2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Lake Elementary School District
CDS Code:	11 62596
LEA Contact Information:	Name: Nikol Baker Position: Superintendent/Principal Phone: 530-865-1255
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$1,716,721
LCFF Supplemental & Concentration Grants	$136,986
All Other State Funds	$93,557
All Local Funds	$197,083
All federal funds	$39,995
Total Projected Revenue	$2,047,356

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$2,052,522
Total Budgeted Expenditures in the LCAP	$157,837
Total Budgeted Expenditures for High Needs Students in the LCAP	$144,837
Expenditures not in the LCAP	$1,894,685

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$130,874
Actual Expenditures for High Needs Students in Learning Continuity Plan	$130,874

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$7,851
2020-21 Difference in Budgeted and Actual Expenditures	$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Recruiting, employing, and retaining highly qualified certificated and classified staff Providing standards-aligned instructional materials and professional development Providing a broad course of study covering all required academic subjects that support college and career readiness Providing a comprehensive, research-based English Language Development (ELD) program; Special Education services; and alternative educational opportunities

	Providing opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness when allowed per public health guidelines Providing parents/guardians opportunities for meaningful engagement during a pandemic Maintaining basic operating services (i.e., facilities, transportation, and technology infrastructure) Providing Educational Services, Human Resources, and Business Services

LCFF Budget Overview for Parents

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

CDS Code: 11 62596

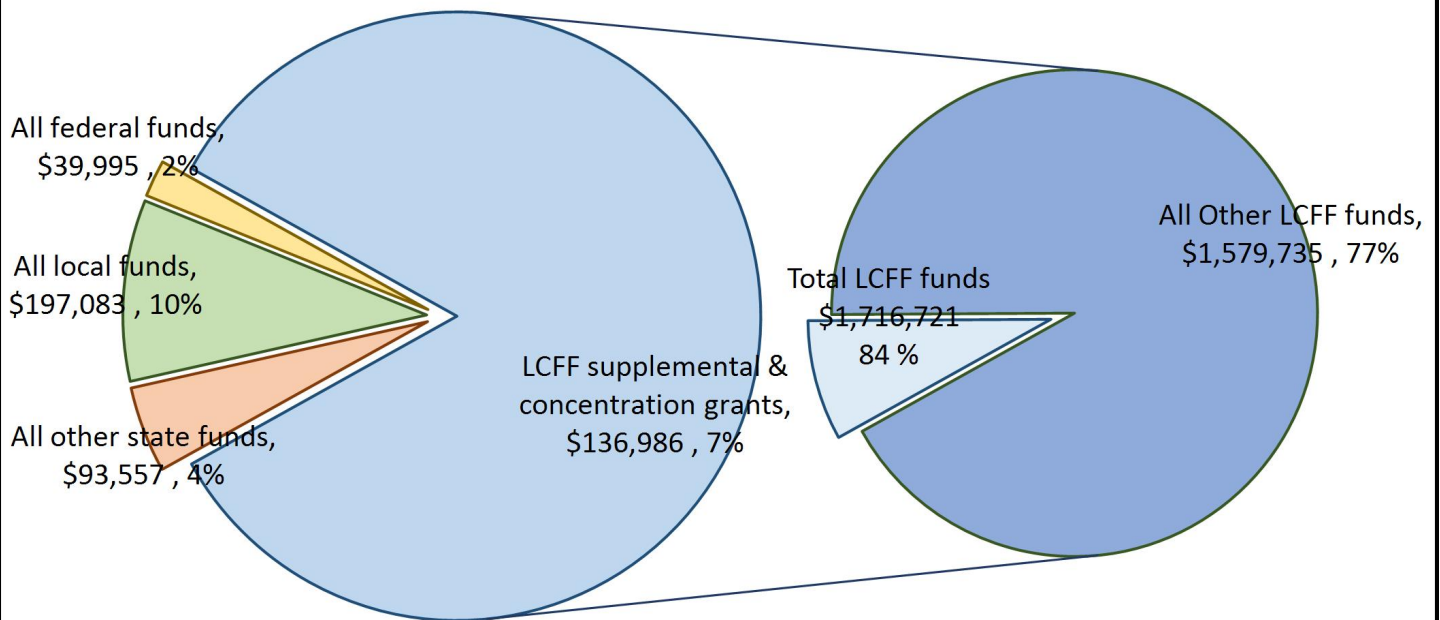School Year: 2021-22

LEA contact information:

