

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Indian Diggings Elementary School District
CDS Code:	09618956000000
LEA Contact Information:	Name: Grant Coffin Position: Superintendent/Principal/Teacher Email: gcoffin@idschool.com Phone: 530-620-6546
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	\$265284
LCFF Supplemental & Concentration Grants	\$19630
All Other State Funds	\$39595
All Local Funds	\$11706
All federal funds	\$20027
Total Projected Revenue	\$336,612

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$357423
Total Budgeted Expenditures in the LCAP	\$357423
Total Budgeted Expenditures for High Needs Students in the LCAP	\$23450
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$18600
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$15886

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$3,820
2020-21 Difference in Budgeted and Actual Expenditures	\$-2,714

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).	All General Fund Budget Expenditures are included.
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	Our target for the 2020-2021 school year for improved services was \$15,966.00. We budgeted based on costs for projects that came in under budget but still totaled \$15,886 and therefore our expected costs were within \$80.00 of required expenditures. All planned actions were able to

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.	be put into place. Some activities, specifically the Making Math Real training, did not cost as much as expected. Additionally some costs were shifted to Learning Loss Mitigation funds. Due to the small nature of our district we were able to maintain in person learning easily. Students greatly benefited from the full time in person instruction. The additional cleaning supplies, additional staff hours, training, and equipment made the process even easier. As the district did not have extensive time where students were not in person the loss of skills and learning has not affected our students as it has other students. Therefore the \$80.00 difference in expenditures did not impact improved services for high needs students in 2020-2021.
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Indian Diggings Elementary School District

CDS Code: 09618956000000

School Year: 2021-22

LEA contact information:

Grant Coffin

Superintendent/Principal/Teacher

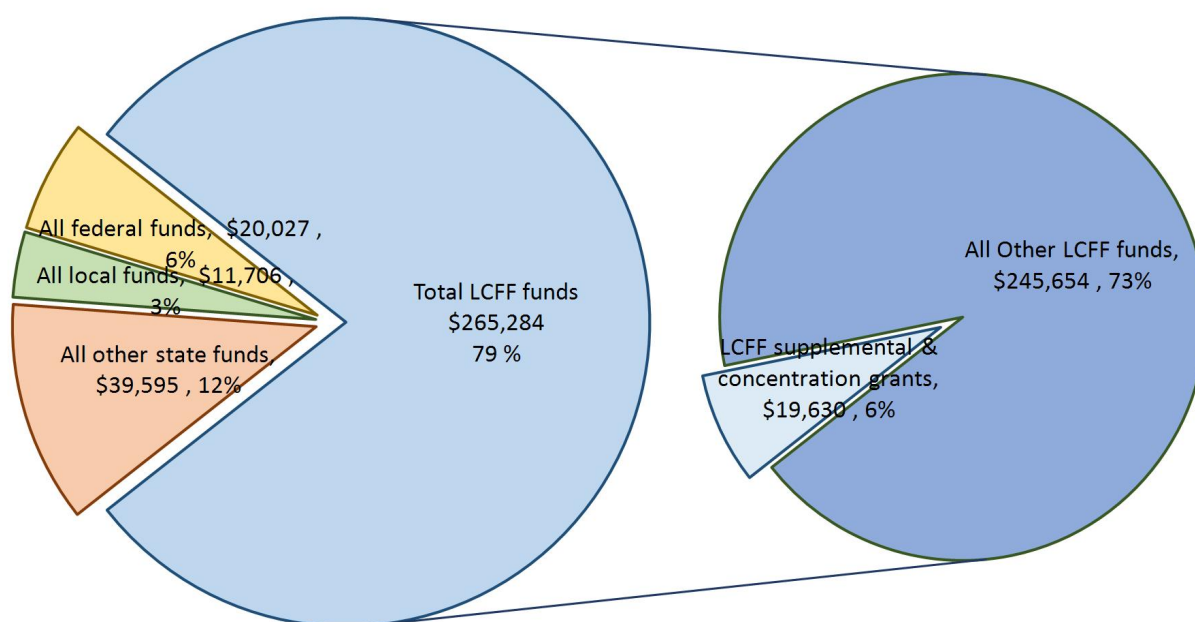
gcoffin@idschool.com

530-620-6546

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



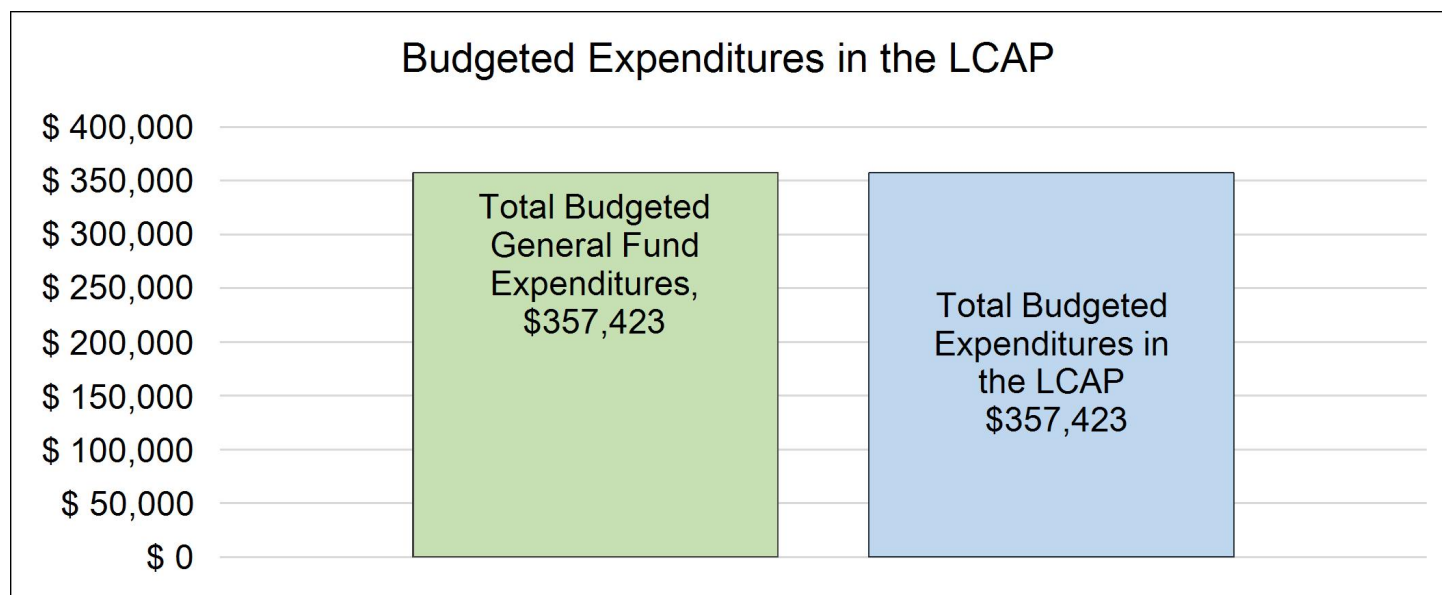
This chart shows the total general purpose revenue Indian Diggings Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Indian Diggings Elementary School District is \$336,612, of which \$265,284 is Local Control Funding Formula (LCFF), \$39,595 is other state funds, \$11,706 is local funds, and \$20,027

is federal funds. Of the \$265284 in LCFF Funds, \$19630 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Indian Diggings 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.

Indian Diggings Elementary School District plans to spend \$357,423 for the 2021-22 school year. Of that amount, \$357,423 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

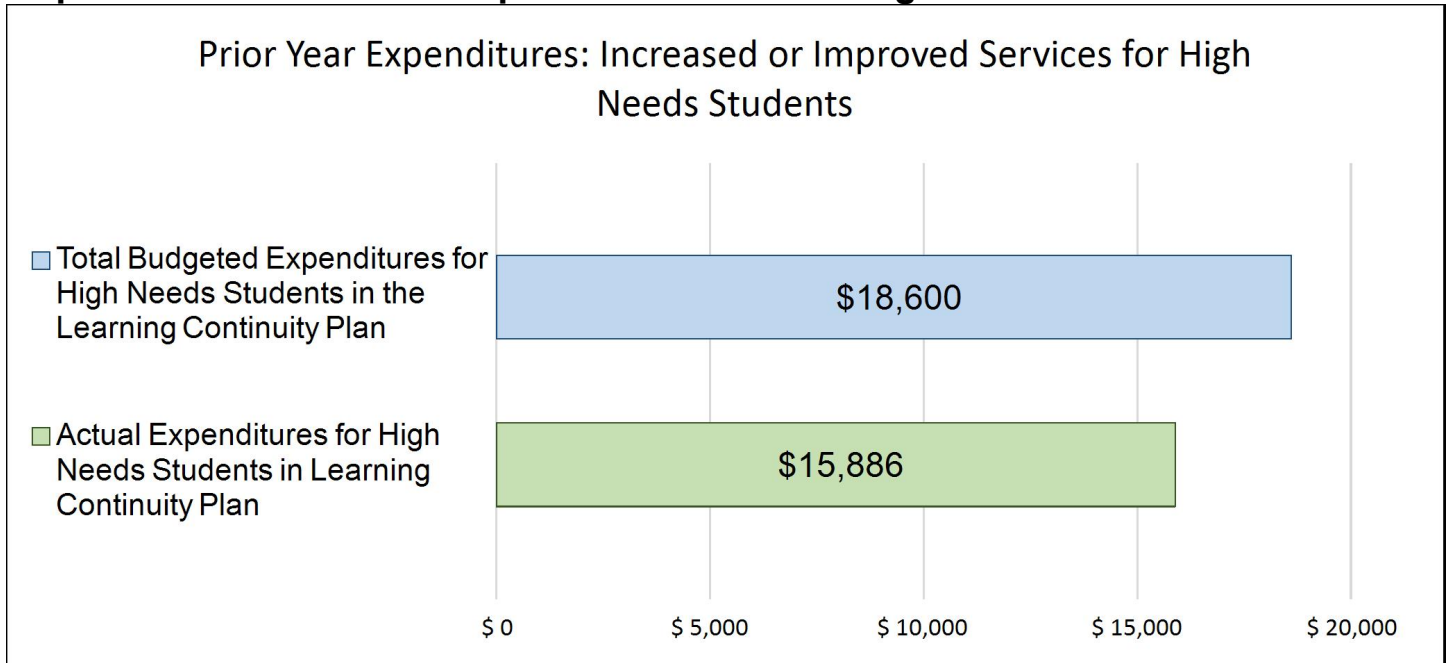
All General Fund Budget Expenditures are included.

