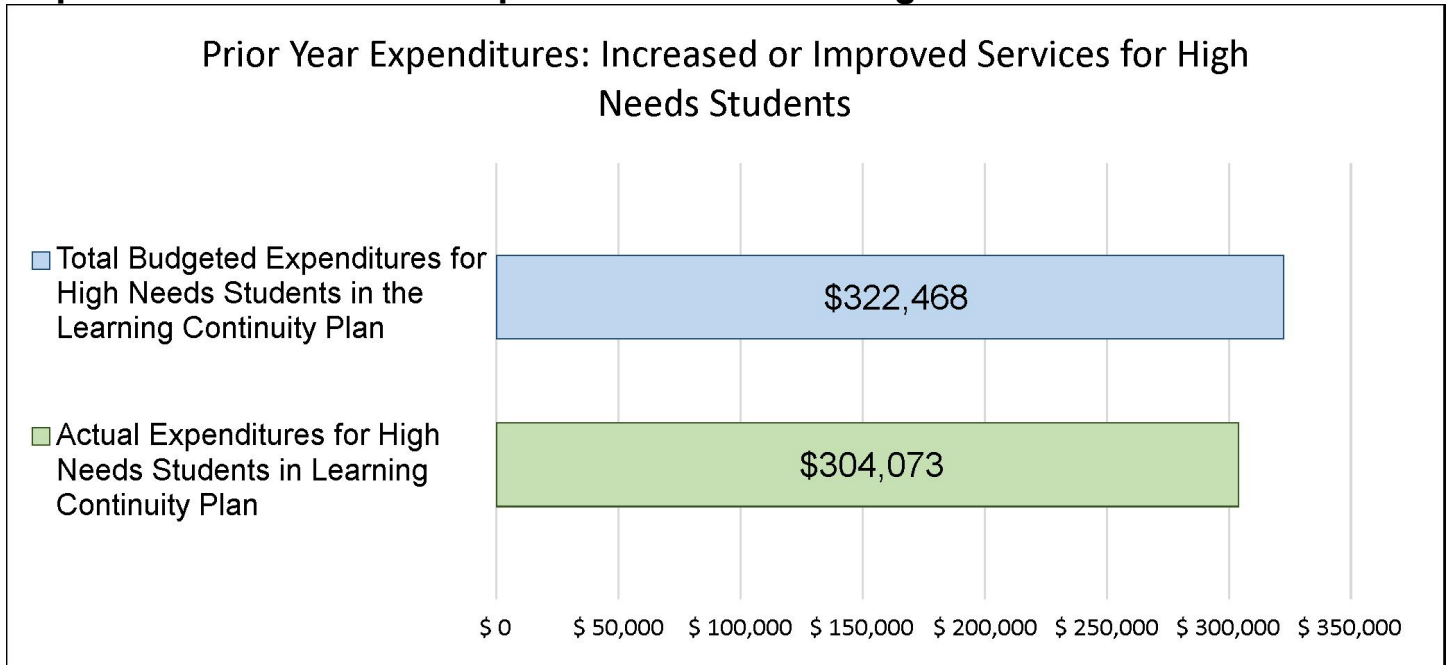
The Local Control Accountability Plan Supplemental Funding represents approximately 10% of the total General Fund Budget. The other 90% not included in the LCAP are the routine operational costs, such as: the remainder of salaries for teachers, support staff, and administrative staff; facility maintenance costs, student transportation, utilities, service contracts, textbooks, classroom and operational supplies, bus leases, county served special needs students, etc. are accounted for outside of the Local Control Accountability Plan.

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

In 2021-22, Summerville Elementary School District is projecting it will receive $349,483 based on the enrollment of foster youth, English learner, and low-income students. Summerville Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Summerville Elementary School District plans to spend $350,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- ☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — **$322,468**
- ☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — **$304,073**

$0 $50,000 $100,000 $150,000 $200,000 $250,000 $300,000 $350,000

This chart compares what Summerville 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 Summerville 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, Summerville Elementary School District's Learning Continuity Plan budgeted $322,468 for planned actions to increase or improve services for high needs students. Summerville Elementary School District actually spent $304,073 for actions to increase or improve services for high needs students in 2020-21.

The total amount for expenditures to increase or improve services for high needs decreased due to changes and decreases in school staffing changes, changes to school applications, and availability of school resources. The net decrease of these resources was brought on by the global pandemic during the 2020-2021 school year.

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
Summerville Elementary School District	Ben Howell Superintendent & Principal	DistrictOffice@sumel.org (209) 928-4291

Plan Summary [2021-22]

General Information

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

Summerville Elementary School District is a single-site kindergarten through eighth-grade school located in the township of Tuolumne in the heart of Tuolumne County, California. The school district has been in continuous operation for over 150 years. School enrollment over the past 20 years has averaged around 400 students annually. Twenty-one certificated classroom teachers, a Title 1 reading intervention program, two Special Education teachers, a superintendent/principal, an assistant principal, and a maintenance/custodial team staff the school.   The school also offers a free after-school program on campus, which is open until 6:00 p.m Monday through Friday during the school year.   The Title 1 program employs one full-time teacher and one part-time paraprofessional.   The staff also includes a school counselor, one day a week, from the Tuolumne Me Wuk Indian Health Center, eight part-time instructional aides who work with Special Education children, three part-time instructional aides who support students in the regular education classrooms, and one Indian Education Coordinator. The school also coordinates with an educational support facility located on the Tuolumne Me-Wuk Reservation. Two instructional aides from the Blue House visit and observe in classrooms with students to help support students who receive educational support from the Blue House.

The school offers many different educational programs to meet the needs of our students. Many children get additional help during and after the school day.   Among these programs are Title 1, Speech and Language services, art, adaptive physical education, a library, and a computer lab.   After School Remediation, Title VII (Indian Education) tutoring and tutoring/homework help is provided to students enrolled in the After-School Program. These programs are currently observing a modified schedule under the Fall 2020 Education Plan but plan to

return to full functionality in the Fall of 2021. The school seeks to serve students in many different ways, educationally, vocationally, emotionally, athletically, and through a strong sense of community. The school believes in supporting and educating the whole student.

Summerville Elementary School District is proud to maintain a safe and clean campus that is in good repair. The school and community share the belief that a clean, functional, and up-to-date facility helps to foster a positive and healthy learning environment for all students.

The Summerville Elementary School District's mission is to provide each student with the opportunity to acquire knowledge and skills, an attitude of respect for self and others, and a continuing desire for personal growth.

The Governing Board has established three main pillars as the focus for the school:

1. School Environment: Provide a positive, non-threatening environment with consistent discipline where students will learn the value of respecting themselves, each other, and authority (life skills), with pro-active interventions for at-risk students while striving for optimum class sizes.

2. Curriculum and Assessment: The school will use the California State Standards will guide the teaching of the district-adopted curriculum, assessment tools, and use of technology in the classroom with standardized curriculum across each grade level to ensure the readiness of students to meet high school entrance requirements, and benchmarks so that students will meet eighth-grade proficiency standards to be ready for promotion to the high school.

3. Coordination of School District and Community: The school will work to articulate and coordinate curriculum with other county schools, as well as the State of California while promoting volunteerism with students volunteering in the community and on campus, and creating and maintaining relationships with the community to recruit and encourage business and professional interaction with the school district.

These three pillars were used to develop the Local Control Accountability Plan Goals and corresponding actions along with the 2017-2020 Local Control Accountability Plan, the 2020-2021 Local Continuity and Attendance Plan, and parents, staff, and student feedback.

It is the intention of the Governing Board and the administration of the school to work together to promote the learning of all students: "Together, we can make a difference."

Reflections: Successes

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

Data from past LCAP cycles has indicated a need to focus on ELA and Math scores. Since the last data analysis, a concerted effort has been made on the part of the school to create classroom systems to support these school-wide metrics. A major success in interpreting this data during this school year was the school's quick response to return to in-person instruction in the Fall of 2020.

After the school closure in March 2020 due to the COVID-19 pandemic, Summerville Elementary staff was proud to develop a return to face-to-face, in-person instruction in September 2020. School staff members and the community turned efforts and attention to supporting their classrooms as standalone learning pods. As a result, the school provided in-person instruction for all grade-level for most of the academic year (September 2020 - June 2021). More than 80% of the student community opted to participate in the school's in-person learning mode of instruction. The additional 20% of students were supported through a distance learning model supported by three full-time teachers dedicated to facilitating instruction in a virtual environment. By the end of the 2020-2021 school year, most students in the distance learning program transition to in-person learning. This quick response helped to continue to engage students in the established school routines designed to promote and increase ELA and Math learning. As a result, local benchmark assessments of individuals students and student grade levels showed minimal in these scores between last year and this year and over the course of this year. Though the school is still seeking other measures to support the whole student, data indicates that ELA and Math scores have sustained instead of decreased, marking a notable success for the school staff.

Historically, the school has used a large percentage of its supplemental funding to provide staffing to support students identified with exceptional learning needs or who have been traditionally underserved. In the development of this Local Control Accountability Plan, parents, community members, staff, and the school's governing Board agreed that these personal supports should be continued and that these personnel supported should be focused, ensuring that academic, social-emotional, engagement and other school support opportunities and outcomes are improved for all students.

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.

Identified needs were targeted based on a review of data presented from the California School Dashboard and local data collected by the school district. Working in the district and site-level teams during the 2020-2021 school year, groups of administrators, teachers, staff members, and parents discussed data patterns and current systems to support students. The resulting collaboration yielded three areas of need: attendance, English Langauge Arts Scores, Math Scores.

A fundamental and driving need for the school has been promoting and accounting for student attendance. Historically, local and state-level data from the school has indicated a low average daily attendance percentage for the school. Data from the 2018-2019 Dashboard report a 15.3% chronically absent rate (orange on the California Dashboard), an increase of 1.3% from the previous year. Local data from the 2020-2021 school year indicates that this percentage has dramatically increased, especially for disadvantaged students, homeless students, and special education students. Much of the increase can be attributed to the COVID-19 year and the new school structures that were put in place to be able to return to in-person instruction. Yet, the school staff is keenly aware that concerted effort will need to be given to this year as the school reorganizes in the post-COVID-19 era beginning in Fall 2021.