Nikol Baker

Superintendent/Principal

530-865-1255

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $39,995 , 2%

All local funds, $197,083 , 10%

All other state funds, $93,557 , 4%

LCFF supplemental & concentration grants, $136,986 , 7%

Total LCFF funds $1,716,721 84 %

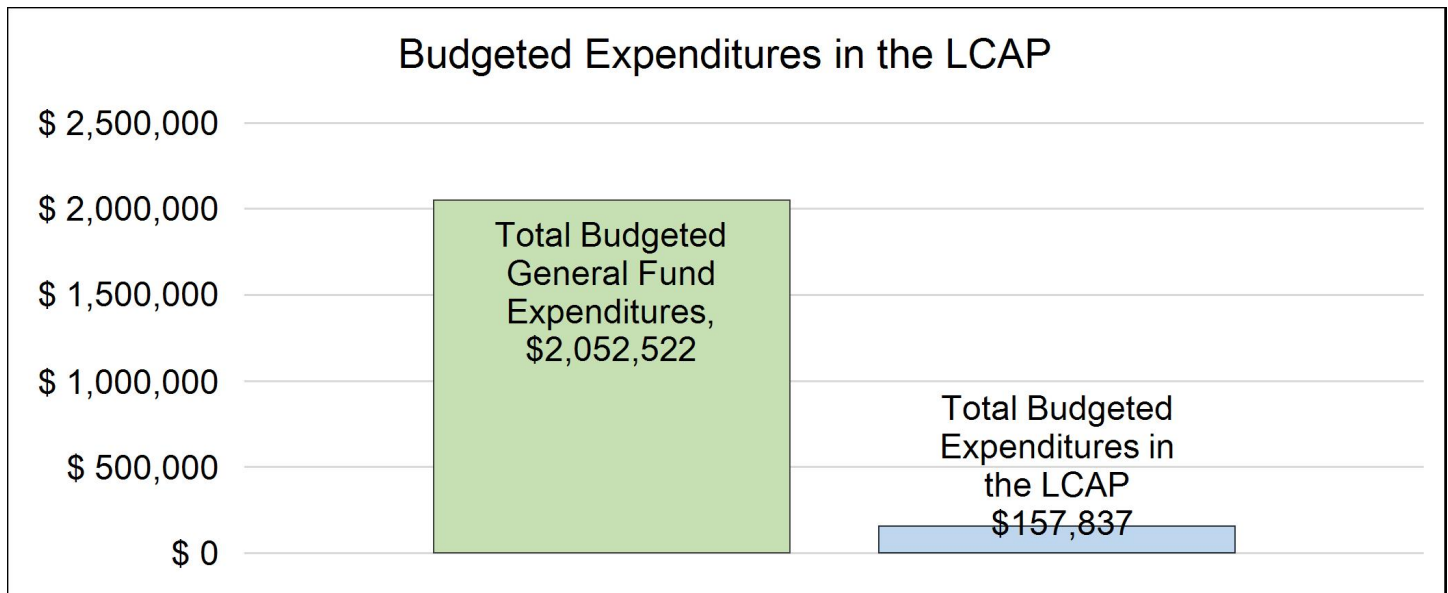All Other LCFF funds, $1,579,735 , 77%

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

The total revenue projected for Lake Elementary School District is $2,047,356, of which $1,716,721 is Local Control Funding Formula (LCFF), $93,557 is other state funds, $197,083 is local funds, and $39,995 is federal funds. Of the $1,716,721 in LCFF Funds, $136,986 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 2,500,000	
$ 2,000,000	Total Budgeted General Fund Expenditures, $2,052,522
$ 1,500,000	
$ 1,000,000	
$ 500,000	Total Budgeted Expenditures in the LCAP $157,837
$ 0	

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

Lake Elementary School District plans to spend $2,052,522 for the 2021-22 school year. Of that amount, $157,837 is tied to actions/services in the LCAP and $1,894,685 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
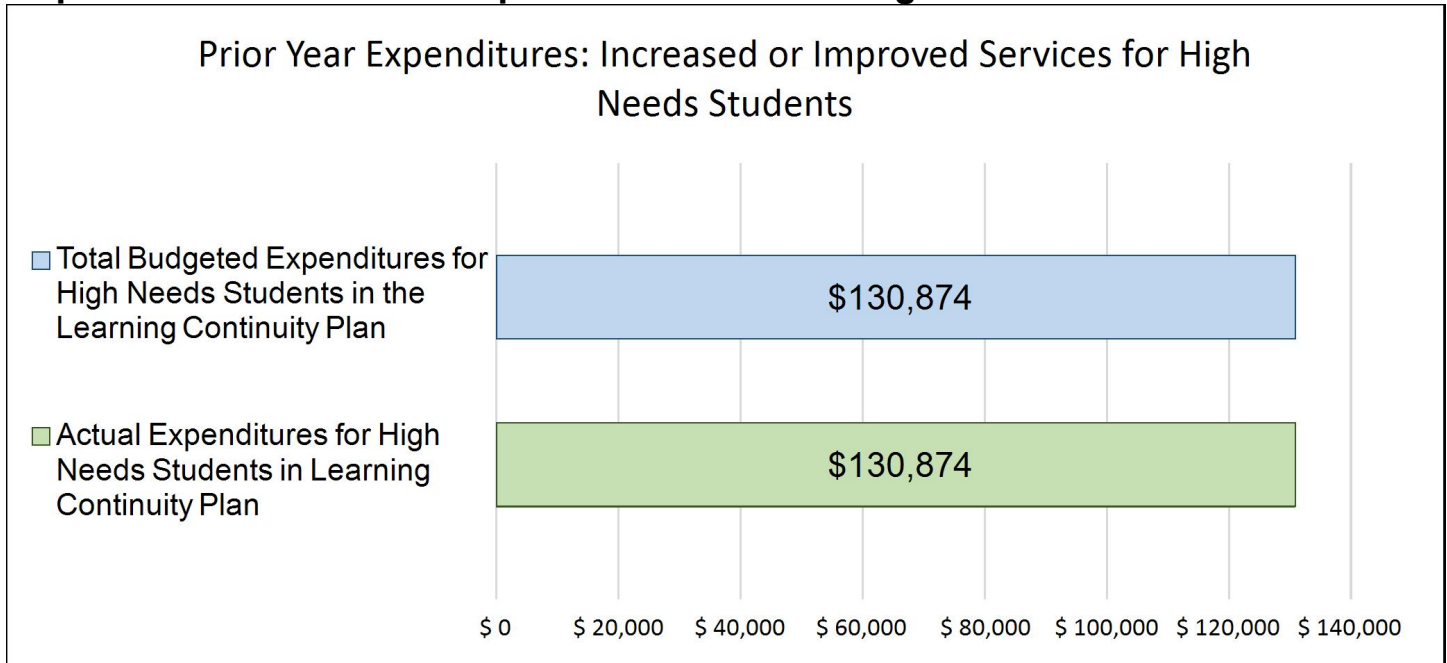
Recruiting, employing, and retaining highly qualified certificated and classified staff
Providing standards-aligned instructional materials and professional development
Providing a broad course of study covering all required academic subjects that support college and career readiness
Providing a comprehensive, research-based English Language Development (ELD) program; Special Education services; and alternative educational opportunities
Providing opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness when allowed per public health guidelines
Providing parents/guardians opportunities for meaningful engagement during a pandemic
Maintaining basic operating services (i.e., facilities, transportation, and technology infrastructure)
Providing Educational Services, Human Resources, and Business Services