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

In 2021-22, Indian Diggings Elementary School District is projecting it will receive \$19,630 based on the enrollment of foster youth, English learner, and low-income students. Indian Diggings Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Indian Diggings Elementary School District plans to spend \$23,450 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Indian Diggings 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 Indian Diggings 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, Indian Diggings Elementary School District's Learning Continuity Plan budgeted \$18600 for planned actions to increase or improve services for high needs students. Indian Diggings Elementary School District actually spent \$15886 for actions to increase or improve services for high needs students in 2020-21.

Our target for the 2020-2021 school year for improved services was \$15,966.00. We budgeted based on costs for projects that came in under budget but still totaled \$15,886 and therefore our expected costs were within \$80.00 of required expenditures. All planned actions were able to be put into place. Some activities, specifically the Making Math Real training, did not cost as much as expected. Additionally some costs were shifted to Learning Loss Mitigation funds. Due to the small nature of our district we were able to maintain in person learning easily. Students greatly benefited from the full time in person instruction. The additional cleaning supplies, additional staff hours, training, and equipment made the process even easier. As the district did not have extensive time where students were not in person the loss of skills and learning has not affected our students as it has other students. Therefore the \$80.00 difference in expenditures did not impact improved services for high needs students in 2020-2021.



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
Indian Diggings Elementary School District	Grant Coffin Superintendent/Principal/Teacher	gcoffin@idschool.org 530-620-6546

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

LEA will increase ELA achievement

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes	
Expected	Actual
<p>Metric/Indicator</p> <p>Metric 1: SBAC ELA Met or Exceeded</p> <p>Metric 2: Multiple Measures</p> <p>Reading: K-5 at or exceeding benchmark at Trimester 2</p> <p>Writing: 4-8 passing with C or better at Trimester 2</p> <p>Metric 3: All Warrants will indicate that expenditures were within 10% of budgeted expectations</p>	<p>Metric 1: SBAC ELA NA% Not Met</p> <p>Metric 2:</p> <p>Reading K-5: 68% Met</p> <p>Writing 4-8: 90% Not Met</p> <p>Metric 3: Variance 0.6% Met</p>
<p>19-20</p> <p>Metric 1: Growth Target = +15%</p> <p>Metric 2: Students will make growth on Multiple Measures</p> <p>Reading: K-5 Growth Target = +5%</p> <p>Writing: 4-8 Growth Target = +5%</p> <p>Metric 3: Target Variance = <10%</p>	
<p>Baseline</p> <p>Metric 1: SBAC ELA 28%</p> <p>Metric 2: Reading K-5: 50%, Writing 4-8: 94%</p> <p>Metric 3: Variance 3.77%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A. Continue implementation of CCSS in ELA	1. Classified Staff to support all Programs (2xxx and 3xxx) 2000-2999: Classified Personnel Salaries Base 79,984	1. Classified Staff to support all Programs (2xxx and 3xxx) 2000-2999: Classified Personnel Salaries Base 82,712
	2. Certificated Staff to support all Programs (1xxx and 3xxx) 1000-1999: Certificated Personnel Salaries Base 143,270	2. Certificated Staff to support all Programs (1xxx and 3xxx) 1000-1999: Certificated Personnel Salaries Base 142,954
	3. Reproduction of materials to support the ELA Program 5000-5999: Services And Other Operating Expenditures REAP 66	3. Reproduction of materials to support the ELA Program 5000-5999: Services And Other Operating Expenditures Base 176
B. Support of ZPD/Leveled reading without new books	4. Instructional Supplies 4000-4999: Books And Supplies Base 776	4. Instructional Supplies 4000-4999: Books And Supplies Lottery: Restricted 1,014
	5. Purchase of supplementary texts 4000-4999: Books And Supplies Lottery: Restricted 0	5. Purchase of supplementary texts 4000-4999: Books And Supplies Lottery: Restricted 0
	6. General Staff Training 2000-2999: Classified Personnel Salaries Title II 435	6. General Staff Training 2000-2999: Classified Personnel Salaries Title II 435
C. Continued implementation of CCSS aligned Writing program across the subjects	1. Primary Leveled Readers 5000-5999: Services And Other Operating Expenditures REAP 0 2. Purchase of additional leveled books for library 4000-4999: Books And Supplies REAP 0	1. Primary Leveled Readers 5000-5999: Services And Other Operating Expenditures REAP 0 2. Purchase of additional leveled books for library 4000-4999: Books And Supplies REAP 0
C. Continued implementation of CCSS aligned Writing program across the subjects	1. Continue to use a "Writer's Notebook" with students Not Applicable Not Applicable 0	1. Continue to use a "Writer's Notebook" with students Not Applicable Not Applicable 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2. Continue instruction on poetry and publishing of writing Not Applicable Not Applicable 0 3. Continue to build on transitions, evaluating peer writing, revision, editing, and opinion essay writing Not Applicable Not Applicable 0 4. Continue to refine content in expository writing, summary, and prewriting skills Not Applicable Not Applicable 0 5. Continue to improve primary phonics program 4000-4999: Books And Supplies Other 100	2. Continue instruction on poetry and publishing of writing Not Applicable Not Applicable 0 3. Continue to build on transitions, evaluating peer writing, revision, editing, and opinion essay writing Not Applicable Not Applicable 0 4. Continue to refine content in expository writing, summary, and prewriting skills Not Applicable Not Applicable 0 5. Continue to improve primary phonics program 4000-4999: Books And Supplies Other 0
D. Online enrichment and practice	1. Implement additional online tools with no cost due to advance payment 5000-5999: Services And Other Operating Expenditures REAP 0 2. Continued use of typing program 5000-5999: Services And Other Operating Expenditures REAP 700 3. Continued Support of Reading Eggs online for K-1 only 5000-5999: Services And Other Operating Expenditures REAP 0	1. Implement additional online tools with no cost due to advance payment 5000-5999: Services And Other Operating Expenditures REAP 0 2. Continued use of typing program 5000-5999: Services And Other Operating Expenditures REAP 0 3. Continued Support of Reading Eggs online for K-1 only 5000-5999: Services And Other Operating Expenditures REAP 0
E. The LEA will provide an After School Program to support students within subgroup categories	1. Staff Support 2000-2999: Classified Personnel Salaries Supplemental 1,806 2. Administrative Support 1000-1999: Certificated Personnel Salaries Supplemental 1,500	1. Staff Support 2000-2999: Classified Personnel Salaries Supplemental 1,806 2. Administrative Support 1000-1999: Certificated Personnel Salaries Supplemental 1,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3. Supplies 4000-4999: Books And Supplies Supplemental 100 4. Social Emotional Support 5000- 5999: Services And Other Operating Expenditures Supplemental 600	3. Supplies 4000-4999: Books And Supplies Supplemental 131 4. Social Emotional Support 5000- 5999: Services And Other Operating Expenditures Supplemental 0

Goal Analysis

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

Growth towards overall Annual Measurable Outcomes is statistically problematic with an ADA of less than twenty and a 40% transiency rate. The loss or gain of one or two students can affect our percentages in the double digits. In addition, our school tends to attract students who struggle to grow academically in a large classroom setting due to various reasons.

Funds budgeted matched funds spent.

All services were implemented.

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

ELA instruction was successful this year.

The SBAC was not administered so data is unavailable.

Metrics for reading and writing indicate that students are making progress or maintaining proficient levels. Students reading scores improved to 68% reaching benchmark in trimester two up from 50% the year before and 90% of students in grades 4-8 received a C or better in trimester two writing assignments.

Goal 2

LEA will increase mastery of Math skills

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Metric 1: SBAC Math Met or Exceeded Metric 2: Multiple Measures K-3 at or exceeding benchmark at Trimester 2 4-8 passing with C or better at Trimester 2 Metric 3: All Warrants will indicate that expenditures were within 10% of budgeted expectations	Metric 1: SBAC Math NA% Not Met Metric 2: K-3: 92%, Met 4-8: 100% Met Metric 3: Variance -45% Not Met
19-20 Metric 1: Growth Target = +15% Metric 2: Students will make growth on Multiple Measures K-3 Growth Target = +5% 4-8 Growth Target = Maintain 100% Metric 3: Target Variance = <10%	
Baseline Metric 1: SBAC Math 6% Metric 2: K-3: 80%, 4-8: 100% Metric 3: Variance 59.57%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A. Continue to implement CCSS in Math	1. Classified Staff to support the Math Program 2000-2999: Classified Personnel Salaries Base See 1A1 2. Certificated Staff to support the Math Program 1000-1999: Certificated Personnel Salaries Base See 1A2 3. Reproduction of materials to support the Math Program 5000-5999: Services And Other Operating Expenditures REAP 66 4. Instructional Supplies 4000-4999: Books And Supplies Base 800 5. Purchase of supplementary texts 4000-4999: Books And Supplies REAP 2,005 6. General Staff Training 2000-2999: Classified Personnel Salaries Title II See 1A6	1. Classified Staff to support the Math Program 2000-2999: Classified Personnel Salaries Base See 1A1 2. Certificated Staff to support the Math Program 1000-1999: Certificated Personnel Salaries Base See 1A2 3. Reproduction of materials to support the Math Program 5000-5999: Services And Other Operating Expenditures Base 176 4. Instructional Supplies 4000-4999: Books And Supplies Lottery: Restricted 458 5. Purchase of supplementary texts 4000-4999: Books And Supplies REAP 0 6. General Staff Training 2000-2999: Classified Personnel Salaries Title II See 1A6
B. Continue implementation of new HM GoMath texts	1. Continue staff training 5000-5999: Services And Other Operating Expenditures Other 2,455	1. Continue staff training 5000-5999: Services And Other Operating Expenditures Other 0
C. Increase hands on learning	1. Manipulatives Not Applicable Not Applicable 0 2. Provide instructional minutes for hands on math on a weekly basis supported by additional classified hours during the school	1. Manipulatives 4000-4999: Books And Supplies Lottery: Unrestricted 22 2. Provide instructional minutes for hands on math on a weekly basis supported by additional classified hours during the school

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
D. Focus on Math vocabulary	day 2000-2999: Classified Personnel Salaries Supplemental 1,700	day 2000-2999: Classified Personnel Salaries Supplemental 1,700
	1. Continue use of a Math "notebook" for each student Not Applicable Not Applicable 0 2. Increase instructional time for math vocabulary review Not Applicable Not Applicable 0	1. Continue use of a Math "notebook" for each student Not Applicable Not Applicable 0 2. Increase instructional time for math vocabulary review Not Applicable Not Applicable 0
E. The LEA will provide an After School Program to support students within subgroup categories	1. Staff Support 2000-2999: Classified Personnel Salaries Supplemental 1,806 2. Administrative Support 1000-1999: Certificated Personnel Salaries Supplemental See 1E2 3. Supplies 4000-4999: Books And Supplies Supplemental 100 4. Social emotional support for after school 5800: Professional/Consulting Services And Operating Expenditures Supplemental 600	1. Staff Support 2000-2999: Classified Personnel Salaries Supplemental 1,806 2. Administrative Support 1000-1999: Certificated Personnel Salaries Supplemental See 1E2 3. Supplies 4000-4999: Books And Supplies Supplemental 100 4. Social emotional support for after school 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0

Goal Analysis

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

Growth towards overall Annual Measurable Outcomes is statistically problematic with an ADA of less than twenty and a 40% transiency rate. The loss or gain of one or two students can affect our percentages in the double digits. In addition, our school tends to attract students who struggle to grow academically in a large classroom setting due to various reasons.