Closely aligned with attendance, the school has historically seen fluctuations in suspension percentages from year to year. Data from the 2018-2019 Dashboard reported a 1.6% suspension rate (orange on the California Dashboard), an increase of 0.9% from the previous year.

Local data from the 2020-2021 school year indicates that this percentage drastically decreased, but this decrease may be due to the new school structures put in place because of the coronavirus, the option for distance learning for students, or some other change in procedure that the school did not measure. Because of additional planned training and staff resources, this number is anticipated to continue to decline in the coming years. Yet, there still remains a need to investigate school discipline procedures that demonize school suspension numbers and work to include all students in the school community in meaningful ways.

Academically, the school continues to see lower English Langauge Arts and Math scores than many other districts in the county and across the state in identified school groups. The school reported a 31.9 points below standard in English (orange on the California Dashboard) for students identified as socioeconomically disadvantaged at 96.6 points below standard in English (red on the California School Dashboard) for students identified with disabilities. Data from both groups show the need for additional, targeted support. Overall the school performed 13.1 points below standard in English (yellow on the California Dashboard), which is a slight overall improvement from previous years' data.

Math data for the school has trended in a simar direction. Data indicated the school is 38.4 points below standard in math (orange on the California Dashboard) for 2019. School groups show static growth with indicated remaining the orange (socioeconomically disadvantaged at 57.3 percent below standard, Hispanic students 55.2 percent below standard, and students with disabilities 116 points below standard). Local district assessment data indicates a similar trend in scores.

English and math indicators show minimal school groups and static growth in Math, leaving much room for additional systems and a new focus for student support. To address these three areas, the school district has developed four goals focusing on four different areas of the school to promote student achievement and connect students to the school.

LCAP Highlights

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

Summerville Elementary has developed four broad goals designed to emphasize and foster key support structures to support all Summerville Elementary students. These support structures emphasize actions in keys areas of the school community, including students, staff, parents, and the overall school. Working together, these goals are designed to function as wrap-around supports for students and specific student groups, emphasizing ELA scores, specific school group Math scores, and school attendance.

Goal 1 – Student: Each student will receive targeted instruction, instructional support, and supports for social-emotional learning in order to connect learning to the classroom and to promote a connection to the school culture to produce learners on target to achieve grade-level learning and beyond.

Goal 2 – Staff: Provide all staff with targeted professional learning that emphasizes collaboration, grade-level alignment, standards-based achievement, and social-emotional learning in order to maximize student learning and achievement and provide a broad course of study.

Goal 3 – Parents: Develop and implement systems that support and foster two-way communication between the school and its stakeholders to increase awareness about the school and foster greater participation in the classroom, committee, and other parent-school groups to help shape and refine the district goals.

Goal 4 – School: Develop, manage, and maintain structural and technological resources to provide students with access to traditional and innovative learning in order to promote student achievement and grade-level success.

The four goals describe above will be supported by the following dimensions:

*Curriculum Support
*Behavior Support
*Social-Emotional Learning Support
*Academic Learning Support
*Technology Support

2021 Local Control Accountability Plan

SUMMERVILLE ELEMENTARY SCHOOL

Supporting our Whole School to Foster Student Achievement

- *Curriculum Support
- *Behavior Support
- *SEL Support
- *Learning Support
- *Technology Support

Students | Staff | School | Parents

Attendance ↗
ELA ↗   Math ↗
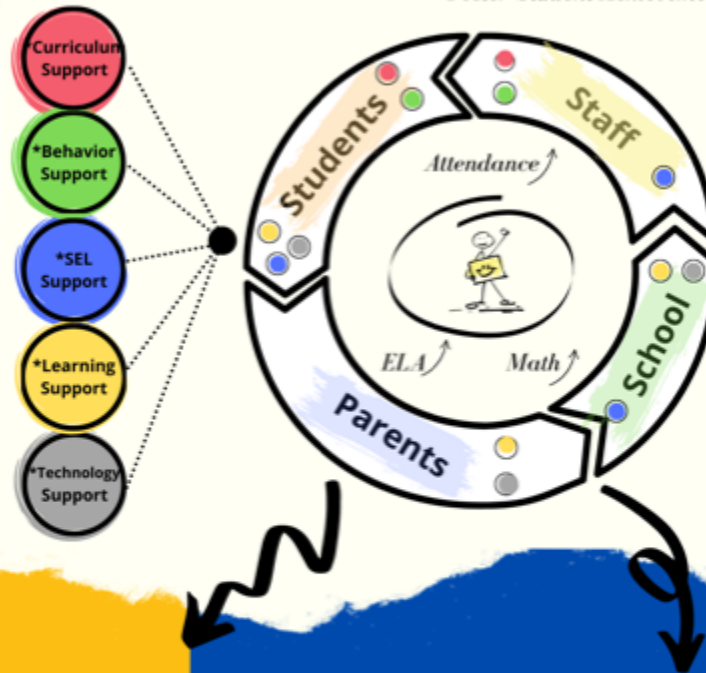
DISTRICT GOALS

- **Goal 1 - Students:**
  - Targeted Instructional support
- **Goal 2 Staff:**
  - Professional Development
- **Goal 3 - Parents:**
  - Communication and Connection
- **Goal 4 - School:**
  - Develop, Manage, Maintain

Chronic Absenteeism
All Students | State
Orange
15.3% chronically absent
Increased 1.2%

English Language Arts
All Students | State
Yellow
13.1 points below standard
Increased 4.4 Points

Mathematics
All Students | State
Orange
38.4 points below standard
Maintained -0.6 Points

Enrollment
406

Socioeconomically Disadvantaged
51.7%

English Learners
0.5%

Foster Youth
0.7%

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.

Summerville Elementary School was not identified for Comprehensive Support for Improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Stakeholder Engagement

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

In March 2020, the Summerville Elementary School District formed specific stakeholder teams to help inform the transition to distance learning. Many of the groups formed continued meeting into the summer and Fall of 2020 to help the school best structure the school day for learning during the Fall of 2020. Because of the established collaboration and input channels from a wide variety of district stakeholders, the committee continued and help inform the District's Local Continuity Attendance Plan, the development of communication tools to help understand the needs of the school, and ultimately the District's Local Control Accountability Plan for 2021-2024. These newly formed teams included the School Core Team, the Administrative Team, and the Grade-Level Leadership Team. The makeup of these teams, their meeting timelines, and outcomes are listed below with the traditional stakeholder groups that helped in the development of the District's Local Control Accountability Plan. All of the teams and stakeholder groups consulted during the drafting of this LCAP are listed below:

*School Core Team - Comprised of district-level managers, site-level managers, and department leaders from the certificated and classified staff. The group conducted monthly meetings during the 2020-2021 school year. The Local Control Accountability Plan was discussed at each meeting in January, February, March, April, and May. Data from this group was used to inform and focus actions, alignment between school resources, and importantly provided important communication timelines during March, April, and May.

*Administrative Team - Comprised of the Superintendent, Assistant Principal, and Chief Business Official. The group met weekly during the 2020-2021 school year. The local control accountability plan, data from parent surveys, and local student indicators and data were extensively discussed during all meetings in March, April, and May. In addition, data from this group was used to inform School Core Team meetings, parent communication, and Governing Board communication.

*Grade-Level Leadership Team - Comprised of the Superintendent and a certificated representative from the Kindergarten, Primary, Elementary, and Middle School grade levels, and Special Education Grade-Level Lead. This group conducted monthly meetings and collaborated around proposed draft LCAP goals during April and May. Input from this group was used to target draft goal language and to align actions to support students in the classroom.

*School Site Council - Comprised of teachers, school staff, administration, and parents. In the past, this group has met monthly. However, due to the COVID closure and the addition of after-school meetings, this group transitioned meetings to each quarter and met once in the winter of 2021 and once in the Spring of 2021. Data from this group was used to hone the LCAP parent survey conducted April-May 2021. Once the survey data was gathered, this group was used to help analyze the data and format the survey into a tool to be used with the Summerville Elementary staff. The group also helped the school to develop the school's targets for the Extended Learning Opportunity Grant.

*Indian Education Parent Committee - Comprised of the Indian Education program director, Superintendent, Indian Ed Parents, and teachers. This group meets quarterly to discuss the Indian Education Program and the program's various grants. This group represented a

significant school group and provided critical feedback regarding culturally responsive practices at the school and ways goals and actions could be modified to meet the learning needs of all students.

*Summerville Elementary Parent Teacher Student Association (PTSA) - Comprised of parents and staff members. This group meets monthly, collaborating around parent support and parent fundraisers for the school. School administration attends each PTSA meeting, participates with the parent committee, promotes new school initiatives, and solicits feedback regarding essential school items. Data from this group was used to understand parent needs around goals and actions and ways the school administration could collaborate with parents to understand best how to support students in the school community. The PTSA discussed the LCAP goals during their April and May meetings with school administration.

*Summerville Elementary Governing Board - Comprised of the five elected governing board members. The Governing Board meets each month to discuss and decide important school business. The Summerville Elementary Governing Board provided input regarding the creation of the LCAP Parent Survey. They analyzed the survey data, solicited feedback from school staff, and held a public hearing regarding the proposed LCAP Goals and Actions. The Governing Board discussed the LCAP at the February Special meeting (regarding their annual review of their governance and district goals), the March Regular meeting, April regular meeting, May regular meeting, and June regular meeting. The Governing Board conducted a public hearing on June 8, 2021, to solicit final feedback regarding the proposed Local Control Accountability Plan.

Data and input from these seven groups were integrated with broad and general parent input in the creation of the 2021-2024 Local Control Accountability Plan.

The timeline and sequence for stakeholder engagement for the creation of the 2021-2024 Summerville Elementary School Local Control Accountability Plan are listed below:

December 15, 2020 - SELPA consultation through the development of the Summerville Elementary Special Education Plan.

December 15, 2020 - Governing Board Meeting: The Governing Board met to discuss progress on the District's Local Continuity and Attendance Plan drafted in the Fall. Through the discussion of the plan, past LCAP goals were discussed, and the forthcoming restructuring of the LCAP for 2021-2024.