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

In 2021-22, Lake Elementary School District is projecting it will receive $136,986 based on the enrollment of foster youth, English learner, and low-income students. Lake Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lake Elementary School District plans to spend $144,837 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan
$130,874

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan
$130,874

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000 $ 120,000 $ 140,000

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

In 2020-21, Lake Elementary School District's Learning Continuity Plan budgeted $130,874 for planned actions to increase or improve services for high needs students. Lake Elementary School District actually spent $130,874 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
Lake Elementary School District	Nikol Baker Superintendent/Principal	nbaker@lakeschool.org 530-865-1255

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

Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential **19-20** 1.1 SARC Report: 100% teachers with full credential and appropriately assigned. **Baseline** 1.1 SARC Report: 100% teachers with full credential and appropriately assigned.	1.1 NOT MET 90% teachers with full credential; 10% preliminary credential; all teachers appropriately assigned
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** 2.1 Sufficient instructional materials are available for all students as identified by the Board Resolution Textbook and Instructional Compliance **Baseline** 2.1 Sufficient instructional materials are available for all students as identified by the Board Resolution Textbook and Instructional Compliance	2.1 MET Sufficient materials were made available for all students

Expected	Actual
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** 3.1 Increase rating of district's progress in providing professional learning for teaching in the following content areas as indicated: ELA: Maintain 100% Full Implementation ELD: 90% Full Implementation Math: Maintain 100% Full Implementation NGSS: 45% Full Implementation History/SS: 20% Full Implementation 3.2 Increase rating of district's progress in providing instructional materials in all classrooms in the following content areas: ELA: Maintain 100% Full Implementation ELD: 90% Full Implementation Math: Maintain 100% Full Implementation NGSS: 30% Full Implementation History/SS: 20% Full Implementation 3.3 Increase rating of district's progress in implementing programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified in the following content areas: ELA: 80% Full Implementation ELD: 60% Full Implementation Math: 80% Full Implementation NGSS: 80% Full Implementation History/SS: 30% Full Implementation	3.1 District's rating of progress in providing professional learning for teaching MET ELA: Progressed from Full Implementation to Full Implementation and Sustainability MET ELD: Maintained Full Implementation MET Math: Maintained Full Implementation NOT MET NGSS: Regressed from Full Implementation to Initial Implementation NOT MET History/SS: Regressed from Full Implementation to Initial Implementation 3.2 District's rating of progress in providing instructional materials in all classrooms in the following content areas MET ELA: Progressed from Full Implementation to Full Implementation and Sustainability MET ELD: Maintained Full Implementation MET Math: Maintained Full Implementation NOT MET NGSS: Regressed from Full Implementation to Initial Implementation NOT MET History/SS: Regressed from Full Implementation to Initial Implementation 3.3 District's rating of progress in providing professional learning for teaching in the following content areas MET ELA: Progressed from Full Implementation to Full Implementation and Sustainability MET ELD: Maintained Full Implementation MET Math: Maintained Full Implementation NOT MET NGSS: Regressed from Full Implementation to Initial Implementation NOT MET History/SS: Regressed from Full Implementation to Initial Implementation

Expected	Actual
Baseline 3.1 Rating district's progress in providing professional learning for teaching in the following content areas: ELA: 62.5% Full Implementation ELD: 62.5% Full Implementation Math: 75% Full Implementation NGSS: 25% Full Implementation History/SS: 42.9% Full Implementation 3.2 Rating district's progress in providing instructional materials in all classrooms in the following content areas: ELA: 62.5% Full Implementation ELD: 37.5% Full Implementation Math: 37.5% Full Implementation NGSS: 12.5% Full Implementation History/SS: 14.3% Full Implementation 3.3 Rating district's progress in implementing programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified in the following content areas: ELA: 62.5% Full Implementation ELD: 50% Full Implementation Math: 50% Full Implementation NGSS: 25% Full Implementation History/SS: 0% Full Implementation	
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD	4.1 NOT MET Students redesignated fluent English proficient in 2019-20 was 4.8%