Funds budgeted do not match funds spent. Funding over all was reduced or moved to support distance learning due to the COVID-19 Pandemic.

2b1: Staff Training was canceled due to the COVID-19 Pandemic and funds were used to support distance learning.

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

Math instruction was successful this year.

The SBAC was not administered so data is unavailable.

Metrics for proficiency indicate that students are making progress or maintaining levels. 92% of the primary students were at benchmark on math skills by trimester two and 100% of the 4-8 students received a grade of C or better in math for trimester two.

Goal 3

LEA will increase social/emotional support and provide additional enrichment activities throughout the year (when available).

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Metric 1: Parent survey satisfaction rate Metric 2: Student survey satisfaction rate Metric 3: Attendance at P2 Metric 4: All Warrants will indicate that expenditures were within 10% of budgeted expectations	Metric 1: Parent survey 90% Met Metric 2: Student survey 82% Met Metric 3: Attendance 93.75% Not Met Metric 4: Variance = -63% Not Met
19-20 Metric 1: Growth Target = +5% Metric 2: Growth Target = +5% Metric 3: Growth Target = +1% Metric 3: Target Variance = <10%	

Expected	Actual
Baseline Metric 1: Parent survey 85.75% Metric 2: Student survey 75.25% Metric 3: Attendance 96.5% Metric 4: Variance = -12.21%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A. Implement a robust Enrichment Program	1. Classified Staff to support the Enrichment Program 2000-2999: Classified Personnel Salaries Base See 1A1 2. Certificated Staff to support the Enrichment Program 1000-1999: Certificated Personnel Salaries Base See 1A2 3. Reproduction of materials for the Enrichment Program 5000-5999: Services And Other Operating Expenditures REAP 66 4. Instructional Supplies 4000-4999: Books And Supplies Base 700 5. General Staff Training 2000-2999: Classified Personnel Salaries Title II See 1A6	1. Classified Staff to support the Enrichment Program 2000-2999: Classified Personnel Salaries Base See 1A1 2. Certificated Staff to support the Enrichment Program 1000-1999: Certificated Personnel Salaries Base See 1A2 3. Reproduction of materials for the Enrichment Program 5000-5999: Services And Other Operating Expenditures Base 176 4. Instructional Supplies 4000-4999: Books And Supplies Lottery: Unrestricted 364 5. General Staff Training 2000-2999: Classified Personnel Salaries Title II See 1A6
B. Emotional and PBI Support	1. Purchase additional supplies as needed 4000-4999: Books And Supplies REAP 0 2. Continue Second Step with staff training and set aside of instructional time on a weekly	1. Purchase additional supplies as needed 4000-4999: Books And Supplies Lottery: Unrestricted 241 2. Continue Second Step with staff training and set aside of instructional time on a weekly

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	basis for K-8 Not Applicable Not Applicable 0 3. Continue to provide instructional minutes to conduct Discussion Groups on a weekly basis Not Applicable Not Applicable 0 4. Continue to research and develop the PBI system with a focus on Behavior Modification Not Applicable Not Applicable 0	basis for K-8 Not Applicable Not Applicable 0 3. Continue to provide instructional minutes to conduct Discussion Groups on a weekly basis Not Applicable Not Applicable 0 4. Continue to research and develop the PBI system with a focus on Behavior Modification Not Applicable Not Applicable 0
C. Anti-Bullying support	1. Continue to use consultant to support Anti-Bullying, Second Step, and Active Parenting programs 5800: Professional/Consulting Services And Operating Expenditures REAP 3,920 2. Continue to provide instructional minutes to conduct Anti-Bullying program on a weekly basis Not Applicable Not Applicable 0	1. Continue to use consultant to support Anti-Bullying, Second Step, and Active Parenting programs 5800: Professional/Consulting Services And Operating Expenditures Other 3,200 2. Continue to provide instructional minutes to conduct Anti-Bullying program on a weekly basis Not Applicable Not Applicable 0
D. Community Service	1. Implement possible community service projects Not Applicable Not Applicable 0	1. Implement possible community service projects Not Applicable Not Applicable 0
E. Sports	1. Acquire new equipment as needed for the Sports Program 4000-4999: Books And Supplies REAP 700 2. Implement scope and sequence for LEA Sports Program Not Applicable Not Applicable 0	1. Acquire new equipment as needed for the Sports Program 4000-4999: Books And Supplies Lottery: Unrestricted 32 2. Implement scope and sequence for LEA Sports Program Not Applicable Not Applicable 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
F. Performing Arts (Drama)	1. Continue to provide materials to develop, practice, and perform one play on a yearly basis 4000-4999: Books And Supplies REAP 300 2. Implement scope and sequence for LEA Performing Arts Program Not Applicable Not Applicable 0	1. Continue to provide materials to develop, practice, and perform one play on a yearly basis 4000-4999: Books And Supplies REAP 300 2. Implement scope and sequence for LEA Performing Arts Program 4000-4999: Books And Supplies Base 67
G. Environmental/Science Education/Field Trips	1. Yearly Family Camping Trip 5000-5999: Services And Other Operating Expenditures REAP 0 2. Spring Education Trip 5000-5999: Services And Other Operating Expenditures REAP 0 3. Field Trips 5000-5999: Services And Other Operating Expenditures REAP 750	1. Yearly Family Camping Trip 5000-5999: Services And Other Operating Expenditures REAP 158 2. Spring Education Trip 5000-5999: Services And Other Operating Expenditures REAP 0 3. Field Trips 5000-5999: Services And Other Operating Expenditures REAP 677
H. Art	1. Supplies as needed 4000-4999: Books And Supplies REAP 0 2. Continue to provide instructional minutes to conduct an art program on a weekly basis Not Applicable Not Applicable 0 3. Implement scope and sequence for LEA Art Program Not Applicable Not Applicable 0	1. Supplies as needed 4000-4999: Books And Supplies REAP 0 2. Continue to provide instructional minutes to conduct an art program on a weekly basis Not Applicable Not Applicable 0 3. Implement scope and sequence for LEA Art Program Not Applicable Not Applicable 0
I. Music	1. Continue to support the LEA music program with a consultant contract for instrumental lessons on a yearly basis 5800: Professional/Consulting Services	1. Continue to support the LEA music program with a consultant contract for instrumental lessons on a yearly basis 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Lottery: Unrestricted 5,950 2. Acquire additional Equipment as needed 4000-4999: Books And Supplies REAP 200 3. Implement a scope and sequence for LEA Music Program Not Applicable Not Applicable 0	And Operating Expenditures Base 1,900 2. Acquire additional Equipment as needed 4000-4999: Books And Supplies Base 349 3. Implement a scope and sequence for LEA Music Program Not Applicable Not Applicable 0
J. Foreign Language	1. Foreign Language program 5000-5999: Services And Other Operating Expenditures Not Applicable 0	1. Foreign Language program 5000-5999: Services And Other Operating Expenditures Not Applicable 0
K. The LEA will provide an After School Program to support students within subgroup categories	1. Staff Support 2000-2999: Classified Personnel Salaries Supplemental 1,540 2. Administrative Support 1000-1999: Certificated Personnel Salaries Supplemental See 1E2 3. Supplies 4000-4999: Books And Supplies Supplemental 100 4. Social emotional support for after school 5800: Professional/Consulting Services And Operating Expenditures Supplemental 600	1. Staff Support 2000-2999: Classified Personnel Salaries Supplemental 1,540 2. Administrative Support 1000-1999: Certificated Personnel Salaries Supplemental See 1E2 3. Supplies 4000-4999: Books And Supplies Supplemental 0 4. Social emotional support for after school 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0
L. Science and Social Studies	1. Science equipment, consumables, and books 4000-4999: Books And Supplies REAP 100 2. Social Studies equipment, consumables, and books 4000-4999: Books And Supplies REAP 0	1. Science equipment, consumables, and books 4000-4999: Books And Supplies Base 413 2. Social Studies equipment, consumables, and books 4000-4999: Books And Supplies Lottery: Unrestricted 66

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
M. Health and Garden	1. Health and Garden equipment, consumables, and books. 4000-4999: Books And Supplies REAP 27	1. Health and Garden equipment, consumables, and books. 4000-4999: Books And Supplies REAP 0

Goal Analysis

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

Growth towards overall Annual Measurable Outcomes is statistically problematic with an ADA of less than twenty and a 40% transiency rate. The loss or gain of one or two families can affect our percentages in the double digits. In addition new families can have drastically different views on enrichment that affect outcomes on surveys.

Actions for Goal 3 were implemented with varying degree due to scheduling and staffing issues throughout the year. Input has been taken and plans are being prepared to adjust the scheduling so as to provide a consistent enrichment program that will be in alignment with stakeholder needs and expectations so as to increase parent and student satisfaction rates.