January 4, 2021 - Core Team Meeting: The team met to discuss timelines for drafting the LCAP and stakeholder meetings to be conducted throughout the Spring of 2021.

February 22, 2021 - March 12, 2021: California Healthy Kids Survey - Administration of the California Healthy Kids survey to understand the perceptions and experiences of Summerville Elementary Students in grades 5th - 8th.

February 24, 2021 - Special Governing Board Meeting: The Governing Board scheduled a special workshop to review past district metrics and district pillars. The meeting led to the revision and development of new Board goals for 2021 and to the setting of priorities for the 2021-2024 LCAP. Data from this meeting became the framework for gathering stakeholder input and reorganizing the 2021-2024 LCAP.

March 3, 2021 - Core Team Meeting: The team met to debrief the Governing Board meeting and to review established priorities. Timelines for stakeholder input and study session roles from all team members were established.

March 4, 2021 - Site Council Meeting: The team met to review Site Council goals and priorities and to discuss plans for the LCAP. The input was gathered for the draft parent survey to be sent out later in the Spring.

March 8, 2021 - PTSA Meeting: Parent input was sought in the formation of four new goals for the LCAP. Parents and school administration discussed ways students' needs could be best met by addressing metrics in ELA, math, and attendance.

March 15, 2021 - Indian Education Parent Committee Meeting: Parent and committee member input was sought to understand ways the LCAP supported Native American students in the past and how goals and actions could be aligned to best support students in the coming years. Input focused on specific actions and the aligning of support to be more comprehensive and targeted for Native American students.

April 7, 2021 - Core Team Meeting: The team met to review data gathered for the LCAP since the beginning of the input process. The team discussed the drafted parent survey and deployment of the survey to parents.

April 13, 2021 - Governing Board Meeting: The Governing Board discussed the parent survey and ways to best communicate with parents and the parent community. Metrics from the past school year were discussed as well as a proposed framework for the 2021-2024 LCAP. Public input was sought and discussed.

April 16, 2021 - May 1, 2021: Parent Survey Seeking Input and Feedback sent out. Reminder links were sent out weekly during the survey administration.

April 21, 2021 - PTSA Meeting: The committee discussed preliminary feedback from the survey and offered more input regarding specific goals and actions on the past LCAP. New goals and actions were discussed as well as the application at each grade level.

April 26, 2021 - Indian Education Parent Committee Meeting: The committee discussed preliminary feedback from the survey and offered more input regarding specific goals and actions on the past LCAP as they pertained to the Indian Education Program and Native American students at the school. New goals and actions were discussed as well as the application in the Indian Education Progam and goal relevance to Native American students.

May 3, 3021 - LCAP Parent Survey Input and Feedback Event: The Summerville Elementary Administration hosted an LCAP parent evening to discuss the parent survey results and gather more data regarding parent sentiment of the past goals and actions and current climate at the school. Newly drafted goals and actions were discussed. After the meeting, a summary of the information presented was sent out electronically to all parents, and further input was sought via email or through individual phone/online meetings.

May 5, 2021 - Core Team Meeting: The team discussed feedback from parents and discussed the process for gathering further staff input. Modification and additions were made to the draft goals and actions.

May 6, 2021 - Site Council Meeting: The team discussed feedback from parents and discussed the process for gathering further staff input. Modification and additions were made to the draft goals and actions.

May 11, 2021 - Governing Board Meeting: The Governing Board discussed feedback received from the parents on the survey and during the parent meeting. Information from email and phone called receive after the parent meeting was shared with the Board.

May 12, 2021 - May 16: Teacher Survey Seeking Input and Feedback regarding the past LCAP goals and actions as well as the proposed goals and actions.

May 14, 2021 - Certificated Staff Input Meeting: The teaching staff discussed the survey and the resulting data. The teaching staff discussed ways the drafted goals and actions could be shaped for application in the classroom.

May 28, 2021 - Certificated and Classified Staff Input Meeting: The school staff discussed the survey and the resulting data and input received from the last meeting. The staff discussed ways the drafted goals and actions could be shaped for application at the site level.

June 1, 2021 - PTSA Meeting: Finalized draft goals and actions were shared with the parents at the meeting. Final input was sought.

June 8, 2021 - Governing Board Meeting: The Governing Board conducted a public hearing for the drafted 2021-2024 Local Control Accountability Plan. All stakeholders were invited to provide input for the document.

Input and data received during these meetings were integrated into the 2021-2024 Summerville Elementary Local Control Accountability Plan. As a part of the input and data gathering process, students were consulted through the following formats: Spring Student Council Meetings and lunch meetings with the principal.

A summary of the feedback provided by specific stakeholder groups.

Feedback from specific stakeholder groups was divided into four different categories: Staff, Student, Parent, and Engaged Community Groups.

Staff: The staff broadly expressed the connection to the school and appreciation of the established school culture. Overall, staff expressed that they feel connected and proud of the school. Goals and actions from the previous LCAP remain relevant as work still needs to be accomplished on previously proposed metrics. Many of the systems put in place by the LCAP have become integral to the function and functioning of the school. There was a common sentiment that goals and their corresponding actions could be focused on to help develop a better understanding of how to meet the needs of student groups at the school.

Students: Students expressed a strong connection to the school staff and to school programs. Survey responses show that some students are struggling to connect with other students and staff, some data indicated instances of bullying and aggression that was not always addressed by staff. Students indicated a desire to feel heard and have a voice in the decisions of their school.

Parents: Parents, in general, expressed a strong connection to the school and ranked high connection to the classroom and teacher, overall school communication, and the upkeep and maintenance of the school facility. Parents largely expressed a desire for more academic options for their students (support, remediation, and growth opportunities), consistency in behavior expectations across the school, more connection to the classroom (parent volunteers and parent-specific events on campus), support for the social and emotional wellbeing of students, and more options to engage students (like art, music, and CTE).

Engaged Community Groups: Community members and other stakeholders connected to the school expressed a deep appreciation for the school's established presence in the community. The campus is seen and known for its connected relationship to community organizations around it. These stakeholder largely expressed a desire to see the school offer students more support in social and emotional learning and extracurricular opportunities.

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

The sum of the information from the stakeholder meetings and the gathered input was drawn together to redesign the 2021-2024 Local Control Accountability Plan. Four focus areas were developed from the previously proposed LCAP goals to provide a more actionable focus for the school in key areas. The concept developed from the sum of the input was to provide the district with a comprehensive view of the school system and means of providing support for keys areas as a wraparound to support progress in Math for all students, English Language Arts for key school groups, and attendance support for all students. As a result, the district developed four broad goals focusing on the four main components of the school site that support students and student outcomes: student supports, teacher and staff supports, parent supports, and school system supports. These four areas will work as directional and broad areas for support for students.

Stakeholder input was divided into five key domains of support for each key area. These domains include the following: Curriculum Support, Behavior Support, Social-Emotional Learning Support, Academic Learning Support, and Technological Support. These five key domains were aligned to actions that supported each goal and then coded and identified as dimensions or support system focuses for each district group.

Students: Curriculum Support, Behavior Support, Social-Emotional Learning Support, Academic Learning Support, and Technological Support
Staff: Curriculum Support, Behavior Support, Social-Emotional Learning Support
Parents: Academic Learning Support, and Technological Support
School: Social-Emotional Learning Support, Academic Learning Support, and Technological Support

Priority metrics for improvement were identified as follows: School-wide improvements in Math, targeted school groups in ELA, school-wide improvement in attendance.

Goals and Actions

Goal

Goal #	Description
1	Student: Each student will receive targeted instruction, instructional support, and supports for social-emotional learning in order to connect learning to the classroom and to promote a connection to the school culture to produce learners on target to achieve grade-level learning and beyond.

An explanation of why the LEA has developed this goal.

This goal was developed to create systems of support for students in the following areas:

*Curricular Support
*Behavior Support
*Social-emotional Learning Support
*Academic learning support
*Technological Support.

Each of these supports has been identified as factors that can help connect students to the school with supports to achieve high levels of learning.

The following LCFF Staff Priorities are addressed by Goal and its corresponding action:
*Priority 4: Student Achievement
*Priority 5 Student Engagement
*Priority 6: School Climate
*Priority 7: Course Access
*Priority 8: Student Outcomes
(Conditions of Learning - Pupil Outcomes - Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Engagement Measured by Attendance Student Annual Average Daily Attendance as locally calculated by Attendance Clerk.	2020-2021 School Year: 90.50% annual school-wide average daily attendance.				2% annual improvement school-wide over three years: 96%.
Student Engagement Measured by Chronic Absenteeism School-wide Chronic Absenteeism rate as reported on the California School Dashboard	2019-2020 School Year: 15.3% of all students were reported as chronically absent.				1% annual improvement in school-wide chronic absenteeism rate attendance over three years: 12%.
Homeless Student Engagement Measured by Chronic Absenteeism Homeless Student Chronic Absenteeism rate as reported on the California School Dashboard	2019-2020 School Year: 36.4% of homeless students were reported as chronically absent.				1% annual improvement in homeless student attendance over three years: 33%.
SED Student Engagement Measured by Chronic Absenteeism	2019-2020 School Year: 22.2% of SED students were				1% annual improvement in SED student attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socially Economically Disadvantaged Student Chronic Absenteeism rate as reported on the California School Dashboard	reported as chronically absent.				over three years: 19%.
SED Student Achievement in English as Measured by CAASPP Scores Socially Economically Disadvantaged Student English Language Arts Summative Assessment Score rate as reported on the California School Dashboard	2019-2020 School Year: 31.9 points below standard (orange)				5 point annual improvement in SED student achievement in English: ~16 points near-standard (yellow)
Students with Disabilities Achievement in English as Measured by CAASPP Scores Student with Disabilities English Language Arts Summative Assessment Score	2019-2020 School Year: 96.2 points below standard (red)				5 point annual improvement in Student with Disabilities achievement in English: ~85 points below standard (orange)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rate as reported on the California School Dashboard					
Student Achievement in Math as Measured by CAASPP Scores School-wide Math Summative Assessment Score rate as reported on the California School Dashboard	2019-2020 School Year: 38.4 points below standard (orange)				3 point annual improvement in student achievement in Math: ~28 points below standard (yellow)
Student Suspension Rate as Measured by Suspension Rate School-wide Suspension rate as reported on the California School Dashboard	2019-2020 School Year: 1.6% suspended at least once (orange)				0.6% decrease in suspension rate over three years: 1%
Student Enrollment Rate as Measured by Student County in the School's Student Information System	2020-2021 School Year: 403 students				Maintain an average of 400 students over the next three years.
Student Counselor Referral Rate as	2020-2021 School Year: 0 - No Counselor				Increase student counselor referral rate to a case load of 30

