

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Elementary District

CDS Code: 44697816049621

School Year: 2021-22

LEA contact information:

Eric Gross

Superintendent/Principal

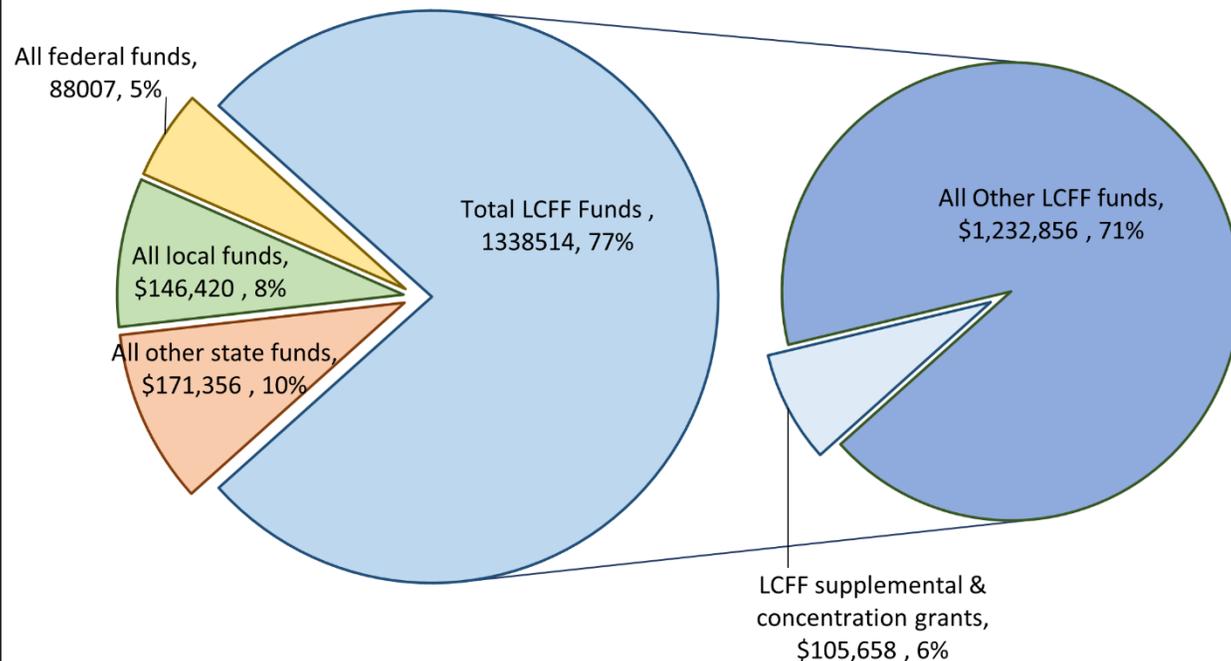
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8314257002

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

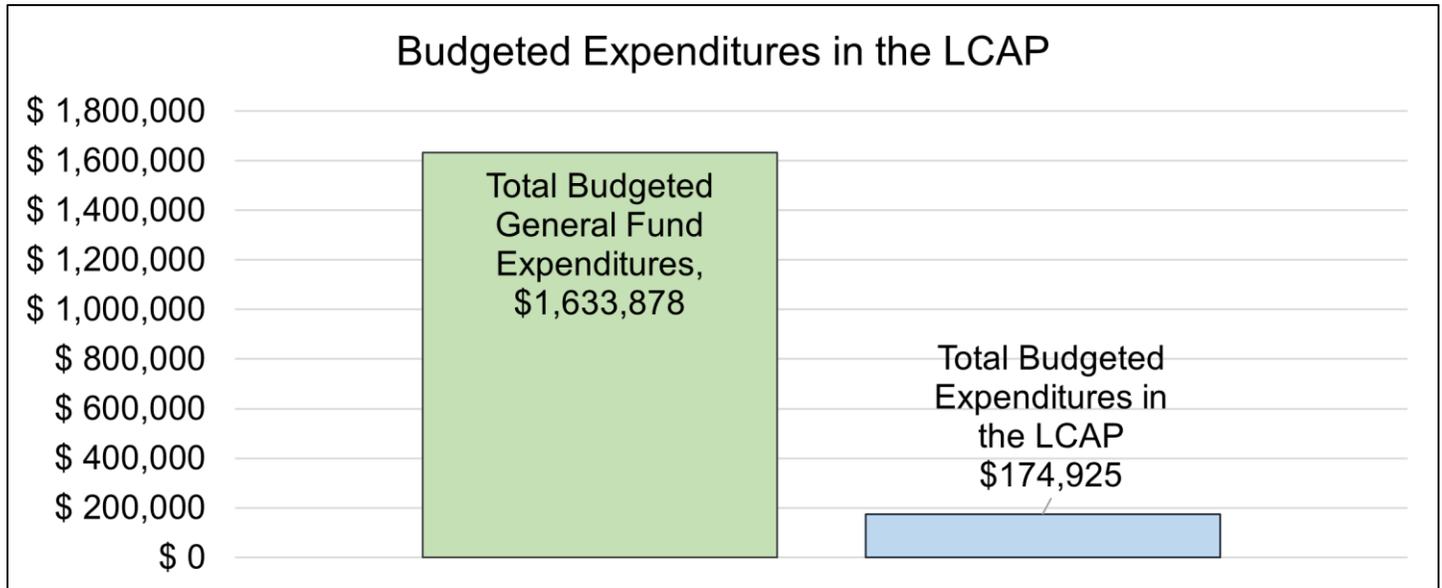


This chart shows the total general purpose revenue Pacific Elementary District expects to receive in the coming year from all sources.

The total revenue projected for Pacific Elementary District is \$1,744,297, of which \$1,338,514 is Local Control Funding Formula (LCFF), \$171,356 is other state funds, \$146,420 is local funds, and \$88,007 is federal funds. Of the \$1,338,514 in LCFF Funds, \$105,658 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 Pacific Elementary District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pacific Elementary District plans to spend \$1,633,878 for the 2021-22 school year. Of that amount, \$174,925 is tied to actions/services in the LCAP and \$1,458,953 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

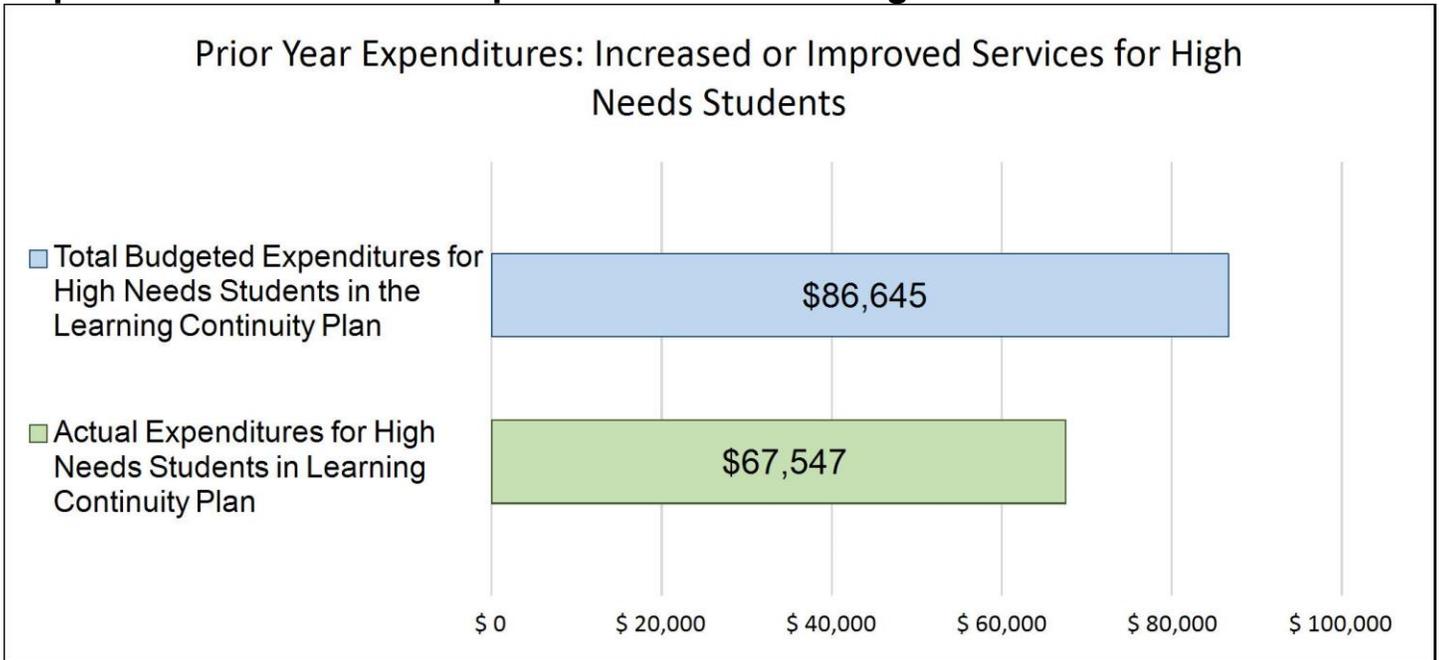
Our LCAP budget only includes LCAP-related expenditures. Other General Fund Budget Expenditures includes teacher, administration, and staff salaries and benefits, facilities maintenance, utilities costs, administrative and other services and memberships, materials and supplies, etc.