Funds budgeted do not match funds spent. Funding over all was reduced or moved to support distance learning due to the COVID-19 Pandemic.

311: Music Instruction was canceled due to the COVID-19 Pandemic and funds were used to support distance learning.

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

Social/emotional support and enrichment activities were successful this year.

Metrics for satisfaction rates indicate that parents and students felt supported and enriched. Overall attendance was down due to a slight increase in illness and therefore does not indicate a reduced desire to attend school in general.

Goal 4

The LEA will provide parent involvement activities to support the current academic program. These will include, but are not limited to, Family Activity Nights, Parent Education Nights, and home to school communication.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Metric 1: Parent survey satisfaction rate Metric 2: Attendance at P2 Metric 3: All Warrants will indicate that expenditures were within 10% of budgeted expectations	Metric 1: Parent survey 94% Met Metric 2: Attendance 93.75% Not Met Metric 3: Variance = -46% Not Met
19-20 Metric 1: Growth Target = +5% Metric 2: Growth Target = +1% Metric 3: Target Variance = <10%	
Baseline Metric 1: Parent survey 83% Metric 2: Attendance 96.5% Metric 3: Variance = -49.42%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A. Certificated and Classified salaries to support parent involvement	1. Classified staff salaries 2000-2999: Classified Personnel Salaries Base See 1A1 2. Certificated staff salaries 1000-1999: Certificated Personnel Salaries Base See 1A2	1. Classified staff salaries 2000-2999: Classified Personnel Salaries Base See 1A1 2. Certificated staff salaries 1000-1999: Certificated Personnel Salaries Base See 1A2
B. Family Activity Nights (two annually) Subjects will include but not be limited to Art, Math, Science, Literature, History, etc.	1. Staff support for Family Activity Nights 2000-2999: Classified Personnel Salaries Base See 1A1 2. Acquire equipment as necessary for Family Activity Nights: 4000-4999: Books And Supplies Other 175	1. Staff support for Family Activity Nights 2000-2999: Classified Personnel Salaries Base See 1A1 2. Acquire equipment as necessary for Family Activity Nights: 4000-4999: Books And Supplies Other 0
C. Community/Parent Education Nights (two annually) to support parents with both educational and family support skills	1. Staff support for Community/Parent Education Nights 2000-2999: Classified Personnel Salaries Base See 1A1 2. Possible consultant fees related to guest speakers. 5800: Professional/Consulting Services And Operating Expenditures Other 100	1. Staff support for Community/Parent Education Nights 2000-2999: Classified Personnel Salaries Base See 1A1 2. Possible consultant fees related to guest speakers. 5800: Professional/Consulting Services And Operating Expenditures Other 0
D. Home to School Communication	1. Continue to support Blackboard Connect. 5000-5999: Services And Other Operating Expenditures REAP 70	1. Continue to support Blackboard Connect. 5000-5999: Services And Other Operating Expenditures Base 61
E. Reproduction and supplies supports for Home to School Communication	1. Reproduction/materials to support Home to School Communication 5000-5999: Services And Other Operating Expenditures REAP 140 2. Supplies 4000-4999: Books And Supplies REAP 120	1. Reproduction/materials to support Home to School Communication 5000-5999: Services And Other Operating Expenditures REAP 0 2. Supplies 4000-4999: Books And Supplies Base 218

Goal Analysis

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

Growth towards overall Annual Measurable Outcomes is statistically problematic with an ADA of less than twenty and a 40% transiency rate. The loss or gain of one or two families can affect our percentages in the double digits. In addition, new families can have drastically different views on communication that affect outcomes on surveys.

Actions for Goal 4 were implemented with varying degree due to scheduling and parent interest throughout the year. Input has been taken and plans are being prepared to adjust the scheduling so as to provide a consistent parent program that will be in alignment with stakeholder needs and expectations so as to increase parent and student satisfaction rates.

Funds budgeted do not match funds spent. Funding over all was reduced or moved to support distance learning due to the COVID-19 Pandemic.
Parent events were canceled due to the COVID-19 Pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.
Parent involvement activities were successful this year.

Metrics for satisfaction rates indicate that parents felt involved. Overall attendance was down due to a slight increase in illness and therefore does not indicate a reduced desire to attend school in general or a breakdown in communication with parents.

Goal 5

The LEA facility and resources will be maintained in a way that promotes a safe and enriching environment for students, staff, and community.

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 Metric 1: Parent survey satisfaction rate Metric 2: Student survey satisfaction rate Metric 3: FIT Report overall rating Metric 4: All Warrants will indicate that expenditures were within 10% of budgeted expectations	Metric 1: Parent survey 100% Metric 2: Student survey 100% Metric 3: FIT Rating Fair Metric 4: Variance = 85%
19-20 Metric 1: Growth Target = Maintain 100% Metric 2: Growth Target = +5% Metric 3: Growth Target = Maintain Exemplary Metric 3: Target Variance = <10%	
Baseline Metric 1: Parent survey 100% Metric 2: Student survey 95% Metric 3: FIT Rating Exemplary Metric 4: Variance = 15.45%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A. Facility Upkeep and Improvement	<ol style="list-style-type: none"> 1. Utilities (Electricity, Propane, Trash, etc.) 5000-5999: Services And Other Operating Expenditures Base 10,781 2. General yearly Upkeep (Pest Control, Water System Testing, Fire and Intrusion Alarm, Fire Inspections and Extinguishers, etc.) 5000-5999: Services And Other Operating Expenditures Base 6,000 3. Janitorial Supplies 4000-4999: Books And Supplies Base 1,100 4. Legal Requirements (Insurance, Unemployment, Audit Services, Fingerprinting, Election Expenses, etc.) 5000-5999: Services And Other Operating Expenditures Base 8,775 5. Telecommunications and Postage 5000-5999: Services And Other Operating Expenditures Base 1,100 6. Facilities Emergency Repair 5000-5999: Services And Other Operating Expenditures Base 9,000 7. Optimize storage throughout facility Not Applicable Not Applicable 0 8. Community Work Days (3 yearly) Not Applicable Not Applicable 0 	<ol style="list-style-type: none"> 1. Utilities (Electricity, Propane, Trash, etc.) 5000-5999: Services And Other Operating Expenditures Base 8,036 2. General yearly Upkeep (Pest Control, Water System Testing, Fire and Intrusion Alarm, Fire Inspections and Extinguishers, etc.) 5000-5999: Services And Other Operating Expenditures Base 4,373 3. Janitorial Supplies 4000-4999: Books And Supplies Base 5,419 4. Legal Requirements (Insurance, Unemployment, Audit Services, Fingerprinting, Election Expenses, etc.) 5000-5999: Services And Other Operating Expenditures Base 15,199 5. Telecommunications and Postage 5000-5999: Services And Other Operating Expenditures Base 5,544 6. Facilities Emergency Repair 5000-5999: Services And Other Operating Expenditures Base 19,479 7. Optimize storage throughout facility 4000-4999: Books And Supplies Base 705 8. Community Work Days (3 yearly) Not Applicable Not Applicable 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
B. Safety	1. Revise all LEA Safety and Health Plans Not Applicable Not Applicable 0	1. Revise all LEA Safety and Health Plans Not Applicable Not Applicable 0
C. Technology Services and Equipment	1. Service of district technology equipment 5000-5999: Services And Other Operating Expenditures REAP 1,968 2. Purchase technology equipment as needed 6000-6999: Capital Outlay REAP 0	1. Service of district technology equipment 5000-5999: Services And Other Operating Expenditures Base 1,169 2. Purchase technology equipment as needed 4000-4999: Books And Supplies Other 11,807
Project Completed in 2018-2019	1. Implement energy efficiency plan *Project Complete 6000-6999: Capital Outlay Unrestricted Contribution 0 2. Construction and upgrade costs for energy efficiency plan *Project Complete 6000-6999: Capital Outlay Prop 39 0	1. Implement energy efficiency plan *Project Complete 6000-6999: Capital Outlay Unrestricted Contribution 0 2. Construction and upgrade costs for energy efficiency plan *Project Complete 6000-6999: Capital Outlay Prop 39 0
E. Certificated and Classified salaries to support facilities	1. Classified staff salaries 2000-2999: Classified Personnel Salaries Base See 1A1 2. Certificated salaries 1000-1999: Certificated Personnel Salaries Base See 1A2	1. Classified staff salaries 2000-2999: Classified Personnel Salaries Base See 1A1 2. Certificated salaries 1000-1999: Certificated Personnel Salaries Base See 1A2

Goal Analysis

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

Growth towards overall Annual Measurable Outcomes is statistically problematic with an ADA of less than twenty and a 40% transiency rate. The loss or gain of one or two families can affect our percentages in the double digits. In addition, new families can have drastically different views on facilities that affect outcomes on surveys.

All actions for Goal 5 were implemented.

5A1: Utilities were reduced by Prop 39 projects that were completed in the previous year.

5A2: General Yearly Upkeep costs were reduced through consolidation of projects.

5A3: Janitorial Supplies costs increased due to the COVID-19 Pandemic

5A4: Legal Requirements increased with the need to consult legal council and an increase to audit costs.

5A5 Telecommunications and Postage increased due to distance learning needs brought on by the COVID-19 Pandemic.

5A6 Facilities Emergency Repair increased due to the discovery of extensive dry rot on the building.

5C2 Purchase technology equipment increased due to distance learning needs brought on by the COVID-19 Pandemic.

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

Facilities activities were successful this year.

Metrics for satisfaction rates indicate that parents felt the facility is sufficient for the needs of the students. Overall attendance was down due to a slight increase in illness and therefore does not indicate a reduced desire to attend school in general or a breakdown in communication with parents. The FIT report indicates that the facility is in need of repair and upgrades as the last modernization project was carried out over 20 years ago.