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measured by tracked Referral County					student receiving services the first year and maintain this rate for the following two years.
Number of Expanded Learning Opportunities as Measured by New Opportunity Counts	2020-2021 School Year: 0 - No additional Expanded Learning Opportunities Offered				Increase expanded learning opportunities by one new opportunity for students per year each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	After School Remediation: ELA & Math	Offer After School Remediation to students in grades 1st – 8th for 60 minutes Monday – Thursday focusing on ELA and Math.	$17,000.00	No
2	Instructional Assistants: Primary and Elementary Grades	Use paraprofessional aides to assist with instruction in the school's Primary and Elementary Learning Centers including TK/Kindergarten classrooms, First-grade classrooms, combination classrooms, Title-1 Program, Indian Education Program, and Special Education Learning Centers.	$266,000.00	Yes
3	District Assessment Tools: STAR Reading, STAR Math, ESGI	Continue to implement Renaissance STAR Reading and STAR Math assessment as the district 2nd-8th benchmark assessment to determine student learning levels and annual growth. Continue to implement ESGI assessment as the district TK-1st benchmark assessment to determine student learning levels and annual growth.	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Site Reading Support: Accelerated Reader	Implement Accelerated Reader for supplemental reading instruction and Math Accelerated Math for supplemental math instruction.	$8,000.00	Yes
5	Universal Behavior Supports: Positive Behavior Invectives	Continue to provide incentives and rewards for students for positive behavior supporting Tier I, PBIS interventions.	$2,000.00	Yes
6	Universal Behavior Supports: Discipline & Detention	Continue the expansion of the lunch time detention program Monday-Friday to provide structured expectations for students and additional time with teacher support.	$20,000.00	No
7	Expanded Learning Engagements Opportunities	The District will expand learning engagement opportunities for students including music, art, technology, media, and industrial learning. Engagement opportunities will begin with the model created with the Music Coaching Position created in the Fall of 2019 and expand to include other creative and engaging learning opportunities.	$25,000.00	No
8	Reading Supplemental Support - Fast ForWord	Implement intensive reading program for supplemental reading instruction for students identified behind grade-level. This support will occur during the school day and outside of the school day for students who do not have access to the after school remediation program.	$9,000.00	No
9	Reading and Math Engagement	Continue to implement Edmentum for supplemental ELA and Math support in the After School Remediation Program and the general classroom with access for students who are unable to attend the After School Remediation Program.	$10,000.00	No
10	School Counselor	Provide social and emotional learning support through a Social Emotional Learning Specialist with attention to individual learner support, classroom-based supports, grade-level group supports, and whole school learning experiences.	$90,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Staff: Provide all staff with targeted professional learning that emphasizes collaboration, grade-level alignment, standards-based achievement, and social emotional learning, in order to maximizing student learning and achievement and provide a broad course of study.

An explanation of why the LEA has developed this goal.

This goal was developed to create systems of support for staff to support students in the following areas:

*Curricular Support
*Behavior Support
*Social-emotional Learning Support.

Each of these supports was identified as key areas where staff could be better supported and equipped to meet the needs of all students and student groups at the school.

The following LCFF Staff Priorities are addressed by Goal and its corresponding action:
*Priority 1: Basic Services
*Priority 2: Implementation of State Standards
*Priority 4: Student Achievement
*Priority 5 Student Engagement
*Priority 6: School Climate
*Priority 7: Course Access
*Priority 8: Student Outcomes
(Conditions of Learning - Pupil Outcomes - Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Achievement in Math as Measured by CAASPP Scores

School-wide Math Summative Assessment Score rate as reported on the California School Dashboard | 2019-2020 School Year: 38.4 points below standard (orange) | | | | 3 point annual improvement in student achievement in Math: ~28 points below standard (yellow) |
| SED Student Achievement in English as Measured by CAASPP Scores

Socially Economically Disadvantaged Student English Language Arts Summative Assessment Score rate as reported on the California School Dashboard | 2019-2020 School Year: 31.9 points below standard (orange) | | | | 5 point annual improvement in SED student achievement in English: ~16 points near-standard (yellow) |
| Students with Disabilities Achievement in English as Measured by CAASPP Scores

Student with Disabilities English Language Arts | 2019-2020 School Year: 96.2 points below standard (red) | | | | 5 point annual improvement in Student with Disabilities achievement in English: ~85 points below standard (orange) |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summative Assessment Score rate as reported on the California School Dashboard					
Student Engagement Measured by Attendance Student Annual Average Daily Attendance as locally calculated by Attendance Clerk.	2020-2021 School Year: 90.50% annual school-wide average daily attendance.				2% annual improvement school-wide over three years: 96%.
Teacher Attendance at In-Service Training Measured by Meeting Sign-in Documents	2020-2021 School Year: General PD attendance was 100% through out the year.				Maintain 100% attendance at staff trainings and targeted professional development trainings over three years: 100%.
Teachers Assigned and Fully Credentialed as Measured by Credential Counts and Positions Filled During each School Year Teacher Assignments and Credentials as documented in CalSAAS	2020-2021 School Year: Zero reported missassignment.				Maintain missassignment rate at zero.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development: ELA, Math, NGSS Implementation	Provide training for teaching staff with instructional strategies in Math, English Language Arts (ELA), and the Next Generation Science Standards (NGSS).	$2,000.00	No
2	Grade-Level Collaboration	Provide an additional day to the teacher work calendar for the professional learning regarding curriculum adoption and assessment implementation.	$18,000.00	No
3	Trauma-Informed Practice and Whole Student Learning Design	Provide training for the school staff regarding Trauma Informed Practices and Whole Student Learning Design in the classroom.	$18,000.00	No
4	Universal Behavior Support Training	Provide Positive Behavior Intervention and Supports training for the school staff, fully implementing Tier I and expending to Tier II and Tier III.	$6,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

An explanation of how effective the specific actions were in making progress toward the goal.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Parents: Develop and implement systems that support and foster two-way communication between the school and its stakeholders in order to increase awareness about the school and foster greater participation in the classroom, committee, and other parent-school groups in order to help shape and refine the district goals.

An explanation of why the LEA has developed this goal.

This goal was developed to create systems of support for parents to be able to support students in the following areas:

*Academic Learning Support
*Technological Support

Each of these supports were identified as key areas where parents could be better supported and equipped to help meet the needs of students and student groups at the school.

The following LCFF Staff Priorities are addressed by Goal and its corresponding action:
*Priority 3: Parent Involvement
*Priority 5 Student Engagement
*Priority 6: School Climate
(Conditions of Learning - Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Engagement Measured by Attendance Student Annual Average Daily Attendance as locally	2020-2021 School Year: 90.50% annual school-wide average daily attendance.				2% annual improvement school-wide over three years: 96%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
calculated by Attendance Clerk.					
Parent Engagement Measured by School Information Access Parent Engagement with school communication and newsletters as calculated by the aggregate average of school communication engagements.	2020-2021 School Year: 39% annual average of parent engagement with school communications.				2% annual improvement school-wide over three years: 45%.
Parent Involvement Measured by Monthly School Events and School Connected Organization Events Parent Engagement with events like Coffee with the Principal, Parent Tech Events, PTSA meetings as calculated by the aggregate average of the school offered engagements.	2020-2021 School Year: 5% annual average of parent engagement with monthly school events.				1% annual improvement school-wide over three years: 8%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Messenger	Utilize a web-based notification system linked to the school's Student Information System to contact parents and staff with routine information, special school events, and emergency notifications.	$6,000.00	Yes
2	School Website	Maintain the District's website will be maintained with up-to-date information and parent resources.	$3,000.00	Yes
3	Parent Engagement Opportunities	Provide monthly parent connection opportunities to help support and bolster parent connection to the school as well as communication and feedback opportunities.	$1,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	School: Develop, manage, and maintain structural and technological resources to provide students with access to traditional and innovative learning in order to promote student achievement and grade level success.

An explanation of why the LEA has developed this goal.

This goal was developed to create systems of support for school and school facilities so that they could be best equipped to support students in the following areas:

*Social-emotional Learning Support,
*Academic Learning Support
*Technological Support.

Each of these supports were identified as key areas where the school and school facility could be better supported and equipped to meet the needs of all students and student groups at the school.

The following LCFF Staff Priorities are addressed by Goal and its corresponding action:
*Priority 1: Basic Services
*Priority 4: Student Achievement
*Priority 5 Student Engagement
*Priority 6: School Climate
*Priority 8: Student Outcomes
(Conditions of Learning - Pupil Outcomes - Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Achievement in Math as Measured by CAASPP Scores	2019-2020 School Year: 38.4 points below standard (orange)				3 point annual improvement in student achievement in Math: ~28 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School-wide Math Summative Assessment Score rate as reported on the California School Dashboard					below standard (yellow)
SED Student Achievement in English as Measured by CAASPP Scores Socially Economically Disadvantaged Student English Language Arts Summative Assessment Score rate as reported on the California School Dashboard	2019-2020 School Year: 31.9 points below standard (orange)				5 point annual improvement in SED student achievement in English: ~16 points near-standard (yellow)
Students with Disabilities Achievement in English as Measured by CAASPP Scores Student with Disabilities English Language Arts Summative Assessment Score rate as reported on	2019-2020 School Year: 96.2 points below standard (red)				5 point annual improvement in Student with Disabilities achievement in English: ~85 points below standard (orange)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the California School Dashboard					
Student Access to Technology and Tech Tools Number of Chromebooks available to students in grade 2-8 that are not past their end of life cycle (EOL) and able to be used on all school and state systems.	2020-2021: 330 Chromebook devices (145 devices exceed EOL, 475 total devices).				75 new devices per year: ~450 devices total

Actions

Action #	Title	Description	Total Funds	Contributing
1	IT Support	Maintain a Computer Technician for installation, repair, maintenance and training of technological instructional tools and devices.	$50,000.00	Yes
2	Student Technology	Increase access to internet and computer devices by replacing and refurbishing Chromebooks, iPads, and classroom computers.	$20,000.00	No

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

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
10.53%	$349,483

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.