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

In 2021-22, Pacific Elementary District is projecting it will receive \$105,658 based on the enrollment of foster youth, English learner, and low-income students. Pacific Elementary District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Elementary District plans to spend \$108,263 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 Pacific Elementary 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 Pacific Elementary 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, Pacific Elementary District's Learning Continuity Plan budgeted \$86,645 for planned actions to increase or improve services for high needs students. Pacific Elementary District actually spent \$67,547 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Pacific Elementary District	Eric Gross Superintendent/Principal	egross@pacificesd.org 8314257002

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

All students will benefit from having access to highly qualified staff dedicated to continual improvement. The hiring process will incorporate clear systems to ensure the most highly qualified classified and certificated candidates are considered for employment. Employees will benefit from professional development. All certificated faculty will be fully ESSA compliant and appropriately assigned.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The % of certificated faculty with proper credentials and proper assignments.</p> <p>19-20 100% of certificated faculty are highly qualified, hold the appropriate credentials, and are properly assigned.</p> <p>Baseline 100% of certificated faculty are highly qualified, hold the appropriate credentials, and are properly assigned.</p>	<p>100% of certificated faculty are highly qualified, hold the appropriate credentials, and are properly assigned.</p>
<p>Metric/Indicator 100% of classified instructional staff will be ESSA compliant.</p> <p>19-20 100% of classified instructional staff will be ESSA compliant.</p> <p>Baseline 100% of classified instructional staff are ESSA compliant.</p>	<p>100% of classified instructional staff are ESSA compliant.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hiring practices will support selection and retention of highly qualified, ESSA-compliant staff.	Edjoin Subscription - consortium with Boony Doon School District 5000-5999: Services And Other Operating Expenditures Base \$250.00	Edjoin Subscription - consortium with Boony Doon School District 5000-5999: Services And Other Operating Expenditures Base \$225
Faculty and staff will receive increasingly competitive compensation.	<p>Bilingual stipend for certificated faculty 1000-1999: Certificated Personnel Salaries Base \$500</p> <p>Bilingual Stipend for classified staff 2000-2999: Classified Personnel Salaries Base \$500</p> <p>1% raise for certificated employees 1000-1999: Certificated Personnel Salaries Base \$4,000</p> <p>1% raise for classified employees 2000-2999: Classified Personnel Salaries Base \$2,000</p> <p>District will pay for the cost of an Instructional Assistant. The Parents Club has been paying for this. 2000-2999: Classified Personnel Salaries Supplemental \$8,000</p> <p>District will pay for the cost of an Instructional Assistant. The Parents Club has been paying for this. 3000-3999: Employee Benefits Supplemental \$3,000</p>	<p>Bilingual stipend for certificated faculty 1000-1999: Certificated Personnel Salaries Supplemental \$49</p> <p>Bilingual Stipend for classified staff 2000-2999: Classified Personnel Salaries Supplemental \$700</p> <p>0% raise for certificated employees 0001-0999: Unrestricted: Locally Defined Base \$0</p> <p>0% raise for classified employees 2000-2999: Classified Personnel Salaries Base \$0</p> <p>Consolidated in to Goal #2 2000-2999: Classified Personnel Salaries Supplemental \$0</p> <p>Consolidated in to Goal #2 3000-3999: Employee Benefits Supplemental \$0</p>

Goal Analysis

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

How did the unused funds go to support students, families, teachers and/or staff? Don't bother with the small differences between budgeted and actual.

The bilingual stipend for certificated staff was less than planned because the teacher who was due to receive the stipend resigned. We hired another bilingual teacher, but she also resigned after working less than a month. Also, we had planned to give a raise, but were unable to fund it due to the state declining to fund our school for the increased ADA. The unused funds were spent to hire two additional teachers to teach the 47 additional enrolled students.

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

We were able to continue stipends for bilingual staff, but unable to give raises due to uncertainty surrounding ADA funding. Had the state funded schools based on current year ADA as they had every year except this year, we would have been able to provide raises.

Goal 2

Students will meet or exceed standards. Students will have access to textbooks aligned to the Common Core State Standards (ELA & Math), California English Language Development Standards, and the Next-Generation Science Standards. Teachers and classified instructional staff will be trained in effective instructional strategies. Students will receive small group and individual instruction to meet their unique needs. The instructional program will include instructional assistants and early intervention (K-6) to promote student achievement and support at-risk students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % of students having access to textbooks & materials aligned with CCSS mathematics.</p> <p>19-20 100% of students will have access to textbooks & materials aligned with CCSS mathematics.</p> <p>Baseline 100% of students have access to textbooks & materials aligned with CCSS mathematics.</p>	<p>100% of students have access to textbooks & materials aligned with CCSS mathematics.</p>
<p>Metric/Indicator % of students have access to textbooks & materials aligned with CCSS ELA.</p> <p>19-20 100% of students will have access to textbooks & materials aligned with CCSS ELA.</p> <p>Baseline 100% of students have access to textbooks & materials aligned with CCSS ELA.</p>	<p>100% of students have access to textbooks & materials aligned with CCSS ELA.</p>

Expected	Actual
<p>Metric/Indicator % of ELs will have access to textbooks & materials aligned with CA ELD Standards.</p> <p>19-20 100% of ELs will have access to textbooks & materials aligned with CA ELD Standards.</p> <p>Baseline 100% of ELs have access to textbooks & materials aligned with CA ELD Standards.</p> <p>Metric/Indicator % of students will have access to textbooks & materials aligned with NGSS.</p> <p>19-20 100% of students will have access to textbooks & materials aligned with NGSS.</p> <p>Baseline 0% of students have access to textbooks & materials aligned with NGSS.</p>	<p>100% of ELs have access to textbooks & materials aligned with CA ELD Standards.</p> <p>100% of students have access to textbooks & materials aligned with NGSS.</p>
<p>Metric/Indicator All students averaged points above level 3 as measured by SBAC ELA results.</p> <p>19-20 All students averaged 14 points above level 3 as measured by SBAC ELA results.</p> <p>Baseline All students averaged 1.3 points below level 3 as measured by SBAC ELA results.</p> <p>Metric/Indicator All students averaged points above level 3 as measured by SBAC Math results.</p>	<p>While the all students group scored 4.4 points above standard as measured by SBAC ELA results, the CAASPP test was suspended during the 2019-20 school year, so there is no recent data.</p> <p>While the all students group scored 4.6 points above standard as measured by SBAC Math results, the CAASPP test was suspended during the 2019-20 school year, so there is no recent data.</p>