Expected	Actual
19-20 4.1 Maintain RFEP rate at 20% **Baseline** 4.1 District RFEP students was 19.4% (6 students) in 2016-17; 0% (0) in 2015-16; 16.7% (4 students) in 2014-15	
Metric/Indicator Priority 7: Local Metric/A broad course of study **19-20** 5.1 Electives to include academic enrichment for students in grades 4-8. **Baseline** 5.1 Maintain electives courses for students in grades 4-8; nine (9) electives courses offered in 2016-17	5.1 NOT MET Due to the pandemic and public health directives, electives were not held during the 2020-21 academic year.
Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair **19-20** 6.1 Maintain heating and cooling systems in good or exemplary condition as measured by FIT. **Baseline** 6.1 Maintain heating and cooling systems in good or exemplary condition as measured by FIT.	6.1 MET June 2020 FIT Report identified heating and cooling systems in Good condition. New HVAC units were installed for main building in June 2020.
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD **19-20** 7.1 ELs to increase 5 points on the Dashboard in both ELA and Mathematics **Baseline** 7.1 Increase Dashboard Status in both ELA and Mathematics from "Low" to "Medium" Need measurable outcome/baseline data	MET 7.1 Increased 45.9 points in ELA and 28.6 points in mathematics.

Expected	Actual
of "programs and services that enable ELs to access core and ELD standards"	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1.1 Maintain teacher leader positions	Teacher Leader Stipends 1000-1999: Certificated Personnel Salaries Base 18,000	Teacher Leader Stipends 1000-1999: Certificated Personnel Salaries LCFF Base 11,210
2.1.1 Utilize minimum days to discuss implementation Next Generation Science Standards (NGSS) curriculum and teaching strategies 2.1.2 Purchase relevant science materials 2.1.3 NGSS Lead Teacher to assist in implementation of adopted NGSS curriculum	Professional Development Registration 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 300 Minimum Days Collaboration no cost NGSS Lead 1000-1999: Certificated Personnel Salaries Base 1,500	Professional Development Registration 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 300 Minimum Days Collaboration no cost NGSS Lead 1000-1999: Certificated Personnel Salaries LCFF Base 1,440
3.1.1 District provides professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks across content areas	Professional Development for Standards 5000-5999: Services And Other Operating Expenditures Base 12,000	Professional Development for Standards 5000-5999: Services And Other Operating Expenditures LCFF Base 5,219
4.1.1 Identify and communication reclassification goals with teaching staff (ELPAC Coordinator) 4.1.2 Utilize Minimum Days to review, discuss, and plan implementation of California English Language Development Standards across all grade levels	CELDT Coordinator Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,500 Utilize Minimum Days for collaboration Bilingual Aide Salary 2000-2999: Classified Personnel Salaries	CELDT Coordinator Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,440 Utilize Minimum Days for collaboration Bilingual Aide Salary 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental and Concentration 17,000	LCFF Supplemental and Concentration 19,000
5.1.1 Maintain electives courses for students in grades 4-8; Academic Enrichment will be provided to students in both ELA and math based on student data	Credential Teacher Duties (included in salary) 1000-1999: Certificated Personnel Salaries Base none, within teaching assignment Electives materials and supplies through REAP 4000-4999: Books And Supplies Federal Funds 5,000	Credential Teacher Duties (included in salary) 1000-1999: Certificated Personnel Salaries LCFF Base 0 Electives materials and supplies through REAP 4000-4999: Books And Supplies Federal Funds 6,000
6.1.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually 6.1.2 Per FIT Report, monitor leaking ceiling in cafeteria 6.1.3 Monitor dry rot near window in 6th grade classroom (maintenance dependent on New Construction bond money)	Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries Base 5,000	Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries LCFF Base 5,000
7.1.1 School-wide implementation of UDL principles in conjunction with in-school professional learning/review of the ELD standards	MTSS 4000-4999: Books And Supplies Other 7,400 Substitue Teachers 1000-1999: Certificated Personnel Salaries Other 2,000 Professional Development 5000-5999: Services And Other Operating Expenditures Other 1,400	MTSS 4000-4999: Books And Supplies Other 7,268 Substitute Teachers 1000-1999: Certificated Personnel Salaries Other 0 Professional Development 5000-5999: Services And Other Operating Expenditures Other 7,011

Goal Analysis

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

Various stipends were not realized as some of the stipend requirements could not be met due to pandemic regulations. Scheduled professional development during Spring 2020 were cancelled due to the pandemic.

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

The pandemic forced our hand in identifying best practices in an online environment. These best practices were identified by teaching staff and then provided as in-house professional development. While most, if not all, will agree that the 2019-20 school year was the most challenging ever, staff supported one another in identifying and implementing online teaching strategies.

Goal 2

Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results **19-20** 1.1 Increase total Standard Exceeded or Met by 5%; from 65% to 70% **Baseline** 1.1 2015-16 ELA CAASPP results: 17% Standard Exceeded, 33% Standard Met, 23% Standard Nearly Met, 27% Standard Not Met; (50% Standard Exceeded or Met)	MET 1.1 On average, all students are 30 points above standard in ELA
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results **19-20** 1.2 Increase total Standard Exceeded or Met by 5%; from 60% to 65% **Baseline** 1.2 2015-16 Mathematics CAASPP results: 15% Standard Exceeded, 24% Standard Met, 35% Standard Nearly Met, 27% Standard Not Met; (39% Standard Exceeded or Met)	MET 1.2 On average, all students are 17.2 points above standard in Mathematics