During the development of the 2021-2024 Local Control Accountability Plan, Summerville Elementary took into consideration the needs, conditions, and circumstances of its unduplicated pupils. Being a small school in a very tight-knit community, creating overlap between actions and services for targeted student groups and all students help to diminish overt identification of students with needs while still providing targeted support that will benefit their outcomes and achievement scores. Through an extended series of engagement meetings across the LEA, relevant factors such as the make-up of the community, intervention resource strategy, and applicable resource input when compared to the desired student group outcome created the basis for the plan's grouped structure and target areas. The main focus that derived from the data gathering process of overall student engagement. This main focus pertains to the school-wide analysis as well as group analysis. Each corresponding action was aligned to the affective school group and targeted dimension (system of support) to address the desired student outcomes. All actions expressed in the plan are to be implemented to help all student and student groups achieve expected measurable outcomes on the plan's broad goals: increase attendance, increase math achievement scores, and increase English Language Arts scores for targeted groups.

In order to address the engagement needs of the school's student groups and the entire school, it was identified that the targeted and strategic use of Instructional Assistants in the Primary and Elementary Grades could be used as a personnel tool to connect, support, and ground student learning needs. It is expected that attendance rates will increase, rates identified for reading support and remediation will decrease at the primary level (grades TK-2). After assessing the needs, conditions, and circumstances of low-income, foster youth, homeless youth, and students with disabilities it was identified that student engagement is a key component of attendance and support systems for academic achievement. Additionally, all four goals and their corresponding actions emphasize adult supports to help connect and enhance the learning experience of for all students, but with the expectations that the principal focus and attention will be directed toward student groups that present a greater need and supports.

In the following explanation, student groups refer to foster youth, English learners, low-income students, and other groupings of students within the broader school community.

The following goals and actions were written as being provided to the entire school.

Students
Goal 1 Action 3: District Assessment Tools: STAR Reading, STAR Math, ESGI - the tools described in this action are used to measure and determine levels of student learning. Specific student groups will be included in the school-wide assessment and specific results from student groups will be used to determine learning needs and possible, targeted interventions.

Goal 1 Action 4: Site Reading Support: Accelerated Reader - the tools described in this action are used to promote student reading and foster reading engagement through targeted student texts aligned to individual reading ability. Specific student groups will be included in the school-wide reading tools. They will be given target access to texts and literature that will meet their reading level and help to support continued engagement with reading.

Goal 1 Action 5: Universal Behavior Supports: Positive Behavior Invectives - the school-wide behavior student is designed to explicitly instruct and norm expected student behaviors across the campus. The process provides access to the school culture and helps to decrease stress and pressure that results from not knowing unwritten rules and expectations or structures and routines for the school. Specific student groups will benefit from this action through the norming and explicit modeling of expected behaviors at the school.

Goal 1 Action 6: Universal Behavior Supports: Discipline & Detention - the school-wide universal behavior supports and discipline norms are designed to provide structures and boundaries for students within the norms and expectations of PBIS. The design provides additional time for students to have access to teachers and school staff to help support learning, behavior, and school socialization. Specific student groups will benefit from this action through the norming and explicit modeling of expected behaviors at the school and additional access to adults during the school day.

Goal 1 Action 10: School Counselor - the school as a whole has never had a school counselor. All students could benefit from additional social and emotional support that guidance counselors can provide. Specific students groups will greatly benefit from the additional support and can be provided targeted services as higher rates as identified and as needed.

Staff
Goal 2 Action 1: Professional Development: ELA, Math, NGSS Implementation - ongoing professional development to help increase student outcomes and provide high-quality instructional services to all students is an ongoing and evolving goal based on student needs, changing curriculum, and staff changes/improvements. Though all students will benefit, targeted instructional support will be directed at targeted student groups to help specifically foster student engagement and student outcomes.

Goal 2 Action 2: Grade-Level Collaboration - similar to professional development for ELA, Math, and NGSS, ongoing professional development has been proposed to help increase student outcomes and provide high-quality instructional services to all students. Grade-

level collaboration will support all students and will provide collaboration time for targeted support which will be directed at targeted student groups to help specifically foster student engagement and student outcomes.

Goal 2 Action 4: Universal Behavior Support Training - through the implementation of tiered behavior supports (Tier II and Tier III of PBIS), targeted interventions are designed for any student who displays need. Statistically, students from specific groups may benefit from higher-level interventions of support.

Parents
Goal 3 Action 2: School Website - with school-wide communication reaching to support all students, specific additions have been created to promote and support access for parents from specific student groups. Greater parent access for specific student groups is identified as helping to support learner outcomes from these same groups.

Goal 3 Action 3: Parent Engagement Opportunities - though created to support engagement opportunities for all parents, targeted opportunities and strategies will be applied for specific groups to promote new and continuing engagement.

School
Goal 4 Action 1: IT Support - providing a school environment that is equipped with a robust support system includes staffing integral infrastructure positions that will help to support access and accessibility for students. Though all students will benefit from the system support, targeted support will be applied for targeted student groups to ensure access and connection for all students while at school.

Goal 4 Action 2: Student Technology - all students deserve to learn in an environment that is well equipped with new and modern equipment. All students, including those from specific groups, benefit from new and modern technology, especially groups that lack access away from school.

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

The most important resource the school has allocated to help improve foster youth, English learners, and low-income student outcomes is targeted staff. Through the implementation of personnel systems of supports (increased staff to help) who are directed to help the unique needs of foster youth, homeless, low-income students, and English language learners, the school seeks to provide direct and intensive engagement intended to help connect the students to the school academically, socially-emotionally, and technologically. The implemented personnel systems of support are strategic, personalized, and targeted to these student groups based on the work being done through assessment and data gathering and then created by grade-level teams and normed with the personnel systems of support.   Adding staff to help support targeted student groups is the most effective use of these funds, because the action (additional staff) is directable, targetable, trainable, and adaptable to meet the ongoing and changing needs of foster youth, English learners, and low-income students. Services with this action (adding staff) will be improved as the staff is trained to grow in capacity to help specific needs of foster youth, English learners, and low-income students. Growth is expected in attendance rates (1% for each group), and student assessment scores (local district benchmarks by 5 points in ELA and 3 points in math).

The following actions have been proposed as specific services for foster youth, English learners, and low-income students to increase and improve services in addition to the description above, each designed to serve students' needs above and beyond the required 10.53%.

Goal 1 Action 2: Instructional Assistants: Primary and Elementary Grades, $266,000 (personnel systems of support) - targeted staff support during instructional time.
Goal 1 Action 3: District AssessmentTools: STAR Reading, STAR Math and ESGI, $8,000 - benchmark assessments to measure student learning levels and annual growth.
Goal 1 Action 4: Sight Reading Support: Accelerated Reader and Accelerated Math, $8,000 - provides supplemental instruction.
Goal 1 Action 5: Positive Behavior Supports: Incentives and rewards for students for positive behavior, $2,000 - , supporting Tier 1, and PBIS interventions.
Goal 2 Action 1: Professional Development: ELA, Math, NGSS: $2,000 - provides staff training in instructional strategies in Math, English Language Arts, and the Next Generation Science Standards.
Goal 2 Action 4: Universal Behavior Support Training: Provide Positive Behavior intervention and Supports training for the school staff, $6,000 - fully implementing Tier I and expanding to Tier II and Tier III.
Goal 3 Action 1: School Messenger: Utilize a web-based notification system linked to the school's Student Information System, $6,000 - to contact parents and staff with routine information, special school events, and emergency notifications.
Goal 3 Action 2: School Website: Maintain the District's website, $3,000 - provides information, resources and up-to-date information for parents and the community.
Goal 3 Action 3: Parent Engagement Opportunities: Provide monthly parent connection opportunities, $1,000 - to bolster parent connection to the school and solicit feedback opportunities.
Goal 4 Action 1: Information Technology Support: Maintain a Computer Technician position, $50,000 - provides installation, repairs, maintenance and training on technological instructional tools and devices.

Total budgeted services to improve services equals $350,000 exceeding the required 10.53%

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$350,000.00	$50,000.00		$179,000.00	$579,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$497,000.00	$82,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	After School Remediation: ELA & Math				$17,000.00	$17,000.00
1	2	English Learners Foster Youth Low Income	Instructional Assistants: Primary and Elementary Grades	$266,000.00				$266,000.00
1	3	English Learners Foster Youth Low Income	District Assessment Tools: STAR Reading, STAR Math, ESGI	$8,000.00				$8,000.00
1	4	English Learners Foster Youth Low Income	Site Reading Support: Accelerated Reader	$8,000.00				$8,000.00
1	5	English Learners Foster Youth Low Income	Universal Behavior Supports: Positive Behavior Invectives	$2,000.00				$2,000.00
1	6	All	Universal Behavior Supports: Discipline & Detention		$20,000.00			$20,000.00
1	7	All	Expanded Learning Engagements Opportunities				$25,000.00	$25,000.00
1	8	All	Reading Supplemental Support - Fast ForWord				$9,000.00	$9,000.00
1	9	All	Reading and Math Engagement		$10,000.00			$10,000.00
1	10	All	School Counselor				$90,000.00	$90,000.00
2	1	All	Professional Development: ELA, Math, NGSS Implementation				$2,000.00	$2,000.00
2	2	All	Grade-Level Collaboration				$18,000.00	$18,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Trauma-Informed Practice and Whole Student Learning Design				$18,000.00	$18,000.00
2	4	English Learners Foster Youth Low Income	Universal Behavior Support Training	$6,000.00				$6,000.00
3	1	English Learners Foster Youth Low Income	School Messenger	$6,000.00				$6,000.00
3	2	English Learners Foster Youth Low Income	School Website	$3,000.00				$3,000.00
3	3	English Learners Foster Youth Low Income	Parent Engagement Opportunities	$1,000.00				$1,000.00
4	1	English Learners Foster Youth Low Income	IT Support	$50,000.00				$50,000.00
4	2	All	Student Technology		$20,000.00			$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$350,000.00	$350,000.00
LEA-wide Total:	$350,000.00	$350,000.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Instructional Assistants: Primary and Elementary Grades	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary Students	$266,000.00	$266,000.00
1	3	District Assessment Tools: STAR Reading, STAR Math, ESGI	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	$8,000.00
1	4	Site Reading Support: Accelerated Reader	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	$8,000.00
1	5	Universal Behavior Supports: Positive Behavior Invectives	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00
2	4	Universal Behavior Support Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$6,000.00
3	1	School Messenger	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$6,000.00
3	2	School Website	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Parent Engagement Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
4	1	IT Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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
Summerville Elementary School District	Ben Howell Superintendent & Principal	DistrictOffice@sumel.org (209) 928-4291