Expected	Actual
<p>19-20 All students averaged 8 points above level 3 as measured by SBAC Math results.</p> <p>Baseline All students averaged 6.8 points above level 3 as measured by SBAC Math results.</p>	
<p>Metric/Indicator % of classified instructional staff who participate in 8 or more hours of professional development</p> <p>19-20 100% of classified instructional staff will participate in 8 or more hours of professional development</p> <p>Baseline 90% of classified instructional staff participate in 8 or more hours of professional development</p> <p>Metric/Indicator % of certificated staff who participate in 2 or more days of professional development</p> <p>19-20 100% of certificated staff will participate in 2 or more days of professional development</p> <p>Baseline 100% of certificated staff participate in 2 or more days of professional development</p>	<p>Due to the suspension of in-person learning, 0% of classified staff participated in 8 or more hours of professional development.</p> <p>100% of certificated staff participated in 2 or more days of professional development.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase standards-aligned textbooks and materials.	<p>Purchase consumable texts - Triumph (math) 4000-4999: Books And Supplies Base \$500</p> <p>Purchase CCSS-aligned math materials 0000: Unrestricted Base \$1,500</p> <p>Purchase consumable ELA/ELD Standards-aligned materials 4000-4999: Books And Supplies Base \$2,000</p> <p>Purchase consumable NGSS-aligned science materials. We don't expect to be able to afford all of the science instructional materials that we need in 1 budget year, so this will be phased in. We will purchase as much as we can afford each year until all students have access to NGSS-aligned science materials. 4000-4999: Books And Supplies Base \$3,000</p>	<p>Math texts 4000-4999: Books And Supplies Base \$5,100</p> <p>Purchase CCSS-aligned math materials 4000-4999: Books And Supplies Base \$2,173</p> <p>Benchmark 4000-4999: Books And Supplies Supplemental \$8,948</p> <p>A donor enabled us to purchase all of the FOSS science materials at one time so we did not need to continue to purchase any more at this time. 4000-4999: Books And Supplies Base \$0</p>
Professional Development for standards-aligned instruction.	<p>100% of certificated faculty will attend 2 days of professional development on meeting the needs of struggling learners. 1000-1999: Certificated Personnel Salaries Base \$3,500</p> <p>100% of certificated faculty will attend 2 days of professional development on meeting the needs of struggling learners. 3000-3999: Employee Benefits Supplemental \$620</p>	<p>100% of certificated faculty attended 1 day of professional development on meeting the needs of struggling learners (math). 1000-1999: Certificated Personnel Salaries Supplemental \$4,250</p> <p>100% of certificated faculty attended 1 day of professional development on meeting the needs of struggling learners (social-emotional learning). 1000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Benefits for certificated faculty for professional development. 1000-1999: Certificated Personnel Salaries Base \$1,200</p> <p>100% of instructional classified staff will attend 8 hours of professional development on meeting the needs of struggling learners. 2000-2999: Classified Personnel Salaries Base \$230</p> <p>Substitutes for teachers to attend training. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Substitutes for teachers to attend training. 3000-3999: Employee Benefits Supplemental \$0</p> <p>Hire math consultant 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>	<p>1999: Certificated Personnel Salaries Title II \$833</p> <p>Benefits for certificated faculty for professional development. 3000-3999: Employee Benefits Supplemental \$0</p> <p>1 classified staff attended workshops on improving attendance and SARB. 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p> <p>Substitutes for teachers to attend training. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Substitutes for teachers to attend training. 3000-3999: Employee Benefits Supplemental \$0</p> <p>Hired math consultant 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>
<p>Students will receive small group and individual instruction to meet their unique needs. The instructional program will include instructional assistants and early intervention to promote student achievement and support the at-risk student.</p>	<p>Instructional Aides will support the multiage instructional program by lowering the teacher/student ratio, providing informal assessments, participating in small group instruction, providing social-emotional support to students and coordinate project-based learning. 2000-2999: Classified Personnel Salaries Supplemental \$15,000</p> <p>Instructional Aides will support the multiage instructional program by lowering the teacher/student ratio,</p>	<p>Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental \$39,933</p> <p>Instructional Aides 3000-3999: Employee Benefits Supplemental \$5,393</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>providing informal assessments, participating in small group instruction, providing socio-emotional support to students and coordinate project-based learning. 3000-3999: Employee Benefits Supplemental \$6,000</p> <p>Instructional Aides will support the multiage instructional program by lowering the teacher/student ratio, providing informal assessments, participating in small group instruction, providing social-emotional support to students and coordinate project-based learning. 2000-2999: Classified Personnel Salaries Federal Funds \$12,500</p> <p>Instructional Aides will support the multiage instructional program by lowering the teacher/student ratio, providing informal assessments, participating in small group instruction, providing socio-emotional support to students and coordinate project-based learning. 2000-2999: Classified Personnel Salaries Donations \$9,300</p>	<p>Instructional Aides 2000-2999: Classified Personnel Salaries Title III \$2,259</p> <p>Instructional Aides 2000-2999: Classified Personnel Salaries Donations \$0</p>
<p>The Resource Specialist will be partially funded to also be our Academic Support Teacher to provide Response to Intervention instruction to designated students both in the classroom and in small group or individualized settings. The Academic Support Teacher will confer with the regular education teacher to coordinate services. .2 FTE will go toward the Academic Support role.</p>	<p>Academic Support (RTI) Teacher (.05 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$13,729</p> <p>Academic Support (RTI) Teacher 3000-3999: Employee Benefits Supplemental \$5,347</p> <p>Speech & Language Pathologist works with English learners as</p>	<p>Academic Support (RTI) Teacher (.05 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$12,965</p> <p>Academic Support (RTI) Teacher 3000-3999: Employee Benefits Supplemental \$2,542</p> <p>SLP 5800: Professional/Consulting Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	part of the Response-to-Intervention program to help them develop fluency in the English language. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,545	And Operating Expenditures Supplemental \$7,425
Teacher support for struggling students in the combination class.		.29 FTE of certificated teacher salary for small group instruction in art & social studies 1000-1999: Certificated Personnel Salaries Supplemental \$15,744 .29 FTE of certificated teacher benefits for small group instruction in art & social studies 3000-3999: Employee Benefits Supplemental \$3,087

Goal Analysis

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

Shelter-in-Place forced the cancellation of the major fund-raiser for the Parents Club, so they couldn't donate as much funding as was planned. That resulted in increased need to use supplemental funds to provide targeted student support.

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

We were able to provide some professional learning for staff and we were able to provide some small group instruction in the virtual environment. All staff continued their positions and their role in providing student support.

Expected	Actual
<p>Baseline 90% of conditions identified as needing correction on Safety Inspection are corrected within 1 month of identification, but 10% take longer.</p>	
<p>Metric/Indicator % of needed corrections identified on Fire Marshall's Inspection completed within 1 month.</p> <p>19-20 100% of conditions identified as needing correction in the Fire Marshall's Inspection will be corrected within 1 month of identification.</p> <p>Baseline 90% of conditions identified as needing correction in the Fire Marshall's Inspection are corrected within 1 month of identification, but 10% take longer.</p>	<p>100% of needed corrections identified on Fire Marshall's Inspection completed within 1 month.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Allocate funds in the budget for facilities maintenance in order to correct and/or repair of facilities as identified in FIT, Safety Inspection, and/or Fire Marshall's Inspection.</p> <p>Hopefully, the district's application for Proposition 51 funds will be approved by this time, and the projects being designed in the Facilities Master Plan will begin to be implemented.</p>	<p>Facilities repair 6000-6999: Capital Outlay Base \$10,000</p>	<p>Facilities repair (roof etc.) 6000-6999: Capital Outlay Base \$10,169</p>
<p>Staff will review preventative safety needs and use JPA "safety dollars" to purchase safety equipment or repair items as needed.</p>	<p>Safety Dollars 5000-5999: Services And Other Operating Expenditures Base \$750</p>	<p>Safety Dollars 5000-5999: Services And Other Operating Expenditures Base \$162</p>

Goal Analysis

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

The cost for facilities repair was close to what was budgeted. There were fewer safety dollars expended because the campus was closed during Shelter-in-Place.