Expected	Actual
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) **19-20** 1.3 Increase 5th Grade total Advanced or Proficient by 5%; from 83% to 88% **Baseline** 1.3 2016 Science CAASPP results: 5th Grade: 17% Advanced, 56% Proficient, 17% Basic, 11% Below Basic, 0% Far Below Basic (73% Advanced or Proficient)	NOT MET 1.3 2018-19 CAASPP Science Results - Grade 5 15% Standard Exceeded (Advanced) 30% Met or Exceeded (Proficient) 70% Nearly Met (Basic, Below Basic) 0% Not Met (Far Below Basic)
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) **19-20** 1.4 Increase 8th Grade total Advanced or Proficient by 10%; from 50% to 60% **Baseline** 1.4 2016 Science CAASPP results: 8th Grade: 0% Advanced, 26% Proficient, 68% Basic, 0% Below Basic, 5% Far Below Basic (26% Advanced or Proficient)	NOT MET 1.4 2018-19 CAASPP Science Results - Grade 8 0% Standard Exceeded (Advanced) 21.05% Met or Exceeded (Proficient) 68.42% Nearly Met (Basic, Below Basic) 10.53% Not Met (Far Below Basic)
Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator **19-20** 2.1 Decrease At-Risk 4-5 Years to 1; Decrease LTEL 6+ years to 0 **Baseline** 2.1 2016-17 At-Risk 4-5 Years was 3; LTEL 6+ years was 5	NOT MET 2.1 Decrease At-Risk 4-5 Years; Decrease LTEL 6+ 2018-19 At-Risk 4-5 Years was 7; LTEL 6+ Years was 2

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates **19-20** 2.2 Determine growth goal as related to growth/decline in 2019 **Baseline** 2.2 Maintain a positive Performance Level change as determined by the "CELDT Growth Over 2 Years By Class With Summary" in SchoolWise	NOT MET ELPAC proficiency rates decreased from 30.36% Proficient in 2017-18 to 16.4% Proficient in 2018-19
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates **19-20** 2.3 Maintain Students Redesignated FEP at 20% **Baseline** 2.3 2016-17 Students Redesignated FEP was 19.4% (6 students)	NOT MET Redesignation rate was less than 20%
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) **19-20** 3.1 Increase percentage of 5th graders meeting 5 of 6 fitness standards by 5% to 60% 3.1 Increase percentage of 8th graders meeting 5 of 6 fitness standards by 5% to 80% **Baseline** 3.1 2016 PFT results indicated 47.4% of 5th graders meet 5 of 6 fitness standards	NOT MET Percentage of 5th graders meeting 5 of 6 fitness standards was 19% NOT MET Percentage of 7th graders meeting 5 of 6 fitness standards was 41%

Expected	Actual
3.2 2016 PFT results indicated 70.6% of 7th graders meet 5 of 6 fitness standards	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1.1 Staff to analyze recent CAASPP data to determine growth in the ELA claims: reading, listening, writing, research/inquiry in order to meet overall growth goal 1.1.2 Staff will continue to implement IABs (Interim Assessment Blocks) to students in grades 3-8 and utilized the Digital Library Playlist to assess and support growth toward ELA claims: reading, listening, writing, research/inquiry. 1.1.3 Staff will analyze growth as demonstrated in iReady Diagnostics for Reading and celebrate student growth at relevant monthly student assemblies 1.1.4 Staff will implement Lake Writing Norms document	Minimum Days Collaboration no cost Data Lead Stipend 1000-1999: Certificated Personnel Salaries Base 1500	Minimum Days Collaboration no cost Data Lead Stipend 1000-1999: Certificated Personnel Salaries LCFF Base 1500
1.2.1 Staff to analyze recent CAASPP data to determine goals in the mathematical claims: concepts and procedures, problem solving and modeling and data analysis, and communicating reasoning in order to meet overall growth goal 1.2.2 Staff will continue to implement IABs (Interim Assessment Blocks) to students in grades 3-8 and utilized the Digital Library Playlist to assess and support growth toward mathematical claims: concepts and procedures, problem solving and modeling and data analysis, and communicating reasoning	Minimum Days collaboration no cost See 1.0.1 1000-1999: Certificated Personnel Salaries Base 5,000	Minimum Days Collaboration no cost See 1.0.1 1000-1999: Certificated Personnel Salaries LCFF Base 5,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2.3 Staff will analyze growth as demonstrated in iReady Diagnostics for Mathematics and celebrate student growth at relevant monthly student assemblies 1.2.4 As a follow-up to the Lake Writing Norms document staff developed in 2018-19, the Lake Math Norms document will be developed in order to identify teaching and curriculum strengths as well as content gaps for better math alignment across grade levels		
1.3.1 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 5th grade 1.3.2 Staff to analyze CAST data to determine science content goals in order to meet overall growth goal for 5th grade	Minimum Days Collaboration no cost Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies Base 300	Minimum Days Collaboration no cost Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies LCFF Base 300
1.4.1 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 8th grade 1.4.2 Staff to analyze CAST data to determine science content goals in order to meet overall growth goal for 8th grade	Minimum Days Collaboration no cost Purchase Zingy Science Grades 4-8 5000-5999: Services And Other Operating Expenditures see 1.0.3	Minimum Days Collaboration no cost Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies see 1.0.3
2.1-3.1 Purposeful classroom assignment of bilingual aide 2.1-3.2 Utilize minimum days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels; identify and communicate reclassification goals with teaching staff 2.1-3.3 As appropriate, attend ELD standards professional development 2.1-3.4 Purposeful planning of utilizing bilingual aide to support integrated ELD instruction for 90% of the EL student population.	Bilingual Aide Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 14,608 Minimum Day Collaboration no cost ELD Standards Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,000	Bilingual Aide Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 14,800 Minimum Days Collaboration no cost ELD Standards Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.2.1 In order to maintain and increase growth within the EL population, UDL strategies and integrated EL instruction will be implemented with 100% of the student population.		
3.1.1 Implement physical education standards as outlined in the Physical Education Model Content Standards in order to provide skills for students to adopt a physically active, healthy lifestyle 3.1.2 School Site Council to engage with school staff and parents in roles that help and support implementation of the comprehensive school health program 3.1.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by Panther on the Prowl 3.1.4 Provide healthy snack to all students in grades K-3 3.1.5 Implement Comprehensive Health Education Program, to include grade-appropriate dental, hygiene, puberty, and sex education lessons	SPARK supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) 3000 Panther on the Prowl T-shirts 4000-4999: Books And Supplies Base 200 Healthy Snacks 5000-5999: Services And Other Operating Expenditures Base 3,000	SPARK supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) 2,235 Panther on the Prowl T-shirts 4000-4999: Books And Supplies LCFF Base 200 Healthy Snacks 4000-4999: Books And Supplies LCFF Base 3,651