Goal 6

The LEA will increase the enrollment of the LEA through outreach to the community and County as a whole.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Metric 1: Enrollment of students within district boundaries Metric 2: All Warrants will indicate that expenditures were within 10% of budgeted expectations	Metric 1: Enrollment 10 students Not Met Metric 2: Variance = -100% Not Met
19-20 Metric 1: Growth Target = Maintain Metric 2: Target Variance = <10%	
Baseline Metric 1: Enrollment 12 students Metric 2: Variance = -18.17%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A. Community communication and advertising	1. Reproduction of materials to support the Advertising Program 5000-5999: Services And Other Operating Expenditures REAP 0 2. Supplies 4000-4999: Books And Supplies REAP 0	1. Reproduction of materials to support the Advertising Program 5000-5999: Services And Other Operating Expenditures REAP 0 2. Supplies 4000-4999: Books And Supplies REAP 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
B. Attend County Events	1. Attend the EDC Fair Not Applicable Not Applicable 0	1. Attend the EDC Fair Not Applicable Not Applicable 0
C. Develop further outreach programs for the LEA.	1. Research and implement additional options for student enrollment Not Applicable Not Applicable 0 2. Summer Camp 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,000	1. Research and implement additional options for student enrollment Not Applicable Not Applicable 0 2. Summer Camp 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0
D. Certificated and classified salaries to support increasing student enrollment	1. Classified staff salaries 2000-2999: Classified Personnel Salaries Base See 1A1 2. Certificated staff salaries 1000-1999: Certificated Personnel Salaries Base See 1A2	1. Classified staff salaries 2000-2999: Classified Personnel Salaries Base See 1A1 2. Certificated staff salaries 1000-1999: Certificated Personnel Salaries Base See 1A2

Goal Analysis

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

Growth towards overall Annual Measurable Outcomes is statistically problematic with an ADA of less than twenty and a 40% transiency rate. The loss or gain of one or two families can affect our percentages in the double digits. In addition, new families can have drastically different views on facilities that affect outcomes on surveys.

All actions for Goal 6 were implemented except:

6C2: Summer School was canceled due to the COVID-19 Pandemic and the funds were used to support Distance Learning.

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

Student retention activities were successful this year.

Metrics for enrollment indicates that students and families are pleased with their education.

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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
PPE and safety equipment (provided by state and county) (Due to the fact that opening the school to an in person hybrid model is a direct action to support our unduplicated students, this action supports our Increased Services.)	\$0.00	0	Yes
Additional cleaning and disinfecting supplies (Due to the fact that opening the school to an in person hybrid model is a direct action to support our unduplicated students, this action supports our Increased Support and Improved Services.)	\$300.00	\$192	Yes
Additional staff hours to provide for safety protocols and additional student support (Due to the fact that opening the school to an in person hybrid model is a direct action to support our unduplicated students, this action supports our Increased Support and Improved Services.)	\$7,500.00	\$12,500	Yes
SIPPS training for staff as well as equipment (Due to the fact that opening the school to an in person hybrid model is a direct action to support our unduplicated students, this action supports our Increased Support and Improved Services.)	\$800.00	0	Yes
Making Math Real training for staff as well as equipment	\$10,000.00	\$3,194	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
(Due to the fact that opening the school to an in person hybrid model is a direct action to support our unduplicated students, this action supports our Increased Support and Improved Services.)			
Additional equipment and online supports for students on days not engaged in in-person learning	\$3,500.00	\$740	No

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

All planned actions were put into place. Some activities, specifically the Making Math Real training, did not cost as much as expected. Additionally some costs were shifted to Learning Loss Mitigation funds.

Analysis of In-Person Instructional Offerings

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

Due to the small nature of our district we were able to maintain in person learning easily. Students greatly benefited from the full time in person instruction. The additional cleaning supplies, additional staff hours, training, and equipment made the process even easier.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>PPE and safety equipment</p> <p>(This action is in support of having small groups of students with unique needs on campus even in a distance learning program and as such is a direct action to support our unduplicated students and therefore this action supports our Increased Services.)</p>	\$0.00	0	Yes
<p>Additional cleaning and disinfecting supplies</p> <p>(This action is in support of having small groups of students with unique needs on campus even in a distance learning program and as such is a direct action to support our unduplicated students and therefore this action supports our Increased Services.) These costs are included in the Actions Related to In-Person Instructional Offerings at \$300.00.</p>	\$0.00	0	Yes
<p>Additional staff hours to provide for safety protocols and additional student support</p> <p>(This action is in support of having small groups of students with unique needs on campus even in a distance learning program and as such is a direct action to support our unduplicated students and therefore this action supports our Increased Services. These costs are included in the Actions Related to In-Person Instructional Offerings at \$7,500.00.</p>	\$0.00	0	Yes
<p>SIPPS training for staff as well as equipment</p> <p>(This action is in support of having small groups of students with unique needs on campus even in a distance learning program and as such is a direct action to support our unduplicated students and therefore this action supports our Increased Services.) These costs are included in the Actions Related to In-Person Instructional Offerings at \$800.00.</p>	\$0.00	0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SIPPS Online	\$500.00	0	No
Making Math Real training for staff as well as equipment (This action is in support of having small groups of students with unique needs on campus even in a distance learning program and as such is a direct action to support our unduplicated students and therefore this action supports our Increased Services.) These costs are included in the Actions Related to In-Person Instructional Offerings at \$10,000.00.	\$0.00	0	Yes
Additional online supports for students (This action is in support of students with unique needs in a distance learning program and as such is a direct action to support our unduplicated students and therefore this action supports our Increased Services.) These costs are included in the Actions Related to In-Person Instructional Offerings at \$3,500.00.	\$0.00	0	Yes
Additional online supports and equipment for staff	\$2,000.00	325	No

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

The district did not provide a distance learning program this year so very few online supports were needed. With a short hybrid program at the beginning of the year we did purchase additional online supports for that short period.

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.

NA

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional staff hours to provide for safety protocols and additional student support for unduplicated students. These costs are included in the Actions Related to In-Person Instructional Offerings at \$7,500.00.	\$0.00	0	Yes
SIPPS training and resources to support unduplicated students. These costs are included in the Actions Related to In-Person Instructional Offerings at \$800.00.	\$0.00	0	Yes
Making Math Real training and resources to support unduplicated students. These costs are included in the Actions Related to In-Person Instructional Offerings at \$10,000.00.	\$0.00	0	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.

As the district did not have extensive time where students were not in person the loss of skills and learning has not affected our students as it has other students. All actions were focused on maintaining in person learning.

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.

We were very successful with keeping students in school. We did not have to close the school due to exposures.

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 students attending daily we were able to monitor their mental health and provide them with social emotional supports. They have done very well and students are progressing well.

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.

With in person attendance we have been able to keep families engaged and in the last few months of the year even provide volunteer opportunities for the parents. We were not able to provide some of the engagement programs due to the pandemic such as music and frequent field trips. it is our hope that they will return next year.

Analysis of School Nutrition

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

The district does not provide a school nutrition program due to our size and rural location.

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.

No additional actions were taken as the district was able to maintain in person learning all year with few changes to our program or systems.

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.

The opportunity to have in person instruction for the entire year has provided our students, staff, and families with a stable and constant program. This has supported us in a smooth continuation of our plans moving forward. As we did have a short hybrid program at the very beginning of the year we have added several web based programs that we will continue to use and include in future plans. We have also accelerated our new math program implementation and this will be reflected in the 2021-24 LCAP.

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 teacher and aides will continue to monitor the students closely using a variety of assessments to ensure growth. Assessments could include:

- *SIPPS placement and mastery tests
- *Fountas and Pinnell Benchmark Assessments
- *Selections from Marie Clay's Observation Survey
- *The Basic Phonics Skills Test III
- *Core assessments for the Go Math series
- *Making Math Real strategy assessments

Student growth (monitored by the above assessments) indicated that the strategies implemented were effective and we will continue to monitor for any learning loss.

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.

All planned actions were put into place. Some activities, specifically the Making Math Real training, did not cost as much as expected. Additionally some costs were shifted to Learning Loss Mitigation funds.

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

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

The opportunity to have in person instruction for the entire year has provided our students, staff, and families with a stable and constant program. This has supported us in a smooth continuation of our plans moving forward. As we did have a short hybrid program at the very beginning of the year we have added several web based programs that we will continue to use and include in future plans. We have also accelerated our new math program implementation and this will be reflected in the 2021-24 LCAP.

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	295,151.00	316,483.00
Base	262,286.00	289,126.00
Lottery: Restricted	0.00	1,472.00
Lottery: Unrestricted	5,950.00	725.00
Not Applicable	0.00	0.00
Other	2,830.00	15,007.00
Prop 39	0.00	0.00
REAP	11,198.00	1,135.00
Supplemental	12,452.00	8,583.00
Title II	435.00	435.00
Unrestricted Contribution	0.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	295,151.00	316,483.00
1000-1999: Certificated Personnel Salaries	144,770.00	144,454.00
2000-2999: Classified Personnel Salaries	87,271.00	89,999.00
4000-4999: Books And Supplies	7,403.00	21,706.00
5000-5999: Services And Other Operating Expenditures	42,537.00	55,224.00
5800: Professional/Consulting Services And Operating Expenditures	13,170.00	5,100.00
6000-6999: Capital Outlay	0.00	0.00
Not Applicable	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	295,151.00	316,483.00
1000-1999: Certificated Personnel Salaries	Base	143,270.00	142,954.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,500.00	1,500.00
2000-2999: Classified Personnel Salaries	Base	79,984.00	82,712.00
2000-2999: Classified Personnel Salaries	Supplemental	6,852.00	6,852.00
2000-2999: Classified Personnel Salaries	Title II	435.00	435.00
4000-4999: Books And Supplies	Base	3,376.00	7,171.00
4000-4999: Books And Supplies	Lottery: Restricted	0.00	1,472.00
4000-4999: Books And Supplies	Lottery: Unrestricted	0.00	725.00
4000-4999: Books And Supplies	Other	275.00	11,807.00
4000-4999: Books And Supplies	REAP	3,452.00	300.00
4000-4999: Books And Supplies	Supplemental	300.00	231.00
5000-5999: Services And Other Operating Expenditures	Base	35,656.00	54,389.00
5000-5999: Services And Other Operating Expenditures	Not Applicable	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	2,455.00	0.00
5000-5999: Services And Other Operating Expenditures	REAP	3,826.00	835.00
5000-5999: Services And Other Operating Expenditures	Supplemental	600.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	1,900.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery: Unrestricted	5,950.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	100.00	3,200.00
5800: Professional/Consulting Services And Operating Expenditures	REAP	3,920.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	3,200.00	0.00
6000-6999: Capital Outlay	Prop 39	0.00	0.00
6000-6999: Capital Outlay	REAP	0.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
6000-6999: Capital Outlay	Unrestricted Contribution	0.00	0.00
Not Applicable	Not Applicable	0.00	0.00