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

There is an on-going need for maintenance of facilities. We were able to repair and/or mitigate almost all the issues identified in the various inspection reports, but there is always more that should be done. But the funding needs to support the need.

Goal 4

Students will have access to a broad course of study, including music, Life Lab, FoodLab, technology, drama, and educational field trips.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % of K-6th students that have access to music instruction.</p> <p>19-20 100% of K-6th students will have access to music instruction.</p> <p>Baseline 90% of K-6th students have access to music instruction.</p> <p>Metric/Indicator % of K-6th students that have access to drama instruction.</p> <p>19-20 50% of K-6th students will have access to drama instruction every other year.</p> <p>Baseline 50% of K-6th students have access to drama instruction every other year.</p>	<p>The music program was cancelled due to the pandemic restrictions.</p> <p>66% of K-6th students have access to drama instruction every other year.</p>
<p>Metric/Indicator % of K-4th students that have access to Life Lab instruction.</p> <p>19-20 100% of K-4th students will have access to Life Lab instruction.</p> <p>Baseline 100% of K-4th students have access to Life Lab instruction.</p>	<p>The Life Lab program was cancelled due to the pandemic restrictions.</p>

Expected	Actual
<p>Metric/Indicator % of 5th-6th students that have access to FoodLab instruction.</p> <p>19-20 100% of 5th-6th students will have access to FoodLab instruction.</p> <p>Baseline 94% of 5th-6th students have access to FoodLab instruction.</p>	<p>The Life Lab program was cancelled due to the pandemic restrictions.</p>
<p>Metric/Indicator % of 1st-6th students that have access to educational Field Trips.</p> <p>19-20 100% of 1st-6th students will have access to educational Field Trips.</p> <p>Baseline 100% of 1st-6th students have access to educational Field Trips.</p>	<p>Field trips were cancelled due to the pandemic restrictions.</p>
<p>Metric/Indicator % of 3rd-6th students that have access to computers and technology instruction.</p> <p>19-20 90% of 3rd-6th students will have access to computers and technology instruction.</p> <p>Baseline 75% of 3rd-6th students have access to computers and technology instruction.</p>	<p>100% of 3rd-6th students that have access to computers and technology instruction.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Music Instruction</p>	<p>Music teachers 2000-2999: Classified Personnel Salaries Donations \$10,000</p>	<p>Music teacher 1000-1999: Certificated Personnel Salaries Donations \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Music teachers 3000-3999: Employee Benefits Donations \$1,560	Music teacher 3000-3999: Employee Benefits Donations \$0
Drama Instruction	West Theater contract 5800: Professional/Consulting Services And Operating Expenditures Donations \$5,000	West Theater Contract 5800: Professional/Consulting Services And Operating Expenditures Donations \$
FoodLab	FoodLab instructor 2000-2999: Classified Personnel Salaries Base \$17,500 FoodLab instructor 3000-3999: Employee Benefits Base \$8,500	Food Lab Instructor 2000-2999: Classified Personnel Salaries Federal Funds \$4,798 Food Lab Instructor 3000-3999: Employee Benefits Federal Funds \$1,641
Life Lab Instruction	Life Lab Instructor 2000-2999: Classified Personnel Salaries Donations \$4,100 Life Lab Instructor 3000-3999: Employee Benefits Donations \$900 Life Lab supplies 4000-4999: Books And Supplies Donations \$250	Life Lab Instructor 2000-2999: Classified Personnel Salaries Donations \$0 Life Lab Instructor 3000-3999: Employee Benefits Donations \$0 Life Lab supplies 4000-4999: Books And Supplies Donations \$0
Field Trips	\$300/class in 5-day program (excluding K) & \$400/class in Independent Studies program 4000-4999: Books And Supplies Base \$1,700	Field trips 4000-4999: Books And Supplies Base \$0
Chromebooks and keyboarding instruction	Students who take the online SBAC tests will have opportunities to learn to keyboard effectively. 2000-2999: Classified Personnel Salaries Base \$5,000	Technology Instructor 2000-2999: Classified Personnel Salaries Federal Funds \$8,177

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Field trips (especially the Environmental Living Project)	<p>Replace computers, as needed, and purchase additional computers as possible. 4000-4999: Books And Supplies Lottery \$2,000</p> <p>5th & 6th graders will participate in an Environmental Living Project (ELP) field trip. 0000: Unrestricted Donations \$3,000</p> <p>Stipends and substitutes for staff who participate in ELP. 2000-2999: Classified Personnel Salaries Base \$700</p> <p>Stipends and substitutes for staff who participate in ELP. 3000-3999: Employee Benefits Base \$100</p>	<p>Purchased student computers. 4000-4999: Books And Supplies Other \$40,109</p> <p>Environmental Living Project (ELP) field trips. 0000: Unrestricted Donations \$0</p> <p>Stipends and substitutes for staff who participate in ELP. 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Stipends and substitutes for staff who participate in ELP. 3000-3999: Employee Benefits Base \$0</p>
Scholarships for low-income students to be able to participate in after-school enrichment activities offered on campus.	Scholarships for low-income students to be able to participate in after-school enrichment activities offered on campus. 0000: Unrestricted Supplemental \$1,000	Scholarships for low-income students to be able to participate in after-school enrichment activities offered on campus. 0000: Unrestricted Donations \$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.

Money that wasn't spent for cancelled programs (Life Lab, field trips, music) will continue to be allocated for hands-on learning opportunities in 2020 and future years.

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

The drama program successfully pivoted to the virtual environment. The school provided Chromebooks to all students for distance learning. The challenges were mainly cancelled programs (ELP, music, Life Lab, field trips) due to the pandemic.

Goal 5

Parents will have ample opportunities to be involved in a wide variety of school programs, activities, and processes. Communication between the school and families will be frequent, timely, and clear.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator # of parents responding to the parent survey.</p> <p># of survey results that indicate that the 9 programs will be rated favorably (4 or 5 out of 5).</p> <p># of survey results that indicate that the 11 categories of personnel will be rated favorably (4 or 5 out of 5).</p> <p>19-20 Responses to the annual parent survey was 40.</p> <p>Survey results indicate that 8 of 15 programs are rated favorably (75% or more responses are 4 or 5 out of 5).</p> <p>Survey results indicate that 16 of 16 categories of personnel are rated favorably (above 75% of responses are 4 or 5 out of 5).</p>	<p>This particular survey was not implemented this year due to the pandemic. Instead, there was a different parent survey regarding distance learning. X% responded.</p>

Expected	Actual
<p>Baseline 43 parents responded to the parent survey in 2017.</p> <p>Survey results indicate that 6 of 9 programs are rated favorably (75% or more responses are 4 or 5 out of 5).</p> <p>Survey results indicate that 7 of 11 categories of personnel are rated favorably (above 75% of responses are 4 or 5 out of 5).</p>	
<p>Metric/Indicator Is the School Site Council fully-constituted? Does the School Site Council meet regularly?</p> <p>19-20 A fully-constituted School Site Council will meet regularly and provide input on the school's plans.</p> <p>Baseline A fully-constituted School Site Council meets regularly and provides input on the school's plans.</p> <p>Metric/Indicator Is the School Board fully-constituted? Does the School Site Council meet regularly?</p> <p>19-20 A fully-constituted School Board will meet regularly.</p> <p>Baseline A fully-constituted School Board meets regularly.</p>	<p>Yes, the SSC is fully constituted and met on a regular basis until the shelter in place order.</p> <p>Yes, the School Board is fully constituted and met on a regular basis until the shelter in place order happened, at which point they met more frequently.</p>
<p>Metric/Indicator % of classes offering weekly opportunities to volunteer in class.</p> <p>19-20 6 of 6 classes have active volunteers in class.</p> <p>Baseline 4 of 6 classes have active volunteers in class.</p>	<p>No volunteers were allowed in classes, but most parents helped their children at home.</p>

Expected	Actual
<p>Metric/Indicator Is the newsletter published on a regular basis?</p> <p>19-20 A newsletter for parents will be published weekly.</p> <p>Baseline A parent newsletter for parents is published biweekly.</p>	<p>The weekly memo was sent to parents and staff at least weekly.</p>
<p>Metric/Indicator Is the school website updated on a regular basis?</p> <p>19-20 The school website -- including a calendar -- will be updated at least monthly.</p> <p>Baseline The school website -- including a calendar -- are updated at least monthly.</p>	<p>Yes, it is updated as needed.</p>
<p>Metric/Indicator % of time the network services function adequately.</p> <p>19-20 Network services will function 99% of the time.</p> <p>Baseline Network services function 90% of the time.</p>	<p>Network services functions about 99% of the time and since the infrastructure was improved, it is significantly faster.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The website, calendar, and newsletter will be up-to-date and accessible to speakers of both English and Spanish.	Website and internet hosting 5000-5999: Services And Other Operating Expenditures Base \$800 Network Services 5800: Professional/Consulting Services And Operating Expenditures Base \$3,500	Website and internet hosting 5000-5999: Services And Other Operating Expenditures Base \$800 Network services contract with COE 5800: Professional/Consulting Services And Operating Expenditures Base \$2,208

Goal Analysis

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

N/A

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

Parent and governance groups continued to meet virtually and provide support.