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

Students will receive supplemental support services in English Language Arts and Math.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Students performance on benchmark tests in Math and English Language Arts will improve by at least 5% over the previous year **19-20** The number of students by grade level who met or exceeded standards will increase by 3% over the previous year on the Smarter Balanced test in Math and ELA. **Baseline** 2017 Smarter Balanced Test Results Grade 3 ELA = 35% Math = 39% Grade 4 ELA = 40% Math = 37% Grade 5 ELA = 34% Math = 34% Grade 6 ELA = 32% Math = 26% Grade 7 ELA = 53% Math = 32% Grade 8 ELA = 66% Math = 34%	The overall percentage of students below standard increased school-wide. ELA scores of Students with Disabilities continued to decline (120.8 points below grade level), as did Hispanic students (27 points below grade level - a decline of 22 points), and socioeconomically disadvantaged students (31.5 points below grade level - decline of 7.3 points).

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District will continue to offer after school remediation to students in grades 1-7 for 60 minutes Monday - Thursday	1.25 hrs/day @ hourly pay of teacher includes benefits 1000-	1.25 hrs/day @ hourly pay of teacher includes benefits 1000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1999: Certificated Personnel Salaries Other $8000	1999: Certificated Personnel Salaries Other $8000
	Benefits 3000-3999: Employee Benefits Other $2000	Benefits 3000-3999: Employee Benefits Other $2000
	1.25 hrs/day @ hourly pay of teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $12914	1.25 hrs/day @ hourly pay of teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $12914
	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $3924	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $3924
District will use paraprofessionals to assist with instruction in the Learning Center, Kindergarten, First grade, combination class, Title 1 and Indian Ed. Programs	Classified Salary Schedule - Paraprofessionals (Learning Center-3 employees) includes benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $56201	Classified Salary Schedule - Paraprofessionals (Learning Center-3 employees) includes benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $56201
	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $24281	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $24281
	Classified Salary Schedule - Paraprofessionals (Reg. Ed. - 2 employees), which includes benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $47533	Classified Salary Schedule - Paraprofessionals (Reg. Ed. - 2 employees), which includes benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $47533
	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $17967	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $17967
	Classified Salary Schedule - Paraprofessionals (Reg. Ed. - 2 employees) 2000-2999: Classified	Classified Salary Schedule - Paraprofessionals (Reg. Ed. - 2 employees) 2000-2999: Classified

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries LCFF Supplemental and Concentration $36142	Personnel Salaries LCFF Supplemental and Concentration $36142
	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $13661	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $13661
	Classified Salary Schedule - Title 1/Indian Ed. Paraprofessional 2000-2999: Classified Personnel Salaries Other $25508	Classified Salary Schedule - Title 1/Indian Ed. Paraprofessional 2000-2999: Classified Personnel Salaries Other $25508
	Benefits 3000-3999: Employee Benefits Other $9642	Benefits 3000-3999: Employee Benefits Other $9642

Goal Analysis

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

All proposed funds budgeted for this goal and the corresponding actions were implemented during the 2019-2020 school year.

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

These actions and services are a routine and integral part of the school system. As additional supports, they are intensively used and widely predictable. As a student support, much work has been invested in directing and honing these actions to best meet student needs. Further work will need to be done in future LCAPs to align these actions with supports to help specific school groups meet performance metrics.

2019-2020 Success: This goal has allowed the district to develop new student support systems that have created measurable impact on student learning.

2019-2020 Challenges: Staffing and hiring was difficult for the district during the 2019-2020 school year because of the pandemic. Keeping positions filled proved to be a challenge. Training support staff to work in a remote environment was very difficult as well.

Goal 2

District will offer staff development to teachers in common core instructional strategies.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 5: Pupil Engagement (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Registrations in staff development activities, purchase orders, course approval forms **19-20** 95% of teachers have received training on the Common Core Standards **Baseline** 80% of teachers have received training on the common core standards.	Through the 2019-2020 school year, staff professional development was diversified to include new groupings from grade-level collaboration (TK-2 primary, 3-5 elementary, 6-8 middle school). With these targeted groups, professional learning experiences were provided in science and math instruction. Targeted work was completed within grade levels: primary focusing on assessment, elementary focusing on reading and reading fluency, and middle focusing on math and science engagement strategies. All teaching staff participated in the training.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Training for all teaching staff with instructional strategies in Math and English Language Arts, the new ELA/ELD Framework and the Next Generation Science Standards (NGSS).	$750 for substitutes includes benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $750 Workshop registration and fees 5000-5999: Services And Other Operating Expenditures LCFF	$750 for substitutes includes benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $750 Workshop registration and fees 5000-5999: Services And Other Operating Expenditures LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $2000	Supplemental and Concentration $2000
District will add one day to the teacher work calendar for State and Federal mandated training as well as K-5 inservice on the use of new social studies curriculum.	$300/teacher/day includes benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $7483 Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $2017	$300/teacher/day includes benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $7483 Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $2017

Goal Analysis

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

All proposed funds budgeted for this goal and the corresponding actions were implemented during the 2019-2020 school year.

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

By creating grade-level groupings, professional learning that was offered was able to be targeted and tailored to meet the specific learning needs of each group. This model will be used in future professional learning designed to specifically support learning metrics identified as well as grade-level group learning metrics. Professional development was targeted to grade-level groups and efficient to deploy across the school teaching staff. Providing professional development time outside of the school year allowed teaching staff to focus to collaborate around teaching strategies for the curriculum and standards framework.

2019-2020 Success: Teaching staff received intentional and robust training in the ELA and ELD framework.

2019-2020 Challenges: Due to the school closure that occurred in March 2020, NGSS training was canceled. The staff was not able to benefit from the proposed training.

Goal 3

Teachers will have the curriculum and supplemental material to support teaching in Math and English Language Arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Purchase orders **19-20** Continue to purchase digital curriculum to supplement the core curriculum. **Baseline** Currently have 32 district licenses for SuccessMaker School version of Front Row ELA and Math	The school continued to offer a variety of technological options to engage students and support student learning. After the first year of implementation in the LCAP, the school transitioned from SuccessMaker and FrontRow to FastForWord and Edmentum. Training and support was provided to teachers for classroom implementation. All teachers in grade 1st - 5th utilized Edmentum with their students. Students in Title I and the After School Remediation program utilized FastForWord.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District will continue to purchase Accelerated Reader, STAR Reading, STAR Early Literacy, STAR Math and Exact Path subscriptions for Supplemental reading instruction .	Yearly license for STAR Reading., Accelerated Reading, STAR Math, and Exact Path 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $18075	Yearly license for STAR Reading., Accelerated Reading, STAR Math, and Exact Path 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $10377

Goal Analysis

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

All proposed funds budgeted for this goal and the corresponding actions were implemented during the 2019-2020 school year. Due to a change in pricing and pricing structure from the vendor, expenditures for the assessment program were less than forecasted.

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

The transitioning of online learning platforms can be tricky. The Summerville Elementary staff was able to utilize training and grade-level collaboration time to efficiently reimplement tools in the classroom and after-school learning programs to be able to monitor students learning and provide additional online supports to foster learning in identified areas. The applications the school transitioned to will be utilized in the future LCAP to promote continuity and provide better data regarding student learning over time.

2019-2020 Successes: A district-wide benchmark assessment was adopted and implemented in all classes, enable a school-wide system to track learning progress and identify struggling students.

2019-2020 Challenges: Due to a change in software subscription at the beginning of the year, the overall implementation of the software took longer than anticipated.

Goal 4

Continue to establish and maintain a campus-wide Positive Behavior Support Plan which provides a common Code of Conduct for all students and staff in order to increase school-wide appropriate student behavior in all school-related settings.

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of behavior citations, suspensions and expulsions reported from PowerSchool. **19-20** Behavioral citations and suspensions will be reduced by at least 10% from the previous year. **Baseline** 2016-17 Discipline Citations = 178 2016-17 Suspension = 37 2016-17 Expulsions =0	Charted school discipline data continues to see declines from year to year. Because of the small size of the school and the relatively few discipline referrals recorded on a day-to-day basis, small fluctuations in referrals yield dramatic changes in annually reported data. The overall felt perception of school discipline remains positive, and strategic actions to implement more inclusive practices for all students continue to be explored.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide incentive for students for positive behavior	incentive prizes 4000-4999: Books And Supplies LCFF Supplemental and Concentration $250	PBIS Tier I Reward Incentive 4000-4999: Books And Supplies LCFF Supplemental and Concentration $250

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Monday and Friday added to detention days	One half of an hour pay for teachers (with benefits) 1000-1999: Certificated Personnel Salaries LCFF Base $2,550 Benefits 3000-3999: Employee Benefits LCFF Base $460	One half of an hour pay for teachers (with benefits) 1000-1999: Certificated Personnel Salaries LCFF Base $2,550 Benefits 3000-3999: Employee Benefits LCFF Base $460

Goal Analysis

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

All proposed funds budgeted for this goal and the corresponding actions were implemented during the 2019-2020 school year.