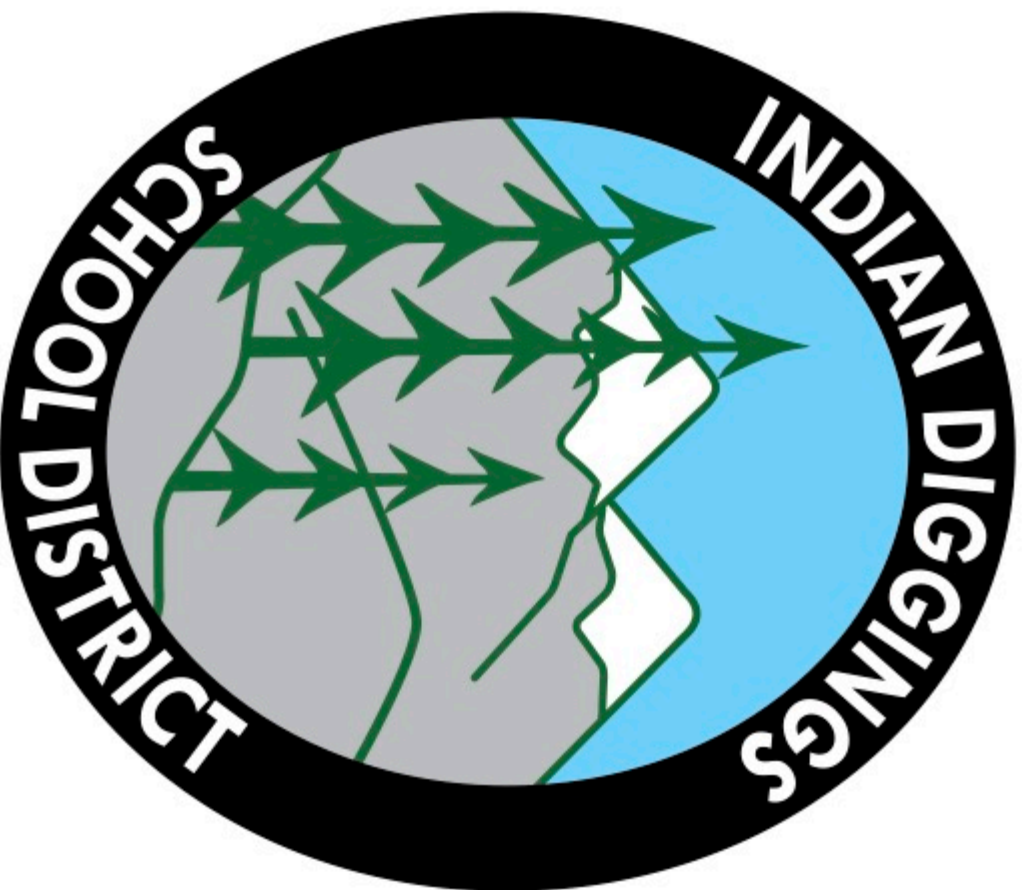
* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	229,337.00	230,728.00
Goal 2	9,532.00	4,262.00
Goal 3	14,953.00	9,483.00
Goal 4	605.00	279.00
Goal 5	38,724.00	71,731.00
Goal 6	2,000.00	0.00

* 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	\$22,100.00	\$16,626.00	
Distance Learning Program	\$2,500.00	\$325.00	
Pupil Learning Loss			
Additional Actions and Plan Requirements			
All Expenditures in Learning Continuity and Attendance Plan	\$24,600.00	\$16,951.00	
Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)			
Offering/Program	2020-21 Budgeted	2020-21 Actual	
In-Person Instructional Offerings	\$3,500.00	\$740.00	
Distance Learning Program	\$2,500.00	\$325.00	
Pupil Learning Loss			
Additional Actions and Plan Requirements			
All Expenditures in Learning Continuity and Attendance Plan	\$6,000.00	\$1,065.00	
Expenditures by Offering/Program (Contributing to Increased/Improved requirement)			
Offering/Program	2020-21 Budgeted	2020-21 Actual	
In-Person Instructional Offerings	\$18,600.00	\$15,886.00	
Distance Learning Program			
Pupil Learning Loss			
Additional Actions and Plan Requirements			
All Expenditures in Learning Continuity and Attendance Plan	\$18,600.00	\$15,886.00	



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Indian Diggings Elementary School District	Grant Coffin Superintendent/Principal/Teacher	gcoffin@idschool.org 530-620-6546

Plan Summary [2021-22]

General Information

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

Indian Diggings School was founded in 1856 and is located in the southern end of El Dorado County in the small community of Orno Ranch. It is the only school in the district and has two, multi-grade classrooms serving students T-K through 8th Grade. Our enrollment ranges from 15 to 25 students. Students demographics are diverse even with our small community and social and academic needs arise regularly. In addition, our climate and extreme rural location results in a high transiency rate of 50% or more in some years. Our staff consists of one certificated Superintendent/Principal/Teacher, a part time Office Manager, part time Custodian, and from two to three part time Teaching Aides. With our small size we are able to include all of our budget in this LCAP so as to remove the need for additional plans and provide an overall picture of our spending to support pupil learning.

Reflections: Successes

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

With less than 30 students our data is not populated into the Dashboard and state testing data is review only on a student by student or whole school level to protect student anonymity. In addition, tracking trends is statistically problematic with an ADA of less than thirty and a 50% transiency rate. The loss or gain of students can affect percentages in the double digits making the data ineffective for long range planning. With these challenges in mind it is difficult to track trends over years. Overall scores and survey results collected over the last four years show successes in writing, social emotional supports, enrichment, and student safety. This LCAP will continue to support these successes and make adjustments as needed. Funds will continue to provide the certificated and classified instructional staff to meet the learning/behavioral needs of our students through after school support for students within the LEA subgroups. This program will continue to be held weekly throughout the school year and provide pre-teaching, remediation, extensions, and social emotional support. The will also continue to provide a summer school option for 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.

Due to the size of our student population and the lack of color identification on the California Dashboard, we have not been able to identified needs based on gaps with that data. A review of local data has resulted in the need for focus on the following areas:

Goal 1: New primary literacy program implementation and support as well as increased writing across the grades and subjects

Goal 2: New math strategies implementation and support

Goal 3: Increased monitoring of the social emotional program to support success

Goal 4: Continued support for the broad course of study

Goal 5: Increased participation by parents in volunteer aspects as well as attendance at meetings to support the school program

Goal 6: Facility repair and upkeep

Goal 7: Increased Aide support for subgroup students and Staff retention/support

LCAP Highlights

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

A continual review and improvement of the ELA program is important to any school. Students at Indian Diggings continue to make progress and can only do better. With only 68% of students increasing their scores on the SBAC ELA and 79% receiving passing scores in reading and writing it is clear that the program can improve. With this data and feedback from stakeholders our focus will be on strengthening the primary literacy program and writing across the grade levels and throughout the curriculum.

A continual review and improvement of the Math program is important to any school. Students at Indian Diggings continue to make progress and can only do better. With only 75% of students increasing their scores on the SBAC Math and 96% receiving passing scores in math it is clear that the program can improve. With this data and feedback from stakeholders our focus will be on strategies that support student's ability to internalize addition and subtraction facts as well as multiplication and division facts. There is no question that these two factors contribute to long term math success throughout high school. We will also focus on strategies to support all students with "Keeping their picture" for the math to increase student self image around math.

The LEA has worked for many years to develop a program that supports its student's social and emotional health including selected practices from Second Step, Nurtured Heart, Move to Learn, Positive Behavior Interventions and Supports and Active Parenting Programs. The staff has trained multiple times, collaborates weekly to support students, and modifies for students daily needs. In the 2020-2021 school year 4 days of suspension occurred. The LEA focuses on this data point as the traditional "rate" is calculated on the total enrollment and as that is under 20 the data calculation is not effective as a gauge of success. This can be improved upon and will be one of the focuses of our program in the following years. With a small school student surveys on social emotional health can be problematic as they do not carry the anonymity of a larger school. With the input of stakeholders and the need for reliable data, the LEA will focus on identifying or creating a survey that will track social emotional health to be taken by students, parents, and staff.

It has been the core belief of the LEA and it's stakeholders that a broad course of study is pivotal to the growth of students toward their life in a diverse world and that it enriches their school experience. That is why, even with the small staff and student body, we work tirelessly to bring the following programs to our students: History, Science, Physical Education, Performing Arts, Music, Art, Health, Garden, Camping and Field Trips, and an After School Program and Summer School. The high satisfaction rates in past surveys of both students and parents indicate these offerings are part of the school culture and services that are valued and it is important to the LEA that they are continued and improved year to year.

Without parent participation in our program the school would not survive. In our rural setting it is almost impossible to find staff so all Aide positions at this time are filled by parents. This has been the case for decades with few exceptions. We also have numerous activities such

as volunteering in classrooms, preparation of materials or correcting papers from home, teaching special interest classes, and participating in the Indian Diggings Volunteer Club which raises money for special field trips and camps. All these activities support the running of the school. In addition, parents receive communication from the LEA through paper notices, automated calls that include text reminders, and email updates. The LEA maintains a website with up to date information to help parents stay current. Input from stakeholders indicates that, with the rural nature of the district and need of parents to work, evening programs are difficult to attend. The school has attempted to hold events many times over the years and attendance has been low. Surveys will be used multiple times a year to gather input from parents as well as invitations to short quarterly meetings to be held at pickup time. Strategies to encourage attendance will be used, such as refreshments and children's activities. Even with these new strategies the communication that is happens at drop off and pickup with all parents is the backbone of our involvement with families.

The maintenance of the school building and program are an important part of any school. If there is no place to have school there's no learning being done. This goal covers all aspects of the operation of the school building and its program. Community concerns and facility inspections (FIT) indicate that the school is in need of major upkeep and improvements to the building and grounds. In 2020 school employees have worked to secure emergency funding for these repairs as well as use available funding and reserves to make smaller repairs as needed. These efforts will be continued in the coming years as indicated in the Facility Maintenance Plan.