Goal 6

Students will be highly engaged in school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attendance rate.</p> <p>19-20 Attendance rate will increase .10% over previous year to 94.25%.</p> <p>Baseline Attendance rate is 93.56% in 2016-17.</p>	<p>Annual attendance data was not accurate due to the pandemic.</p>
<p>Metric/Indicator Chronic absentee rate.</p> <p>19-20 Chronic absentee rate will decrease 1% over previous year to 12%.</p> <p>Baseline Chronic absentee rate is 8% in 2016-17.</p>	<p>Annual attendance data was not accurate due to the pandemic.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Track attendance data and intervene proactively, as necessary.</p> <p>Integrate Foster Youth fully into all aspects of the school by meeting their unique needs.</p>	<p>Schoolwise student information system contract. 5800: Professional/Consulting Services And Operating Expenditures Base \$1,500</p> <p>School Attendance and Review Board 0000: Unrestricted Base \$0</p> <p>1% of Superintendent/Principal's salary for coordination of needs of Foster Youth 1000-1999: Certificated Personnel Salaries Supplemental \$1,075</p>	<p>Schoolwise student information system contract. 5800: Professional/Consulting Services And Operating Expenditures Base \$2,200</p> <p>School Attendance and Review Board 0000: Unrestricted Base \$0</p> <p>1% of Superintendent/Principal's salary for coordination of needs of Foster Youth 1000-1999: Certificated Personnel Salaries Supplemental \$1,216</p>

Goal Analysis

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

N/A

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

Annual attendance data was not accurate due to the pandemic.

Goal 7

Improve the school climate so that students are happier, better behaved, and more focused on learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator # of student trips to the office for disciplinary reasons.</p> <p>19-20 The number of students sent to the office for disciplinary reasons will decrease by 10.</p> <p>Baseline 126 student trips to the office for disciplinary reasons.</p> <p>Metric/Indicator # of student trips to the office for health reasons.</p> <p>19-20 The number of students sent to the office for health reasons will decrease 10.</p> <p>Baseline Need to establish baseline.</p>	
<p>Metric/Indicator Rate of suspensions per year.</p> <p>19-20 Rate of students suspended will remain below 2%</p> <p>.</p>	

Expected	Actual
<p>Baseline 0% of students were suspended in 2016-17.</p> <p>Metric/Indicator Rate of expulsions per year.</p> <p>19-20 Rate of students expelled will remain below 2%.</p> <p>Baseline 0% of students were expelled in 2016-17.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement Positive Behavior Intervention Supports	<p>Staff will improve fidelity to a school-wide system of expectations, procedures, and routines for promoting pro-social behavior and curtailing anti-social behavior. 0000: Unrestricted Base \$0</p> <p>Staff will continue to collect data for health-related visits to office. 0000: Unrestricted Base \$0</p>	<p>New staff have been trained on PBIS system. 0000: Unrestricted Base \$0</p> <p>Staff are no longer collecting data on health related visits to the office. 0000: Unrestricted Base \$0</p>

Goal Analysis

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

N/A

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

N/A

Goal 8

All students will increase their academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Decrease the % of Ever ELs who are still ELs after 6 years</p> <p>19-20 80% of Ever ELs are still ELs after 6 years.</p> <p>Baseline 100% of Ever ELs are still ELs after 6 years.</p>	
<p>Metric/Indicator Distance from Level 3 on the CA Dashboard for ELA Academic Indicator Detailed Data for the Socio-economically Disadvantaged Subgroup.</p> <p>19-20 The Socio-economically Disadvantaged Subgroup's average distance from Level 3 on the SBAC ELA will be 20 points.</p> <p>Baseline The Socio-economically Disadvantaged Subgroup's average distance from Level 3 on the SBAC ELA was 28.4 points.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Classified instructional staff will receive professional development in ELD instruction.</p> <p>Certificated faculty will receive 4 hours of professional development in ELD instruction.</p>	<p>5 aides x 1 hour/month x 8 months = 40 hours ELD training 2000-2999: Classified Personnel Salaries Supplemental \$600</p> <p>5 aides x 1 hour/month x 8 months = 40 hours ELD training 3000-3999: Employee Benefits Supplemental \$100</p> <p>Professional development in ELD will be integrated into faculty meetings. 0000: Unrestricted Base \$1,154</p>	<p>ELD training 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>ELD training 3000-3999: Employee Benefits Supplemental \$0</p> <p>Professional development in ELD was integrated into faculty meetings. 0000: Unrestricted Base \$0</p>
<p>Instructional Aides will provide ELD and academic intervention support for students that struggle due to learning a second language or reduced opportunities. Student instructional needs will be overseen and coordinated by the classroom teacher.</p>	<p>Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental \$28011</p> <p>Classified Benefits 3000-3999: Employee Benefits Supplemental \$380</p>	<p>Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental \$0</p> <p>Consolidated into Goal #2 3000-3999: Employee Benefits Supplemental \$0</p>
<p>Teachers will be encouraged to attend SCCS's EL PLC meetings by offering stipends.</p>	<p>\$500 stipends for 2 teachers to attend SCCS's EL PLC 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>Supplementary ELD materials. 4000-4999: Books And Supplies Title III \$1,401</p>	<p>\$500 stipends for 2 teachers to attend SCCS's EL PLC 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Supplementary ELD materials. 4000-4999: Books And Supplies Title III \$0</p>
<p>Teachers will be trained in best practices in distance learning instruction.</p>		<p>Professional Development in distance learning instruction 1000-1999: Certificated Personnel Salaries Supplemental \$250</p>

Goal Analysis

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

All the trainings were cancelled. Staff were reassigned to address more immediate student needs related to distance learning.

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

The pandemic supplanted all existing plans. Aides in particular focused less on academic needs (e.g. ELD) and more on distance learning needs (e.g. connecting to the internet and mental health).

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
COVID -19 PPE and PPE related materials Electrostatic Cleaning Device COVID - 19 approved cleaning products Masks, gloves, sanitizers Portable containers and tools for students COVID - 19 signage	4,000		Yes

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

Analysis of In-Person Instructional Offerings

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Fundamentally, distance learning relies upon updated technology hardware and software. The items listed here are intended to allow the teachers to reach the students successfully.</p> <p>139 new Chromebooks and Google licenses 9 new document cameras 10 new laptops 2 Hotspots 2 iPads Upgraded ZOOM</p>	61,610		Yes

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

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.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>PESD will use Title III funds to pay for an aide to work directly with English learners to address their needs. Supplemental ELD is needed more than before because the ELs are not interacting with native English speakers as frequently at home as they did when in-person school was in session.</p> <p>Collaboration among teachers, aides, and between teachers and aides will enable educators to not only assess students but also to implement effective tier 1 intervention strategies as necessary.</p>	\$3,000		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.

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.

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.

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.