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

The implementation of Positive Behavior Interventions and Supports continues at a steady rate each year. Incentive prizes for the behavior system remain an important part of rewarding students who engage with the overall school system. Continued work is needed in the specific and more intensive supports needed for students who exhibit dysregulated behaviors.

2019-2020 Successes: A school-wide system for positive behavior support was successfully implemented. Direct and intentional training occurred with the PBIS team and with the teaching staff.

2019-2020 Challenges: Due to the school closure that occurred in Mach 2020, planning for future implementations of the program stalled, delaying school-wide implementation with fidelity.

Goal 5

Actively involve parents in the online resources available to them in supporting their child's education, beyond the traditional school-home communication and involvement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 15% increase on the number of parents accessing Powerschool on a yearly basis and 15% increase in the number of parents who sign up to receive progress reports via email as demonstrated by the Parent/Student Access Statistics report from PowerSchool. Observations, Volunteer Sign-in sheets, Chaperone training records, Sign-in sheets at Back-to-School, Night and Open House **19-20** There will be a 18% increase from the baseline year on the number of parents accessing Powerschool on a daily basis. **Baseline** 195 parents access PowerSchool to view students information	Through the 2019-2020 school year, parent use of the PowerSchool Parent Access remain consistent with previous years. There was no significant increase or decrease in parent usage data of the year. Middle school student access to PowerSchool dramatically increased due to training and coaching from classroom teachers with over 85% of students accessing their student accounts. More focus will be given on parent engagement metrics in the coming year with regard to two-way parent communication and active parent communication outreach.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The district's website will be maintained with up-to-date information and parent resources	Yearly license to eChalk for web hosting services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1200	Yearly license to eChalk for web hosting services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1200

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District will use a web-based notification system linked to the SIS to contact staff and parents when there is an upcoming event or emergency.	Yearly license to School Messenger 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $770	Yearly license to School Messenger 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $770

Goal Analysis

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

All proposed funds budgeted for this goal and the corresponding actions were implemented during the 2019-2020 school year.

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

School communication services like eChalk (the school website), School Messenger (mass communication), and PowerSchool (the school information system) remain vital components of the school's overall communication strategy with parents. Further systemization and implementation of these systems is needed to promote continued parent engagement.

2019-2020 Successes: Active parent communication occurred during the school year.

2019-2020 Challenges: Parent engagement and participation with the school stalled and statistically did not increase during the school year. It is suspected that this was due to the school closure that occurred in March 2020.

Goal 6

Expand the use of technology by students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (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
Metric/Indicator 80% of teachers indicate that they are confident in the use of technology with their students 100% of students and staff have access to either iMacs, MacBooks, Chromebooks and iPads on a daily basis. **19-20** 85% teachers indicate that they are confident in the use of technology with their students. 100% of students and staff have access to either iMacs, MacBooks, Chromebooks and iPads on a daily basis. **Baseline** District currently has a tech specialist to maintain computers, iPads and network devices.100% of students and staff have access to either iMacs, MacBooks, Chromebooks and iPads on a daily basis.	The district continues to employ a tech specialist who helps train staff and maintain school technology. 100% of teachers have access to the appropriate technological tools, though tools are beginning to show age and become dated. Students in grade 3-8 have access to their own learning devices in the classroom. Students in grades TK-2 have access to a common computer lab and a small number of device for centers or small group learning projects.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Retain a .50 FTE Computer Technician	Cost of a 50% FTE Computer Technician, which includes benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $35196 Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $13304	Cost of a 50% FTE Computer Technician, which includes benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $36252 Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $13703

Goal Analysis

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

All proposed funds budgeted for this goal and the corresponding actions were implemented during the 2019-2020 school year.

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

As technology changes and adapts, new and modern technology is needed to keep students competitive and learning tools relevant to meet expanding and growing learning needs. The expansion of devices and the refresh of devices continues to be a need for the school. Key and specific staff support is required to continue the progress of this goal into future years.

2019-2020 Successes: Staff received direct support for their technology needs. Students and parents received supplemental support for their technology needs while learning occurred on campus on while learning remotely.

2019-2020 Challenges: The school closure that occurred in March 2020 required a new level of technology support. May different tech items were integrated into the school system, some were not systemized and were not used to their full capacity. Online and remote learning as difficult, and there was not enough tech support to promote better adoption of new technologies.

Goal 7

District will offer a broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 5: Pupil Engagement (Engagement)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of the students have access to filed trips and peforming arts activities **19-20** 100% of students will have access to curriculum enriching field trips and visual and performing arts activities **Baseline** School does not have a music teacher. In 2016-17 contracted with TC Arts Council for Arts Reach to School Program. All students have access to field trips throughout the year.	During the 2019-2020 school year, the district created the Fine and Performing Arts Coach position which created a seasons based model to provide supplemental choir and performance experiences for elementary and middle school students. This model supported the classroom teacher and proved to be flexible enough to provide seasons of supplemental engagement without distracting from the core focus of classroom instruction.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District will contract with Tuolumne Arts Council for Arts Reach to Schools Program	Arts Reach to Schools Contract 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $1500	Fine and Performing Arts Music Coach 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,448

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 partnership with the Tuolumne County Arts Reach to Schools was modified during the 2018-2019 school year. As a result, the Summerville Elementary Governing Board created a new stipend position targeted at fine and performing arts. The school's Fine and Performing Arts Coach work with groups of students during 5 weeks checks with music, choral, and musical performance using a push in and pull out model for elementary and middle school students. All students were served using this model of engagement.

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

The model developed with the Fine and Performing Arts Coach will be utilized and expanded in coming LCAP plans to provide further learning opportunities and engagements for students.

2019-2020 Challenges: The contract with the Tuolumne Arts Council for Arts Reach to Schools Program expired and did not continue into the 2019-2020 school year.

2019-2020 Successes: The district as able to successful use the model to create a new position to provide fine and performing arts experiences for students.

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
Purchasing of addition Personal Protective Equipment for Staff and Students.	$12,500	$12,500	No
Purchasing of Health Materials for Staff and Student Screening.	$1,000	$1,000	No
Purchasing of Disinfecting Materials for Campus Cleanliness.	$8,500	$17,156	No
Purchasing of Water Bottle Refilling Stations to Replace Campus Drinking Fountains to offer touch-free hydration options.	$3,108	$3,108	No
Purchasing of additional Outdoor Tables to expand outdoor instruction and eating options.	$7,500	$7,232	No
Purchasing of Portable Shade structure to promote outdoor instruction and eating options as well as outdoor pick up and drop off locations.	$700	$830	No
Purchasing of Protective Screening and Barrier options to keep common areas structured and safe (front office) and to provide teachers instructional barriers to help facilitate in person instruction.	$3,200	$3,200	No
Expansion of Aide Time and Yard Duty Time to facilitate daily screening and support cohort structuring.	$5,000	$5,000	No
Retain paraprofessional providing instructional support for Title I, Special Eduction, EL, and general education students.	$17,744	$17,744	Yes
Mobil cart for food service delivery on campus.	$12,500	$4934	Yes

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

The procurement of items and the escalation of costs for PPE, cleaning, and disinfecting were the only substantial differences in the budgeted versus estimated actuals for actions related to in-person instructional offerings. The actual cost for the purchase of the mobile food cart for on campus food distribution was less than budgeted due to cart manufacture and model availability. Actual cost of the item is reflected in the table above.

Analysis of In-Person Instructional Offerings

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

Due to proactive work by the Summerville Elementary Governing Board, Summerville Elementary School was able to offer in-person instruction on September 2020. More than 80% of the student population opted for this modality when the school transitioned. The secured resources provided the necessary tools and safety-related items to meet the school's structural needs to provide a safe and healthy learning environment while adhering to the guidelines and requirements provided by the California Department of Public Health and other jurisdiction agencies. Successes: In-person instruction option was available for students early during the 2020-2021 school year. Success: budgeted for in-person learning helped to develop a school structure to keep students learning in a safe environment. Challenges: securing proposed items was difficult due to product availability and vendor supply chain.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of 100 Chromebooks for students in grades 3-8 to expand student access to technology.	$30,249	$32,749	Yes
Purchase 75 touch screen Chromebooks for students in grades TK-2 to expand student access to technology.	$45,000	$0.00	Yes
Purchase additional auxiliary instructional software to extend learning opportunities in the online learning environment.	$15,000	$54,500	Yes
Purchase a web calling platform that will facilitate connecting students to their teacher through a variety of means including video conferencing and audio voice with computer technology and basic phone technology.	$300	$1,612	No
Adding Professional Development Days for Teachers to help create and learn how to implement online learning.	$16,000	$12,325	Yes
Sending teaching staff to county facilitated, Distance Learning training to help support the implementation of new technologies and the creation of distance learning lessons.	$4,000	$4,054	Yes
Teacher support through the Continued Distance Learning program with staff supporting the teacher to facilitate student learning at home.	$95,000	$134,955	Yes
Update of some teacher computing devices to be compatible for distance learning.	$19,975	$21,812	Yes
Addition of Cafeteria materials, tools, and supplies to be able to serve students remotely, including transportation containers, food storage and packaging, and mobile carting systems.	$17,000	$18,287	No
Cafeteria staff and personnel support to continue serving students during distance and hybrid learning.	$65,000	$0.00	No
Technology support staff to facilitate implementation of hardware and software programs used for Distance Learning and Hybrid Learning Options.	$50,000	$50,00	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.

Due to supply chain constructions, the school was unable to secure many proposed technological tools. The proposed 75 touchscreen Chromebooks for TK-2 remain on backorder in addition to the final installment of Chromebooks for grade 3-8. Monies planned for these categories were used to fund other software purchases during the middle of the year to help enhance the schools Continued Distance Learning Program. Because in-person learning was offered at an early stage during the 2020-2021 school year, the proposed, additional cafeteria staff and personnel funds were not needed. Less staff were needed to provide food services with the majority of students in-person.

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.