Do to the small size, budget, and rural nature of the LEA it is incredibly difficult to attract and maintain staff. The school operates on NSS funding and is not likely to move to Tier 2 in the coming years. Stakeholder feedback has indicated the desire to improve the retention and satisfaction of staff to support the operation and consistency of the classroom program. Staff input indicates that more paid time for collaboration, and preparation, as well as more training would increase satisfaction. Further more, student outcome and scheduling data indicate the need for additional classroom aide time to support the morning content classes. Time will be added to existing staff schedules or new staff will be retained.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

At this time Indian Diggings has 16 students, nine families, and four employees. Our district and community are small and engaged with each other deeply. The school and small volunteer fire house are the only public buildings in town and the community has one active group (Omo Ranch Fire Safe Council) that supports the community and school. The administration of the school is active in the community and talks with many of the residents on a regular basis. Engagement of the community is engrained in our daily process. All input is received by the Superintendent/Principal/Teacher and discussed with Parents, Staff, School Board, and Community. By the nature of this centralized "storehouse" for feedback and input it is his practice to synthesize this information into a comprehensive plan (this LCAP) that provides a guide to the district. This plan is shared multiple times with stakeholders during its development, both in written form and through group discussion. For example, the community met in March of 2020, just before the COVID-19 school closures, to revise our School Vision statement. In attendance were students, parents, staff, and community. In the interim it has undergone one additional revision with input from staff, families, and community. This statement was taken to the school board and adopted. Each of the seven goals in this LCAP are the seven Vision statements. It is impossible for very comment and suggestion not to be considered by the Superintendent/Principal/Teacher and staff prior to the submission of this LCAP.

A summary of the feedback provided by specific stakeholder groups.

As indicated above, feedback is taken daily in conversation, through surveys, in community and school meetings so it is impossible to provide you with all the feedback that was given in the last year and a half by our stakeholders that has gone into the development of this plan. In an effort to provide the reader with an idea as to the kinds of feedback used and the groups they come from we have included relevant examples here, but they are not exhaustive.

1. Students - Student survey data indicates that students value and see a benefit to academic and social experiences provided to them off campus. This data was used to confirm the funding to multiple field trips and camping trips throughout the school year (Goal 4 Action 4).
2. Staff - During collaboration meetings staff have indicated a need for students to receive an increase in amount and frequency of modeling during the writing process. This indication was reach with not only observational data but confirmed with student success on independent writing prompts. This gave rise to the focus on writing in Goal 1 (Action 4)
3. Parents - During parent conferences, parent meetings, and in dismissal conversations, on multiple occasions, parents have indicated the importance of teaching organized sports such as soccer and football, during Physical Education. This prompted the inclusion of funding to purchase new equipment each year to support the playing of organized sports (Goal 4 Action 1).
4. Community - The administration has been approached multiple times by community members regarding the upkeep of the property and building. These conversations, in part, inform the LEA Facility Maintenance Plan that in turn informs this LCAP (Goal 6).

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

As you can see, every aspect of the LCAP is influenced by the input of various stake holders. From staff to parents, input is given and included in the decisions made so that the plan is a synthesis of conversations, meetings, surveys, collaboration, throughout the year.

Goals and Actions

Goal

Goal #	Description
1	Students will be provided with CCSS based curriculum in ELA that supports their needs and prepares them to communicate in a global economy. (Priority 1B, 2A&B, 4A, E&F, 7A, B&C, 8)

An explanation of why the LEA has developed this goal.

A continual review and improvement of the ELA program is important to any school. Students at Indian Diggings continue to make progress and can only do better. With only 68% of students increasing their scores on the SBAC ELA and 79% receiving passing scores in reading and writing it is clear that the program can improve. With this data and feedback from stakeholders our focus will be on strengthening the primary literacy program and writing across the grade levels and throughout the curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 1B: Yearly passing of Resolution #00046-20 Sufficiency of Instructional Materials	Passed August 2020				Passed every year
State 2A: Alignment of LEA report cards to CCSS	Aligned August 2020				Aligned each year
State 2B, 4E&F: English Learner Growth on ELPAC - % improved on raw score or Reclassified	50% in 2018-2019 (1 of 2 students)				100%
State 4A: % of students completing the SBAC ELA	100% of eligible students in May 2021				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 7A, B&C: % of students participating in all offered courses	100% of students participated in all courses in 2020-2021				100%
State 8: Growth on SBAC ELA improved raw score	63% in 2018-2019				85%
Local: % of Students with a score of 3 or grade of C for reading and writing in trimester 2	79% in 2020-2021				90%
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	0.6% in 2020-2021				Within 10% each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA Instructional Books and Supplies	Student consumables, library books, new texts, and other supplies that support the ELA curriculum.	\$1,116.00	No
2	ELA Support Services	Online and in person services to support the ELA curriculum. Reading Eggs NewsELA	\$800.00	No
3	Primary Literacy Program Improvement	Year one: Implementation of new elements and systems Year two: Ongoing support and training (see goal 7 for training component)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Year three: Sustain		
4	School Wide Writing Focus	Year one: Build consistency with writing across the grade levels and curriculum with staff collaboration Year two and three: Sustain	\$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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	Students will participate in Mathematics curriculum that provides them with mastery of the skills needed to have choice in their future careers. (Priority 1B, 2A, 4A, 7A,B&C, 8)

An explanation of why the LEA has developed this goal.

A continual review and improvement of the Math program is important to any school. Students at Indian Diggings continue to make progress and can only do better. With only 75% of students increasing their scores on the SBAC Math and 96% receiving passing scores in math it is clear that the program can improve. With this data and feedback from stakeholders our focus will be on strategies that support student's ability to internalize adding and subtraction facts as well as multiplication and division facts. There is no question that these two factors contribute to long term math success throughout high school. We will also focus on strategies to support all students with "Keeping thier picture" for the math to increase student self image around math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 1B: Yearly passing of Resolution #00046-20 Sufficiency of Instructional Materials	Passed August 2020				Passed every year
State 2A: Alignment of Math report cards to CCSS	Aligned August 2020				Aligned each year
State 4A: % of students completing the SBAC Math	100% of eligible students in May 2021				100%
State 7A,B&C: % of students participating in all offered courses	100% of students participated in all courses in 2020-2021				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 8: Growth on SBAC Math improved raw score	75% in 2018-2019				90%
Local: % of Students with a score of 3 or grade of C for Math in trimester 2	96% in 2020-2021				100%
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	-45% in 2020-2021				Within 10% each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Math Instructional Books and Supplies	Student consumables, books, new texts, manipulatives, and other supplies that support the Math curriculum.	\$400.00	No
2	Math Support Services	Online and in person services to support the Math curriculum. Making Math Real Staff Consultation (as needed)	\$600.00	No
3	Math Program Strategy Implementation	Year one: Implementation of Making Math Real Strategies Year two: Ongoing support and training Year three: Sustain		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Students will be provided with a social/emotional environment that supports their needs and prepares them to be a caring and productive citizen in our community. (Priority 5 A,B&C, 6A,B&C, 7A,B&C)

An explanation of why the LEA has developed this goal.

The LEA has worked for many years to develop a program that supports its student's social and emotional health including selected practices from Second Step, Nurtured Heart, Move to Learn, Positive Behavior Interventions and Supports and Active Parenting Programs. The staff has trained multiple times, collaborates weekly to support students, and modifies for students daily needs. In the 2020-2021 school year 4 days of suspension occurred. The LEA focuses on this data point as the traditional "rate" is calculated on the total enrollment and as that is under 20 the data calculation is not effective as a gauge of success. This can be improved upon and will be one of the focuses of our program in the following years. With a small school student surveys on social emotional health can be problematic as they do not carry the anonymity of a larger school. With the input of stakeholders and the need for reliable data, the LEA will focus on identifying or creating a survey that will track social emotional health to be taken by students, parents, and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
State 5A: School attendance rates	93.75% in 2020-2021				97%
State 5B: Chronic absenteeism students	4% (1 student) in 2020-2021				<5% each year
State 5C: Middle school drop outs	0 students in 2020-2021				0 Drop outs in any year
State 6A: Pupil suspension days	4% (1 student) in 2020-2021				<5% each year
State 6B: Pupil expulsions	0 students in 2020-2021				0 expulsions in any year
State 6C: Pupil survey on social emotional health	New metric to be used in 2021-2022				90% positivity rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 6C: Parent survey on pupil social emotional health	New metric to be used in 2021-2022				90% positivity rate
State 6C: Staff survey on pupil social emotional health	New metric to be used in 2021-2022				90% positivity rate
State 7A, B&C: % of students participating in all offered courses	100% of students participated in all courses in 2020-2021				100%
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	-63% in 2020-2021				Within 10% each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Supplies	Supplies to support the implementation of social emotional services for students.	\$312.00	No
2	Social Emotional Support Services	Online or in person services to support the Social/Emotional program Contract for social/emotional program classes Training to support student social/emotional health (see goal 7 for training component)	\$5,113.00	No
3	Maintenance of Current Social/Emotional Program	Maintain the current program including selected strategies from: Second Step Nurtured Heart Move to Learn		No

Action #	Title	Description	Total Funds	Contributing
		Positive Behavior Interventions and Supports Active Parenting		

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	Students will participate in the arts and humanities, a broad variety of activities that prepare them for a life in a diverse world and enriches their school experience. (Priority 5 A,B&C, 6A,B&C, 7A,B&C, 8)

An explanation of why the LEA has developed this goal.