Goal Analysis

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

Funds were implemented as budgeted.

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

Due to the pandemic in the spring of 2020, many of our summative assessments we utilize for goals and actions were unable to be implemented. Neither the ELPAC summative assessment nor the Physical Fitness Test were administered during the pandemic.

Goal 3

Engagement: Provide a safe, supportive, and nurturing environment for students and their families.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** 1.1 Increase survey response by 5% from 65% to 70% **Baseline** 1.1 Parent Survey distributed August 2016 in paper copy received 34 responses, 30% response rate of 112 families.	1.1 NOT MET 62 out of 122 families completed the Parent Survey
Metric/Indicator Priority 3: Local Indicator/Promotion of Parental Participation **19-20** 1.2 Increase family attendance at the annual English Learner Banquet by 10% from 73% to 83% **Baseline** 1.2 In 2017, 8 of 15 families (53%) attended the English Learner Banquet held to recognize reclassified students	1.2 NOT MET English Learner Banquet did not occur
Metric/Indicator	2.1 NOT MET ADA prior to the pandemic was 96.37%

Expected	Actual
Priority 5: Local Metric/Student Engagement/School attendance rates **19-20** 2.1 Increase P2 ADA to 98% **Baseline** 2.1 Baseline ADA for 2017 P2 was 96.97%	
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **19-20** 3.1 Maintain chronic absenteeism at 1% **Baseline** 3.1 Baseline chronic absenteeism for 2017 at P2 was 4 students, 2%	3.1 MET Chronic Absenteeism is 1.6%
Metric/Indicator Priority 5: Local Metric/Middle school dropout rate **19-20** 4.1 Maintain low drop out rate of 0% **Baseline** 4.1 Baseline dropout rate for 2017 was 0%	4.1 MET Drop out rate remains at 0%.
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **19-20** 5.1 Maintain low suspension rate of 1% or lower; maintain blue status on Dashboard for all students **Baseline** 5.1 Baseline suspension rate for 2017 was 1 student or 0.5%	5.1 NOT MET Suspension rate is 2.6%. Status is currently orange.
Metric/Indicator Priority 6: Local Metric/Expulsion rate **19-20**	6.1 MET Expulsion rate is 0%.

Expected	Actual
6.1 Maintain expulsion rate at 0% **Baseline** 6.1 Baseline expulsion rate for 2017 was 0%	
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils **19-20** 7.1 Maintain grade level community service learning projects by implementing the five Stages of Service Learning. **Baseline** 7.1 Each grade level will identify one instructional activity that aligns with the definition of service learning and perform that service in the community, as applicable.	7.1 MET Each grade level implements at least one community service learning project annually.
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs **19-20** 8.1 Maintain 100% participation and expand to include students in second grade. 8.2 Maintain 100% participation and expand to include students in second grade. 8.3 Maintain at least 95% student participation. 8.4 Maintain 100% participation. 8.5 Maintain K-8 program offerings. **Baseline**	8.1 MET 100% of students (grades 2-8) with exceptional needs participated in their IEP meetings by completing interviews and questionnaires prior to the meeting and/or facilitating their meetings using a virtual slideshow. 8.2 MET 100% of students (grades 2-8) with exceptional needs advocated for preferred accommodations and modifications for educational/social /emotional success prior to, or at their IEP meetings. , 8.3 NOT MET Field trips scheduled in March were cancelled due to pandemic 8.4 MET 100% of students with exceptional needs in grades 5-8 led their student IEP meetings using a multimedia presentation and sharing a virtual portfolio. 8.5 MET The practice of offering weekly access to the garden has expanded to a school wide practice for all grade levels.

Expected	Actual
8.1 In the 2016-17 school year, 100% of students with exceptional needs in grades 5-8 participated in their IEP meetings. 8.2 In the 2016-17 school year, 100% of students with exceptional needs in grades 5-8 advocated for preferred accommodations and modifications for educational/social /emotional success at their IEP meetings. 8.3 In the 2016-17 school year, 88% of students with exceptional needs in grades 2-8 participated in four days of off-site experiential learning with the intent to increase exposure to a variety of career pathways. 8.4 In the 2016-17 school year, 100% of students with exceptional needs in grades 6-8 led their student IEP meetings using a multimedia presentation and sharing a virtual portfolio. 8.5 In the 2016-17 school year, students with exceptional needs in grades K-8 were offered weekly access to gardening practices in the school's garden and three trimester service learning projects were completed	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1.1 Distribute parent survey in November during Parent Teacher Conferences 1.1.2 As follow-up to 2017-18 survey, provide continued monitoring of drop-off and pick-up locations	SchoolWise 5000-5999: Services And Other Operating Expenditures Base 2,600	SchoolWise 5000-5999: Services And Other Operating Expenditures LCFF Base 2,600