Summerville Elementary School offered a Distance Learning option for students alongside the in-person learning option during the 2020-2021 school year. Students were allowed to enroll in the school's distance learning program at the beginning of each trimester or based on the changing health needs of the school's environment. Students were allowed to return from Distance Learning with a 2-week prior notification to the school to allow time for material procurement and time to introduce a new member into the grade-level cohort group. Initially, 20% of the school's population opted to enroll in the distance learning mode of instruction. This percentage shifted during the year, dropping to 12%, growing to over 30%, and then dropping to 10% of the overall school population by the end of the school year. Maintaining a robust and interactive distance learning program was necessary for a targeted school group. Access to devices and internet connectivity remained a significant issue for students in the program. New devices, repaired devices, tech support, and hotspots were provided on a limited basis as the school was able to obtain devices, support, and help to offer to students and families.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional instructional support time through the after school Remediation Program.	$8,000	$4,200	Yes
Instructional support software for the Remediation Program.	$9,000	$11,800	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.

At the recommendation of County Public Health, school administration took a slow and gradual approach to introducing additional programs at the school. As a result the after school Remediation program began 2 months later than initially planned. Budgeted amounts that were not used for staffing the program were reallocated to additional instructional software for the program to support the additional instruction for a shorter duration of time.

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.

Due to cohorting restrictions (keeping the same group of students continuously together throughout the school year), adding additional instructional support and instructional time became difficult due to staffing levels and the school's ability to hire more staff throughout the school year. Targeted groups of students were served in the after school remediation program during the winter of spring of 2020, with group sizes averaging 10 per primary and elementary grade level (average of 5 students per teacher, two teachers per grade level in K, 1st, 2nd, 3rd, and 4th). Students who could not access the after-school remediation program were able to take a device home and utilize the instructional support software with help from parents at home (and support from a teacher during the school day).

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.

With the transition to offering in-person instruction in September 2020, the classroom teachers, classroom paraprofessionals, yard duty aides, and after-school program staff were able to daily interact with a large percentage of the school population. Meeting face-to-face allowed school staff to continually analyze and assess students' mental health and emotional well-being with a high level of frequency and consistency. For students who opted for the in-person instructional program whose attendance began to slide or become inconsistent, the front office staff provided direct parent communication on a daily basis. Attendance matters that stretched out further were referred to school administration for assessment. Home visits from school staff or county resources were conducted to verify mental health and social and emotional well-being. Resources were offered to help reengage with the in-person learning program (up to and including offering distance learning as an option to continue access to their education as appropriate).

Through the school's continued distance learning program, a team of three staff members was hired to oversee students in the program. Team members provided access to work, help on assignments, daily interactions, and connections to classroom assignments/activities as needed and as appropriate. Students who displayed a need for mental health services or adverse signs of emotional well-being were referred to school administration or site counseling staff (a resource offered from the community partnership with the Me-Wuk Indiana Health Clinic in Tuolumne). Home visits from school staff or county resources were conducted to verify mental health and social and emotional well-being. Resources were offered to help reengage with the distance learning program. Chronic non-attenders were referred to county agencies to verify their well-being.

On-site and virtual mental health services were provided all year through a partnership with the Tuolumne Me-Wuk Indian Health Center. A clinician was assigned to the Summerville Elementary campus one day a week for the duration of the school year. Staff members made referrals to the clinician as needed throughout the year. Due to a large number of referrals, the time provided to the campus was extended to two days a week in order to meet the school's growing needs. The school has identified the need for expanded student support in this area and will be hiring additional staff to support the mental health and social and emotional well-being of students during the 2021-2022 school year.

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.

Daily school attendance for both school programs (in-person instruction and continued distance learning) remained relatively consistent throughout the school year, averaging 92% at each reporting period across all grade levels. Administration and office staff analyzed attendance trends throughout the year, looking for trends in classes, grade levels, and cohort groups. Careful attention was given during a period of mandatory quarantine and isolation when COVID-19 cases were reported in cohort groups or family households outside of school. Daily, live interactions were made with all in-person students face-to-face. All students on distance

learning had daily, live interaction from a distance learning staff member via Remind, WebEx, email, or phone. Weekly study sessions were offered with the classroom teacher and small groups of students (on distance learning and in-person) for all primary and elementary students. All middle school students could connect to each class period via WebEx for daily, live instruction in sync with their in-person class. Office hours were available at the end of each day for all students to connect individually with their teacher.

Students who were marked absent by 11:00 am each day received communication home to verify the absence. Communication was sent out via phone call, text message, and Remind direct messages. Students that were unreachable after two days were referred to administration for follow-up connection.When accessed, resources were offered to ensure access to learning occurred. Resources included technology, work help, counseling support, food, transportation, and extended school resources (like the after-school program or early morning drop-off). For students who were unreachable after five days, county resources were contacted for additional support in reaching the student. Chronic non-attenders were referred to the county's SARB board. Teaching staff meticulously charted student engagement throughout the year using the data to help understand which students were being reached and which students needed more support to access the learning process during the school year.

Analysis of School Nutrition

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

Summerville Elementary offered a free "grab and go" breakfast option for all students at the beginning of each school day as they entered the school campus. After entering the school's screening gates, students were able to grab a prepared breakfast meal to take to class to eat for the first 20 minutes of the school day. All students were offered a breakfast option regardless of meal eligibility status or their ability to pay for food. Lunch was served to students in the classroom in the same manner through a takeout, eat in the classroom model. Classroom groups were encouraged to each outside in designated classroom locations when the weather was nice. Lunch was made available to all students free of charge for the duration of the school year.

Feedback from parents and school staff indicated that the "grab and go" option did not afford students enough healthy food choices. Through easily packable, easily transportable, and easy to distribute and cleanup, parents and staff expressed a desire to have more healthy and fresh options for students. Feedback expressed a common sentiment that processed and pre-packaged food did not promote healthy eating habits for the students. As a result of the feedback, the cafeteria staff is exploring other food options that are easy to package, easy to transport, and easy to distribute but offer and promote more healthy, whole food options for students for the 2021-2022 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

Summerville Elementary did not incorporate any additional actions to implement in the 2020-2021 Learning Continuity Plan.

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.

Summerville Elementary's Learning Continuity and Attendance Plan help shape and form the 2021-2024 Local Control Accountability Plan framework through its structure and implementation. By targeted specific resources and staff systems at reformatting the school's instructional options, Summerville Elementary teachers, staff, and administration were able to creatively work together to structure learning environments that would be able to meet the safety requirements to be open for in-person instruction while resuming many of the school's foundational programs and offering new programs for students learning from a distance and in new learning environments. This new dynamic helped the school prioritize structural and system strengths, find new systems to support all learners, and ways the school could continue to promote the learning of all students moving into the future. Important takeaways included more avenues for parent communication, new and dynamic assessment systems, new ways to meeting and collaborate, targeted reading support, targeted math support, technological support for staff, parents, and students, and ongoing support to promote and grow daily student attendance.

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

The school continues to offer district-level benchmark assessments to all students at all grade levels. This data is used to inform classroom level awareness of student needs, and it informs the Student Study Team process, Child and Family Team meetings, 504 meetings, Special Education meetings, and administrative parent/student context. The district benchmark data presents one dimension that can inform teachers and other team members about the student's learning process and potential supports that could be implemented to help each child succeed in learning. The 2021-2024 Local Control Accountability Plan framework reinforces systems

of support around each student to help promote achievement and to assess learning level continually and needs socially, emotionally, and with connectedness to the school environment

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.

Though the product supply chain delayed or prohibited the school from procuring all of the planned resources for student (specifically technology and technological devices), the school was still able to safely organize a school environment that would meet the learning needs of students for in-person instruction and distance learning instruction during the 2020-2021 school year. Structural changes and additions will be utilized in the formation of the District's Local Control Accountability Plan to establish many of these increased and improved services for the 2021-2024 document.

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.

Due to the early offering of in-person instruction as an option for students (September 2020), the school was able to develop a consistent structure and rhythm for student learning that mirrored many traditional school structures from previous years. This quick implementation provided school staff with ample time to adjust and learn to identify ways to engage students in many different learning environments and utilize new learning systems to engages students and assess their learning level as social-emotional well being. These systems, along with ample feedback from staff, parents, students, and school stakeholders were used to inform, develop and structure the learning goals for the 2021-2024 Local Control Accountability Plan.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	343,328.00	338,033.00
LCFF Base	3,010.00	3,010.00
LCFF Supplemental and Concentration	295,168.00	289,873.00
Other	45,150.00	45,150.00

* 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	343,328.00	338,033.00
1000-1999: Certificated Personnel Salaries	31,697.00	34,145.00
2000-2999: Classified Personnel Salaries	200,580.00	201,636.00
3000-3999: Employee Benefits	87,256.00	87,655.00
4000-4999: Books And Supplies	250.00	250.00
5000-5999: Services And Other Operating Expenditures	22,045.00	14,347.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	343,328.00	338,033.00
1000-1999: Certificated Personnel Salaries	LCFF Base	2,550.00	2,550.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	21,147.00	23,595.00
1000-1999: Certificated Personnel Salaries	Other	8,000.00	8,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	175,072.00	176,128.00
2000-2999: Classified Personnel Salaries	Other	25,508.00	25,508.00
3000-3999: Employee Benefits	LCFF Base	460.00	460.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	75,154.00	75,553.00
3000-3999: Employee Benefits	Other	11,642.00	11,642.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	250.00	250.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	22,045.00	14,347.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	1,500.00	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	257,773.00	257,773.00
Goal 2	12,250.00	12,250.00
Goal 3	18,075.00	10,377.00
Goal 4	3,260.00	3,260.00
Goal 5	1,970.00	1,970.00
Goal 6	48,500.00	49,955.00
Goal 7	1,500.00	2,448.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$71,752.00	$72,704.00
Distance Learning Program	$357,524.00	$285,294.00
Pupil Learning Loss	$17,000.00	$16,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$446,276.00	$373,998.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$41,508.00	$50,026.00
Distance Learning Program	$82,300.00	$19,899.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$123,808.00	$69,925.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$30,244.00	$22,678.00
Distance Learning Program	$275,224.00	$265,395.00
Pupil Learning Loss	$17,000.00	$16,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$322,468.00	$304,073.00