Analysis of School Nutrition

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Counselor to provide services to students who are experiencing anxiety related to distance learning and fire. Priority will be given to foster youth and low income students.			

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

Overall Analysis

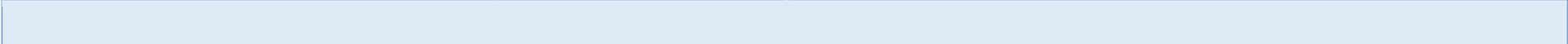
An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

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

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.

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.



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		
	70,384.00	23,037.00
	34,110.00	0.00
	12,500.00	14,616.00
	2,000.00	0.00
	0.00	40,109.00
	93,407.00	102,502.00
	0.00	833.00
	1,401.00	2,259.00

* 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		
	6,654.00	0.00
	0.00	0.00
	25,004.00	35,307.00
	113,441.00	55,867.00
	26,507.00	12,663.00
	10,851.00	56,330.00
	1,800.00	1,187.00
	19,545.00	11,833.00
	10,000.00	10,169.00

* 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		
		2,654.00	0.00
		3,000.00	0.00
		1,000.00	0.00
		0.00	0.00
		9,200.00	0.00
		0.00	0.00
		15,804.00	34,474.00
		0.00	833.00
		25,930.00	0.00
		23,400.00	0.00
		12,500.00	12,975.00
		51,611.00	40,633.00
		0.00	2,259.00
		8,600.00	0.00
		2,460.00	0.00
		0.00	1,641.00
		15,447.00	11,022.00
		7,200.00	7,273.00
		250.00	0.00
		2,000.00	0.00
		0.00	40,109.00
		0.00	8,948.00
		1,401.00	0.00
		1,800.00	1,187.00
		0.00	0.00
		5,000.00	4,408.00
		5,000.00	0.00
		9,545.00	7,425.00
		10,000.00	10,169.00

* 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	18,250.00	974.00
Goal 2	83,971.00	110,652.00
Goal 3	10,750.00	10,331.00
Goal 4	61,310.00	54,725.00
Goal 5	4,300.00	3,008.00
Goal 6	2,575.00	3,416.00
Goal 7	0.00	0.00
Goal 8	32,646.00	250.00

* 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	\$4,000.00	
Distance Learning Program	\$61,610.00	
Pupil Learning Loss	\$3,000.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$68,610.00	

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$4,000.00	
Distance Learning Program	\$61,610.00	
Pupil Learning Loss	\$3,000.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$68,610.00	

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
Pacific Elementary District	Eric Gross Superintendent/Principal	egross@pacificesd.org 8314257002

Plan Summary [2021-22]

General Information

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

Founded in 1906, Pacific Elementary School serves approximately 140 preschool through sixth grade children. It is located in the town of Davenport, California, about ten miles north of Santa Cruz.

Pacific is proud to sponsor several unique signature programs, which make it a leader in innovative experiential learning.

First, the coordinated Life Lab (school garden) and FoodLab (school lunch) programs have received numerous rewards and national and international attention. Together, the two programs teach students of all ages nutrition, gardening, life science, healthy eating, and cooking skills. The youngest students begin with simple gardening tasks and assisting with preparing and cleaning up healthy snacks and meals. As students grow older they take on greater responsibility for composting, planting, harvesting, measuring, recording, and planning experiments. Finally, in the fifth and sixth grades, students assist in preparing school lunches, including cooking, menu planning, and nutritional analysis.

Second, Independent Study is a parent-involved program consisting of a blend of three days per week of classroom learning and two days per week of home study supplemented by three parent-organized field trips per month. The classroom learning is focused on the core academic areas of Language Arts and Math. This focus allows parents to reinforce material as needed and focus on science, social studies, the arts, and P.E. Many parents who might not feel prepared or logistically able to fully home school their student are comfortable taking on this narrower educational responsibility.

Third, Pacific School is one of few public schools to maintain an active Gifted And Talented Education (GATE) program. Students identified as appropriate for GATE receive supplemental instruction designed to challenge and excite them about learning, as well as have the opportunity to advance at an accelerated rate through the mathematics curriculum.

In addition to these unique programs, Pacific School's outstanding preschool and elementary classrooms emphasize experiential learning in an adult-rich, respectful, supportive environment, in keeping with the school's Mission and Vision Statements. All students benefit from Pacific School's commitment to a well-rounded hands-on, project-based education, including consistent instruction throughout the grades in technology and media literacy and music. In 2019-20, we fully integrated the FOSS science curriculum, which supports students in all grades in directly observing, discovering, thinking, exploring, modeling, and engineering. Various after school activities further enrich students' experiences at school, as well as provide options for working and busy families. Pacific School accepts a limited number of out-of-district students, based on space available and the school's New Family Enrollment policies.

Finally, much of what is essential to the quality of education at Pacific School, including many of the Enrichment Programs, are funded by the efforts and donations of Pacific School's Parents' Club and the Friends of FoodLab. State and federal funding is insufficient to support these programs, so the programs are dependent on the support of parents, volunteers, and community members for their continued success.

Reflections: Successes

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

In 2019, the last year for which CAASPP scores are available, Mathematics scores for all students were 4.6 points above standard. White subgroup Math scores were 41 points above standard. English Only students were 20.8 points above standard.

English Language Arts scores for all students were 4.4 points above standard. White subgroup ELA scores were 47.6 points above standard. English Only students were 22.5 points above standard.

Less than 1% of students were suspended.

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.

In the 2019-20 school year, 16.8% of students were chronically absent, an increase of 4.6 points compared to the previous year.

Scores declined for both Mathematics (11.9%) and for ELA (21.6%) compared to the previous year.

LCAP Highlights

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

This version of Pacific's LCAP represents a significant re-design of our program. The goals have been reduced from 8 to 3 to reflect a stronger focus on core elements: student engagement, academic achievement, and the conditions that support students in thriving. This concentration and alignment is expected to be more effective, easier to articulate to stake-holders, and a more accurate explanation of how funds are spent to advance objectives.

This LCAP still includes key elements from the previous LCAP. For example, the rich and unique programs that attract families from neighboring communities like Food Lab, Life Lab, Theater, GATE, Music (uncertain due to Covid restrictions), and Field Trips remain. Programs such as these benefits all students, but our extensive experience informs us that they are especially important for targeted students (low-income students, English learners, Special Education students, and, on rare occasions, Foster Youth). Similarly, efforts such as teacher stipends, staff training, support for attendance, recruiting and retaining good teachers, and improving facilities, will benefit all students, but mostly those students with more challenges to overcome. Other programs are designed to address the needs of only these targeted groups of students: ELD, intervention, counseling, and encouraging staff to become bilingual. When seen as a comprehensive whole, this LCAP should be understood as a roadmap for moving our entire school forward by supporting our most vulnerable students to succeed.

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.

None.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Before the LCAP becomes a document, there are several discussions with stakeholders that inform the creation of the plan. These discussions take place with stakeholders in various informal and formal settings. Informally, Pacific is small enough that anyone who has a question or wants to share an opinion with the board or administration may do so easily. Formally, the faculty meets weekly, the School Site Council meets monthly, and the board meets at least monthly, and topics relevant to the LCAP are discussed regularly. The SELPA is also consulted about Special Education issues. The Superintendent serves on the SECA board, which meets every other month. The needs of SpEd students are discussed and the feedback is integrated into the LCAP. Everyone's opinions help shape the final document before it goes to the board for approval.

A summary of the feedback provided by specific stakeholder groups.

It is widely acknowledged that this past school year has been challenging for many and quite difficult for some. As such, many people recommended that social-emotional learning (SEL) be emphasized moving forward. Similarly, there is need for intervention for those students who have not made typically expected rates of progress as a result of distance learning. Surprisingly, while most people are ready to relegate distance learning to the past, there are some aspects of how the instructional program was altered during distance learning that most people would like to continue. Namely, many people wanted to integrate our two biggest instructional programs -- Five Day and Independent Studies -- in a more permanent manner.

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

The LCAP addresses the need for additional academic support by including more staff time for intervention (RTI teacher, aide time). The LCAP also addresses the need for social-emotional learning (counseling).