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences 2.1.2 Continue staff expectation of the four (4) H's when greeting students: Hello, High Five, Hug, or Handshake 2.1.3 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.1.4 Continue Panther Pride nomination and recognition as monthly assemblies 2.1.5 Provide opportunities for students to share input regarding school activities (field day games, spirit day themes, etc.) 2.1.6 Create Toolbox Parent Lead position on PTO board and continue Toolbox activities as designed by PTO committee.	Postage 5900: Communications Base 50 Panther Pride certificates and awards 4000-4999: Books And Supplies Base 200 Replenish Toolbox materials as needed 4000-4999: Books And Supplies Supplemental 2,500 Field trip expenses (bus, driver, mileage) 2000-2999: Classified Personnel Salaries Base 5,500	Postage 5900: Communications LCFF Base 50 Panther Pride certificates and awards 4000-4999: Books And Supplies LCFF Base 200 Replenish Toolbox materials as needed 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,500 Field trip expenses (bus, driver, mileage) 2000-2999: Classified Personnel Salaries LCFF Base 2,300
3.1.1 Support parents through School Attendance Review Board	no cost	no cost
4.1.1 Maintain communication with families regarding behavior, attendance, academics, and professional development topics at minimum day meetings as well as student learning on minimum days via letters, memos, phone calls and/or meetings. 4.1.2 Implement Academic Parent Teacher Team meetings (APTT) in grades 6-8	Postage 5900: Communications Base 50 Teacher time for prep of APTT 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 4,200	Postage 5900: Communications LCFF Base 50 Teacher time for prep of APTT 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 4,200
5.1.1 Post Behavior Matrix in classrooms and main buildings 5.1.2 Teachers to review Discipline Policy Matrix with students at the beginning of the year	Replacements as needed for Behavior Matrix 4000-4999: Books And Supplies Base 100	Replacements as needed for Behavior Matrix 4000-4999: Books And Supplies LCFF Base 85

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix with both the students and parents 5.1.4 Maintain part-time mental health clinician position	Part-time mental health clinician 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 4,500	Part-time mental health clinician 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 6,110
6.1.1 Maintain communication with families regarding behavior, attendance, academics 6.1.2 Identify resources outside the school for families to contact	no cost	no cost
7.1.1 Continued identification and participation of community service activities for all students, include academic and SEL standard(s) activity incorporates.	Bus Driver 5000-5999: Services And Other Operating Expenditures Base 1200	Bus Driver 5000-5999: Services And Other Operating Expenditures LCFF Base 0
8.1.1 Implement 30 minutes of weekly portfolio development, goal reflection, data tracking, and discussion of progress toward goals in grades 2-8. 8.2.1 Continue implementing passport workshop for students in grades 2-8 and encourage students to refer to their passport during weekly goal reflection. 8.3.1 In the spring, have students in grades 2-8 recount/create a multimedia presentation of one of the field trip experiences and share with a stakeholder audience (School Site Council Audience/Parent Teacher Organization). 8.4.1 Maintain daily implementation of Franklin Covey's Leader in Me program for developing leadership habits and providing annual incentives. 8.5.1 Maintain K-8 exceptional needs program offerings.	Incentives, Workability Field Trips 4000-4999: Books And Supplies Base 1400	Incentives, Workability Field Trips 4000-4999: Books And Supplies LCFF Base 500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

Field trips scheduled for Spring 2020 were cancelled due to the pandemic. Specifically, we traditionally provide a week of field trips in March while one of our classrooms is being utilized for the annual book fair. The cancellation of those had the greatest impact on not fully implementing the budget.

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

Providing a safe, nurturing environment was a success prior to the school closing in March due to the pandemic. Although the school closure was a harrowing experience full of challenges, staff did a phenomenal job of communicating with both parents and students during the school closure from March - June 2020. Staff quickly implemented Maslow's Hierarchy of needs and focused on the basic needs of the students. During the first three weeks of the school closure, staff members (certificated, classified, and administration) maintained constant communication with families. After the dust settled and we were assured students were safe, we began academic assignments with high expectations for attendance. These expectations solidified relationships that were developed prior to the school closure. While the challenge of distance learning was a daily struggle for staff and students, the successes of maintaining supportive relationships has led to limited learning loss school-wide.

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
Parent Screening Protocol: Parents will submit a form, daily, that verifies their child does not display symptoms of COVID (fever, coughing, loss of taste/smell, etc.) prior to dropping off child at school or letting them get on the bus. (Form created in G-Suite, no cost.)	N/A	N/A	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, masks, etc. Additionally, increased supplies of soap and hand sanitizer.	5000	5000	Yes
Individual Supplies: Additional school supplies to limit the number of individuals using shared objects.	2500	2500	Yes
Hand sanitizer foot pump stations: Additional hand sanitizer stations outside classrooms and buildings.	1000	1000	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.

No substantial differences.