It has been the core belief of the LEA and it's stakeholders that a broad course of study is pivotal to the growth of students toward their life in a diverse world and that it enriches their school experience. That is why, even with the small staff and student body, we work tirelessly to bring the following programs to our students: History, Science, Physical Education, Performing Arts, Music, Art, Health, Garden, Camping and Field Trips, and an After School Program and Summer School. The high satisfaction rates in past surveys of both students and parents indicate these offerings are part of the school culture and services that are valued and it is important to the LEA that they are continued and improved year to year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 5A: School attendance rates	93.75% in 2020-2021				97%
State 5B: Chronic absenteeism students	1 student in 2020-2021				0 students chronically absent
State 5C: Middle school drop outs	0 students in 2020-2021				0 Drop outs in any year
State 6A: Pupil suspension days	4 days across one student in 2020-2021				1 day of total suspensions across all students
State 6B: Pupil expulsions	0 students in 2020-2021				0 expulsions in any year
State 6C: Pupil survey on school culture and services	82% in 2020-2021				95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 6C: Parent survey on school culture and services	94% in 2020-2021				100%
State 6C: Staff survey on school culture and services	New metric to be used in 2021-2022				100%
State 7A, B&C: % of students participating in all offered courses	100% of students participated in all courses in 2020-2021				100%
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	-63% in 2020-2021				Within 10% each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Arts and Humanities Supplies	Consumables and equipment to support the following programs: History - \$0 Science - \$500 Physical Education - \$300 Performing Arts - \$200 Music - \$400 Art - \$500 Health - \$100 Garden - \$300	\$2,300.00	No
2	Arts and Humanities Services	Online and in person services to support the following programs: History Science	\$4,800.00	No

Action #	Title	Description	Total Funds	Contributing
		Physical Education Performing Arts Music - \$4800 Art Health Garden		
3	After School Program and Summer School	Certificated Teacher Aide	\$11,250.00	Yes
4	Field Trips/Camps	Students will be provided with off campus experiences to support the classroom program.	\$2,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Our families will be deeply involved in our District by participating in multiple activities including (but not limited to) working in the classroom, helping with activities, and off campus experiences. Communication between home and school will be frequent and conducted in multiple ways so as to keep all stakeholders informed and working as a team. (Priority 3 A,B&C)

An explanation of why the LEA has developed this goal.

Without parent participation in our program the school would not survive. In our rural setting it is almost impossible to find staff so all Aide positions at this time are filled by parents. This has been the case for decades with few exceptions. We also have numerous activities such as volunteering in classrooms, preparation of materials or correcting papers from home, teaching special interest classes, and participating in the Indian Diggings Volunteer Club which raises money for special field trips and camps. All these activities support the running of the school. In addition, parents receive communication from the LEA through paper notices, automated calls that include text reminders, and email updates. The LEA maintains a website with up to date information to help parents stay current. Input from stakeholders indicates that, with the rural nature of the district and need of parents to work, evening programs are difficult to attend. The school has attempted to hold events many times over the years and attendance has been low. Surveys will be used multiple times a year to gather input from parents as well as invitations to short quarterly meetings to be held at pickup time. Strategies to encourage attendance will be used, such as refreshments and children's activities. Even with these new strategies the communication that is happens at drop off and pickup with all parents is the backbone of our involvement with families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 3A: Number of communication attempts including paper notices and automated calls	New metric to be used in 2021-2022				30 contacts each year
State 3B: Parent volunteer hours	New metric to be used in 2021-2022				1000 hours each year
State 3C: IEP Participation	100% in 2020-2021				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local: Participation at in person meetings	New metric to be used in 2021-2022				75%
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	-46% in 2020-2021				Within 10% each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Home to School Communication	Maintain a varied communication platform to facilitate the frequent communication between the school and the home.	\$570.00	No
2	Quarterly in person parent meetings	LEA will encourage parents to attend quarterly in person meetings to discuss program and climate.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
6	Our facility will be maintained in a way that promotes a safe and enriching environment for students, staff, and community. (Priority 1C)

An explanation of why the LEA has developed this goal.

The maintenance of the school building and program are an important part of any school. If there is no place to have school there's no learning being done. This goal covers all aspects of the operation of the school building and its program. Community concerns and facility inspections (FIT) indicate that the school is in need of major upkeep and improvements to the building and grounds. In 2020 school employees have worked to secure emergency funding for these repairs as well as use available funding and reserves to make smaller repairs as needed. These efforts will be continued in the coming years as indicated in the Facility Maintenance Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 1C: Facility Maintenance	Fair Rating on the 2020-2021 FIT				Good rating
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	85% in 2020-2021				Within 10% each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities Supplies	Supplies to support the operation and maintenance of the school facility and program: Janitorial, Office, Technology	\$5,209.00	No

Action #	Title	Description	Total Funds	Contributing
2	Facilities Services	Services to support the operation and maintenance of the school facility and program: Utilities: PG&E, Propane Communications: Postage, Internet, ERATE Subsidy, Phone, Copy Machine Contract General Services: Trash, Pest Control, Water System Testing, Fire and Intrusion Alarm, Fire Inspections Legal: Insurance, Unemployment, Audits, Fingerprinting, Election Expenses, Permits, County Taxes, Property Lease, Interest Associations: Small School Districts Association, Association of California School Administrators Upkeep and Repair: Equipment service and upkeep, Emergency Repair Agreements/Contracts: EDCOE Service, ED Specialist	\$41,306.00	No
3	Facility Master Plan Actions	Projects to support the upkeep and safety of the school facility as outlined in the Facility Master Plan. Year one: Repair porch and front steps, ERATE cable and infrastructure install. Year two: Year three:	\$33,283.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
7	Our administration will attract high quality staff that will be supported with training and assistance to provide students with the education they need. (Priority 1A)

An explanation of why the LEA has developed this goal.

Do to the small size, budget, and rural nature of the LEA it is incredibly difficult to attract and maintain staff. The school operates on NSS funding and is not likely to move to move to tear 2 in the coming years. Stakeholder feedback has indicated the desire to improve the retention and satisfaction of staff to support the operation and consistency of the classroom program. staff input indicates that more paid time for collaboration, and preparation, as well as more training would increase satisfaction. Further more, student outcome and scheduling data indicate the need for additional classroom aide time to support the morning content classes. Time will be added to existing staff schedules or new staff will be retained.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State 1A: Appropriate Assignment	100% in 2020-2021				100% each year
Local: Staff satisfaction survey	New metric to be used in 2021-2022				100%
Budget: All Warrants will indicate that expenditures were within 10% of budgeted expectations	New metric to be used in 2021-2022				Within 10% each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staff	Retain a highly qualified Superintendent/Principal/Teacher to support all activities of the LEA.	\$160,567.00	No

Action #	Title	Description	Total Funds	Contributing
2	Classified Staff	Office Manager Teaching Assistant Classroom Aide Custodian	\$73,824.00	No
3	Additional Aide Support	Classified Aide to support students in the LEA subgroups.	\$12,200.00	Yes
4	Services for Staff Training	To maintain a high level of support for all staff the LEA will conduct multiple trainings each year to include but not be limited to: SIPPS Making Math Real Social / Emotional Supports	\$1,773.00	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
8.08%	\$19,630.00

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

Required Descriptions

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

Goal 4 Action 3: After School Program and Summer School Program - This program will be provided school wide and direct contact with parents of foster youth, English learners, and low-income students to encourage them to attend these activities. This is the best use of these funds because many students lack support outside the school facility and an increase in on task time with school staff supports these students increased growth.

Goal 7 Action 3: Additional Aide Support - 15 additional hours a week will be added to aid time to support students school wide and with the small numbers of students they will be able to support our foster youth, English learners, and low-income students daily. This is the best use of these funds because reducing the student to teacher ratio will give each student more one on one time with an adult to help support increased growth.

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

Funds are used to provide the additional certificated and classified instructional staff needed to meet the learning/behavioral needs of our students through after school support for students within the LEA subgroups. This program will be held weekly throughout the school year and provide pre-teaching, remediation, extensions, and social emotional support. The ELA will also provide a summer school option for students and add additional adult support during class time to reduce student to teacher ratios. The funds budgeted for these actions are \$23,450.00 and exceed the quantitative expectation by \$3,820.00. Indian Diggings' Minimum Proportionality Percentage is 8.08%. The district will meet proportionality qualitatively by adding additional 11.6% instructional time for unduplicated pupils during weekly after-school sessions, and another 58% a week of in class support. This percentage is calculated using 1,550 weekly minutes of instruction and a 180

minute after school session each week and 900 minutes of in class support. These services for students include extended learning time and additional one-on-one tutoring.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$294,855.00	\$31,768.00	\$10,805.00	\$19,995.00	\$357,423.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$257,841.00	\$99,582.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	ELA Instructional Books and Supplies		\$916.00		\$200.00	\$1,116.00
1	2	All Students with Disabilities	ELA Support Services				\$800.00	\$800.00
1	3	All Students with Disabilities	Primary Literacy Program Improvement					\$0.00
1	4	All Students with Disabilities	School Wide Writing Focus					\$0.00
2	1	All Students with Disabilities	Math Instructional Books and Supplies		\$300.00		\$100.00	\$400.00
2	2	All Students with Disabilities	Math Support Services		\$600.00			\$600.00
2	3	All Students with Disabilities	Math Program Strategy Implementation					
3	1	All Students with Disabilities	Social Emotional Supplies		\$312.00			\$312.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All Students with Disabilities	Social Emotional Support Services	\$2,200.00	\$2,913.00			\$5,113.00
3	3	All Students with Disabilities	Maintenance of Current Social/Emotional Program					
4	1	All Students with Disabilities	Arts and Humanities Supplies		\$2,300.00			\$2,300.00
4	2	All Students with Disabilities	Arts and Humanities Services	\$4,800.00				\$4,800.00
4	3	English Learners Foster Youth Low Income	After School Program and Summer School	\$11,250.00				\$11,250.00
4	4	All Students with Disabilities	Field Trips/Camps	\$2,000.00				\$2,000.00
5	1	All Students with Disabilities	Home to School Communication	\$570.00				\$570.00
5	2	All Students with Disabilities	Quarterly in person parent meetings					
6	1	All Students with Disabilities	Facilities Supplies	\$5,209.00				\$5,209.00
6	2	All Students with Disabilities	Facilities Services	\$36,350.00		\$4,956.00		\$41,306.00
6	3	All Students with Disabilities	Facility Master Plan Actions	\$33,283.00				\$33,283.00
7	1	All Students with Disabilities	Certificated Staff	\$135,937.00	\$11,469.00	\$5,849.00	\$7,312.00	\$160,567.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	2	All Students with Disabilities	Classified Staff	\$51,056.00	\$11,958.00		\$10,810.00	\$73,824.00
7	3	English Learners Foster Youth Low Income	Additional Aide Support	\$12,200.00				\$12,200.00
7	4	All Students with Disabilities	Services for Staff Training		\$1,000.00		\$773.00	\$1,773.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$23,450.00	\$23,450.00
LEA-wide Total:	\$23,450.00	\$23,450.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$23,450.00	\$23,450.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	After School Program and Summer School	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$11,250.00	\$11,250.00
7	3	Additional Aide Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$12,200.00	\$12,200.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFE, 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 Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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