Goals and Actions

Goal

Goal #	Description
1	Engagement: All students will have multiple opportunities and supports to become fully engaged in both their academic and enriching learning opportunities.

An explanation of why the LEA has developed this goal.

Our students engage in school in different ways, and it is vitally important that we provide avenues for each child to find meaningful opportunities to enjoy and succeed in school. Some are more academically oriented, while others have stronger interest in non-traditional activities. When we find a way to reach everyone, all of our students will be able to feel like school has something desirable to offer them, and they will be more likely to succeed because of that.

The actions listed below were selected to help the school meet the goal of engaging all students. The metrics are designed to help the school determine the extent of our success in these endeavors. Students are more likely to be successful when their parents are also involved and engaged with the school, hence we offer opportunities and encouragement to get involved in their child's schooling.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate at P1	The attendance rate at P1 for 2021-22 was 93.76%.				The attendance rate at P1 for 2023-24 will be 95%.
Chronic Absenteeism Rate at P1	The 2018-19 chronic absentee rate was 16.8%.				The chronic absentee rate for 2023-24 will be 10%.
Discipline: office visits for disciplinary reasons	In 2020-21 the number of office visits for disciplinary reasons was 2.				The number of office visits for discipline during 2023-24 will be 30.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Discipline: suspension rate	The suspension rate for 2018-19 was .8%.				The suspension rate for 2023-24 will be 0%.
Pupil Engagement: as measured by student survey(s): the California Healthy Kids Survey &/or Youth Truth	Youth Truth percentile rank: Engagement = 68th Academic Challenge = 33rd Instructional Methods = 74th Relationships = 99th Culture = 86th Belonging = 89th				Youth Truth percentile rank: Engagement = 75th Academic Challenge = 50th Instructional Methods = 80th Relationships = 99th Culture = 90th Belonging = 90th
School Climate & Course Access: students are enrolled in a broad course of study, including Food Lab, Life Lab, Music, and Drama.	Students have access to enrichment programs: 100% of 5th/6th-grades students are enrolled in Food Lab. 100% of K-4th-grades students are enrolled in Life Lab. 100% of students in 3rd-6th-grades are enrolled in Drama (every other year).				Students have access to enrichment programs: 100% of 5th/6th-grades students are enrolled in Food Lab. 100% of K-4th-grades students are enrolled in Life Lab. 100% of students in 3rd-6th-grades are enrolled in Drama (every other year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>100% of K-6th-grades students are enrolled in Music.</p> <p>100% of 3rd-6th-grades participate in GATE, Media, and/or Technology</p> <p>100% of 1st-6th-grades participate in educational field trips.</p>				<p>100% of K-6th-grades students are enrolled in Music.</p> <p>100% of 3rd-6th-grades participate in GATE, Media, and/or Technology</p> <p>100% of 1st-6th-grades participate in educational field trips.</p>
Foster Youth & Homeless: participation in meetings & trainings	Staff will participate in at least 1 training and at least 10 backpacks will be distributed.				Staff will participate in at least 3 training and at least 20 backpacks will be distributed.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Food Lab	The Food Lab program entices students to attend school by engaging them in fun, hands-on, meaningful, applied academic experiences. 50% of Food Services Director expenditures are considered our base program and 10% is expended to serve Preschool, which means that 40% is to provide the kind of program that draws students to attend school. Low-income students who might otherwise eat a "regular" school lunch or a low-quality home lunch, instead eat a high-quality school lunch and learn how to prepare nutritious food while learning applied math. EL students experience an environment rich in	\$43,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities for vocabulary development as part of an integrated ELD approach.		
2	Life Lab	The Life Lab Instructor teaches garden-based science lessons to K-4th-grade students. This fun approach to an academic subject entices students to attend school. The hands-on approach makes science accessible to English-learners and Special Education students who might otherwise struggle with traditional science instruction. EL students experience an environment rich in opportunities for vocabulary development as part of an integrated ELD approach.	\$8,500.00	Yes
3	Music	The music instructor releases the classroom teacher to work with small groups of targeted students to increase their levels of achievement in core academic areas. EL students experience an environment rich in opportunities for vocabulary development as part of an integrated ELD approach.	\$7,500.00	Yes
4	Drama	The district contracts with a theater company to stage a production every other year. This entices students to attend school who might otherwise disengage from school. The highly visual and oral nature of theater makes the material especially accessible to English learners and Special Education students. EL students experience an environment rich in opportunities for vocabulary development as part of an integrated ELD approach.	\$4,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	GATE/Tech/Media	The district hires a part-time instructor to teach three subjects to 3rd-6th-grade students: Gifted And Talented Education (GATE), technology skills, and media literacy. Students who might otherwise disengage from school find these subjects fun and interesting and are therefore enticed to attend school. The hands-on and visual approach makes the subjects especially accessible to English learners and Special Education students. EL students experience an environment rich in opportunities for vocabulary development as part of an integrated ELD approach. Furthermore, when the GATE teacher works with GATE students, it reduces class size, allowing the classroom teacher to focus on the needs of the non-GATE students.	\$12,200.00	Yes
6	Field Trips	The 5th/6th-graders take several overnight field trips as part of the Environmental Living Project curriculum. The Independent Studies Program takes field trips every Friday as part of the home-school program. The other classes take field trips to supplement their classroom-based instruction. Parents are a crucial part of making these trips happen and add to the quality of the experience for students. These are the kind of trips that disadvantaged families are not able to take, so we provide them as a form of enrichment to close the achievement gap. EL students experience an environment rich in opportunities for vocabulary development as part of an integrated ELD approach.	\$6,000.00	Yes
7	Foster Youth & Homeless Coordinator	1% of the Superintendent/Principal's salary is allocated towards coordinating services for both Foster Youth and Homeless students.	\$1,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Parents Newsletter	The district pays office staff to produce a weekly newsletter that is sent to parents to keep them informed and help them to participate meaningfully in their child(ren)'s education. The newsletter is translated into Spanish and distributed accordingly.	\$2,200.00	Yes
9	Train staff on best practices for attendance, absenteeism, & SARB.	CASBO training to improve attendance	\$400.00	Yes
10	Follow up (calls, letters, SARB) with families to improve attendance.	25% of attendance clerk's salary to support effective intervention on attendance issues.	\$17,400.00	Yes
11	Social-emotional counseling for students.	.5 FTE Counselor to support struggling students to engage and succeed in school.	\$32,400.00	Yes
12	Student Surveys	Youth Truth and California Healthy Kids Survey (CHKS)	\$3,000.00	Yes
13	Care Solace	Concierge referral service for mental health counseling.	\$325.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Conditions for Learning: create a fertile environment for students to thrive.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic: recruit & retain qualified teachers & staff	In 2020-21, 100% of teachers were properly credentialed, but 4 teachers were not retained. 100% of classified staff positions were filled, but only 1 person was fluent in Spanish.				In 2020-21, 100% of teachers were properly credentialed, and all teachers will be retained. 100% of classified staff positions will be filled, and all will be fluent in Spanish.
Basic: students will have access to standards-aligned instructional materials (Williams Report).	All students have access to standards-aligned textbooks and instructional materials in all areas: Math = 100% (free) ELA = 100% (current) Science = 100% (current)				All students will have access to standards-aligned textbooks and instructional materials in all areas: Math = 100% (current) ELA = 100% (current) Science = 100% (current)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Social Studies = 100% (old)				Social Studies = 100% (current)
Basic: school facilities will be in good repair, per the CDE's Facility Inspection Tool.	FIT = 95.95% "Good" in 2020-21				FIT = 100% "Exemplary" in 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ed Join	Ed Join is a tool that helps us recruit properly credentialed teachers who we can assign properly.	\$225.00	No
2	Textbooks	All students will have access to standards-aligned textbooks and other instructional materials in all core subject areas: math, English language arts, English language development (for English learners), science, and social studies.	\$14,000.00	No
3	Facilities Maintenance	School facilities shall be in "good repair", per the Facilities Inspection Tool (FIT).	\$17,000.00	No
4	Professional Development	Credentialed teachers and classified support staff (instructional aides) will be provided training opportunities to improve their performance in their respective jobs -- especially in regard to those students who need the most support. At the moment, we anticipate hiring a new teacher, who will need support from the New Teacher Center. And, because	\$9,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		we will have new teachers and staff, we anticipate needing to train at least some of them in both integrated and designated ELD.		
5	Offer stipends to credentialed teachers to improve their skills	Bilingual, MA, & longevity stipends to recruit and retain teachers who are effective with all learners.	\$18,500.00	Yes
6	Sanitize campus on regular basis.	Increase custodial hours by 1.5 hrs/day to sanitize campus in order to improve attendance for in-person learning.	\$11,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Achievement: all students will be supported in accessing the core curriculum.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement: CAASPP ELA	In 2018-19, the average score on CAASPP ELA was 4.4 points above standard.				In 2023-24, the average score on CAASPP ELA will be 10 points above standard.
Pupil Achievement: CAASPP Math	In 2018-19, the average score on CAASPP Math was 4.6 points above standard.				In 2023-24, the average score on CAASPP Math will be 10 points above standard.
English learners will make expected progress on ELPAC and/or ELD rubric.	In 2020-21, the percentage of EL students who improved on the ELPAC (and/or ELD rubric) by 1 level during 1 year = 66%.				In 2023-24, the percentage of EL students who improve on the ELPAC and/or ELD rubric by 1 level during 1 year = X%.
English learners will reach proficiency and	In 2020-21, the percentage of EL				In 2023-24, the percentage of EL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reclassify to fluent English proficient.	students who reclassified by the end of 6th-grade was 0%.				students who reclassified by the end of 6th-grade will be 50%.
Trimester writing rubrics	In 2020-21, the percentage of students who improve 1 level on the writing rubric was X%.				In 2023-24, the percentage of students who improve 1 level on the writing rubric will be X%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Aides	The district will hire Instructional Aides to support students who would benefit from extra support.	\$42,800.00	Yes
2	Response to Intervention	Special Education staff (RSP & SLP) will support students who are struggling but have not yet qualified for Special Education services in order to help them succeed and therefore prevent them from qualifying for Special Education services. They will also work with ELs for designated ELD support.	\$33,000.00	Yes
3	Teacher release time for assessments.	3 sub days per year x 7 teachers = \$3,000 to assess and grade students on local writing rubrics, a local ELD rubric, and curriculum-embedded reading and math assessments.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Kindergarten Readiness	The Superintendent/Principal also serves as the Preschool Director. The purpose of the state preschool (CSPP) is to prepare low-income students for K-6th success and to help English learners succeed in language acquisition.	\$6,300.00	Yes
5	After-school K intervention	Academic intervention with struggling K students.	\$7,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.61%	\$105,658

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.

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

Almost all the actions in the LCAP are being provided for the entire school/district because Pacific is a very small, single-school district. Furthermore, the targeted populations (EL, FY, LI) comprise a very large percentage of our enrollment. It would be impracticable to try to exclude non-targeted students in such a setting. Thus, most such actions in the LCAP are open to all students, but they are mainly directed toward the targeted subgroups and the needs of these students were considered first. Because they are designed for these students, and based in research of best practices and our own experiences, we expect them to be effective in supporting English learners and low-income students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$174,925.00	\$19,000.00	\$60,000.00	\$47,825.00	\$301,750.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$254,400.00	\$47,350.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	Food Lab	\$21,500.00		\$21,500.00		\$43,000.00
1	2	English Learners	Life Lab			\$8,500.00		\$8,500.00
1	3	English Learners Low Income	Music			\$7,500.00		\$7,500.00
1	4	English Learners Low Income	Drama			\$4,500.00		\$4,500.00
1	5		GATE/Tech/Media				\$12,200.00	\$12,200.00
1	6	English Learners Low Income	Field Trips		\$2,000.00	\$4,000.00		\$6,000.00
1	7	Foster Youth Low Income	Foster Youth & Homeless Coordinator	\$1,600.00				\$1,600.00
1	8	English Learners	Parents Newsletter	\$2,200.00				\$2,200.00
1	9	English Learners Foster Youth Low Income	Train staff on best practices for attendance, absenteeism, & SARB.	\$400.00				\$400.00
1	10	English Learners Foster Youth Low Income	Follow up (calls, letters, SARB) with families to improve attendance.	\$17,400.00				\$17,400.00
1	11	English Learners Foster Youth Low Income	Social-emotional counseling for students.				\$32,400.00	\$32,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	Student Surveys	\$3,000.00				\$3,000.00
1	13	English Learners Foster Youth Low Income	Care Solace	\$325.00				\$325.00
2	1	All	Ed Join				\$225.00	\$225.00
2	2	All	Textbooks			\$14,000.00		\$14,000.00
2	3	All	Facilities Maintenance		\$17,000.00			\$17,000.00
2	4	English Learners Low Income	Professional Development	\$9,400.00				\$9,400.00
2	5	English Learners	Offer stipends to credentialed teachers to improve their skills	\$18,500.00				\$18,500.00
2	6		Sanitize campus on regular basis.	\$11,000.00				\$11,000.00
3	1	English Learners Low Income	Instructional Aides	\$42,800.00				\$42,800.00
3	2	English Learners Low Income	Response to Intervention	\$33,000.00				\$33,000.00
3	3	English Learners Low Income	Teacher release time for assessments.				\$3,000.00	\$3,000.00
3	4	English Learners Low Income	Kindergarten Readiness	\$6,300.00				\$6,300.00
3	5	English Learners Low Income	After-school K intervention	\$7,500.00				\$7,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$174,925.00	\$270,525.00
LEA-wide Total:	\$174,925.00	\$270,525.00
Limited Total:	\$6,300.00	\$6,300.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Food Lab	LEA-wide	English Learners Low Income	All Schools	\$21,500.00	\$43,000.00
1	2	Life Lab	LEA-wide	English Learners	All Schools		\$8,500.00
1	3	Music	LEA-wide	English Learners Low Income	All Schools K-6th-grades		\$7,500.00
1	4	Drama	LEA-wide	English Learners Low Income	All Schools 3rd-6th-grades		\$4,500.00
1	5	GATE/Tech/Media	LEA-wide		All Schools 3rd-6th-grades		\$12,200.00
1	6	Field Trips	LEA-wide	English Learners Low Income	All Schools		\$6,000.00
1	7	Foster Youth & Homeless Coordinator	LEA-wide	Foster Youth Low Income	All Schools	\$1,600.00	\$1,600.00
1	8	Parents Newsletter	LEA-wide	English Learners	All Schools	\$2,200.00	\$2,200.00
1	9	Train staff on best practices for attendance, absenteeism, & SARB.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400.00	\$400.00
1	10	Follow up (calls, letters, SARB) with	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,400.00	\$17,400.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		families to improve attendance.					
1	11	Social-emotional counseling for students.	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$32,400.00
1	12	Student Surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
1	13	Care Solace	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$325.00	\$325.00
2	4	Professional Development	LEA-wide	English Learners Low Income	All Schools	\$9,400.00	\$9,400.00
2	5	Offer stipends to credentialed teachers to improve their skills	LEA-wide	English Learners	All Schools	\$18,500.00	\$18,500.00
2	6	Sanitize campus on regular basis.	LEA-wide		All Schools	\$11,000.00	\$11,000.00
3	1	Instructional Aides	LEA-wide	English Learners Low Income	All Schools	\$42,800.00	\$42,800.00
3	2	Response to Intervention	LEA-wide	English Learners Low Income	All Schools	\$33,000.00	\$33,000.00
3	3	Teacher release time for assessments.	LEA-wide	English Learners Low Income	All Schools		\$3,000.00
3	4	Kindergarten Readiness	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools K	\$6,300.00	\$6,300.00
3	5	After-school K intervention	LEA-wide	English Learners Low Income	All Schools K	\$7,500.00	\$7,500.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly

reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.