Analysis of In-Person Instructional Offerings

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

On September 15, 2020, Lake Elementary Board of Trustees approved the districts' Learning Continuity and Attendance Plan which outlined the plan to offer in-person instructional offerings during the 2020-21 school year. Due to a local Tier rating of purple and according to state and local health and safety guidelines, Lake Elementary was only able to offer in-person services by applying for a waiver. The waiver was submitted to the Glenn County Public Health Department on October 6, 2020. Approval was obtained in late

October. Students in grades K-2 returned to school on November 2, with an anticipated return for grades 3-6 two weeks later. With a move to the Red Tier in mid-November, all K-8 students were allowed to return to school on November 16. At this time, all K-8 students attended half days. The half-day model continued through January 15 with a return to full day on January 19. A modified after school program began on February 1. According to a review of state and local data, and stakeholder feedback, the following successes and challenges were identified:

Successes

Along with the Plan for Learning and Safety, Lake Elementary drafted the "Waiver Response to Application" which contains plans and protocols to ensure the safety of students and staff. The response covers protection guidelines for staff, students, and campus visitors, building access and common area protocols, health screenings, protocols for returning to work after exposure or illness, face-covering and social distancing protocols, Personal Protective Equipment (PPE) guidelines, and flowcharts detailing a process for students and employees if they've contracted COVID.

PLCs continued to use dedicated time each week to utilize the cycle of assessments, data analysis, and plans of action to address pupil learning loss. During in-person instruction, academic interventions including small group and individualized instruction were provided by both the classroom teacher and paraprofessionals during the regular school day. During in-person learning, the District continued to ensure student learning, including grade-level competencies and skill development while also providing social-emotional education and support as outlined above.

Lake Elementary has maintained a high rate of attendance during in-person learning.

Challenges

State and local health and safety guidelines continued to change week by week. School staff spent countless hours in planning and preparation to meet all guidelines presented while at the same time doing our best to meet the needs of students, staff, and community. As guidelines changed week to week and sometimes day to day, Lake Elementary worked hard to keep up with the latest guidance from both state and local authorities

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks will be provided for every K-8 student. (No additional purchases were made, already 1:1 in grades 1-8. The District did receive 20 additional chromebooks from the CDE/Google collaboration. Total funds related to this include the Google licensing for the 20 new chromebooks.)	800	1,000	Yes
Purchase additional online platforms to assist in the effective delivery of distance learning. (Screencastify, boomlearning, MyON, Zoom)	10,000	6,000	No
Implementation of Long-term Independent Study option for families. Includes hire of independent study teacher and additional curriculum support materials.	40,000	42,000	No

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

No substantive differences to report aside from the additional online platforms. As a Google Suite school, it was identified that staff was familiar with many technology-related programs and strategies necessary for implementing an effective distance learning program.

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.

After a review of state and local data and stakeholder feedback from parents, teachers, students, and staff, Lake Elementary has identified the following successes and challenges:

Successes

In order to maintain continuity of instruction during distance learning, Lake Elementary provided high-quality instruction to every student every day through a combination of digital platforms (Seesaw, Google Classrooms) and paper/pencil educational materials. In

addition to the distance learning environment, a long-term independent study teacher was hired to provide educational services to families not wanting to participate in distance learning. In both environments, students maintained enrollment with instruction provided by their teacher.

Students engaged daily and all classes continued to fulfill grade-level standards. Distance learning also included physical education and art. Pupil participation and progress remained high as Lake Elementary maintained a 99.86% attendance rate during distance learning.

The District provided a device to every student. After completing a district-wide inventory of available devices, the District ordered 50 additional Chromebooks as well as 60 hotspots to help support parents meet the demand for distance learning. To meet the needs of families who live in areas that do not offer reliable internet access, additional internet access points were identified in publicly accessible areas like the local county office of education. The District continued to provide print educational materials, including textbooks and learning packets, for those families.

Teachers embraced the role of educating students and families in both synchronous and asynchronous environments by:
1) Ensuring high-quality instruction during distance learning
2) Creating and maintaining a positive classroom culture in both a synchronous and asynchronous environment.
3) Logging student attendance daily, including daily live interactions and providing follow-up in a timely manner with families who experienced difficulty or who were absent.
4) Observing regular office hours to provide support and feedback to parents and students
5) Actively engaging in the Professional Learning Community (PLC) process to plan instruction, assess student learning, and monitor student achievement in both traditional and non-traditional school models. PLCs included analyzing instructional strategies and techniques specific to distance and hybrid learning models, and creating and implementing plans to ensure student success.

Like teachers, support staff embraced the role of aiding teachers in educating students and families in both synchronous and asynchronous environments. Some support staff shifted their focus to family communication in order to support an increased need for tracking student engagement, translation, and keeping campuses safe and healthy.

English Learners (ELs) were provided with targeted supports. Students who have a 504 plan or Individualized Education Plan (IEP) continued to receive the services and supports across a full continuum of placements as outlined in those plans.

Challenges

The loss of daily social interaction (within the school environment) with peers was felt by both students and parents in our community. Teachers worked to connect to students through educational and social media platforms. Counselors and other school staff reached out to students through emails and phone calls. The district offered participation in meetings virtually and by phone.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional county office instructional aide to provide intervention support to students with disabilities.Provided at no cost to the district.	N/A	N/A	No
Academic enrichment student groups identified and implemented in both Distance Learning and In-person Learning programs.	N/A	N/A	No
Implementation of iReady resources as identified in math and reading diagnostics.	7300	7,500	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.

No substantive differences.

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.

Lake Elementary has utilized PLCs to enact a systematic cycle of assessment, data analysis, and creating meaningful plans of action to measure and address pupil learning loss. PLCs have structured collaboration time on a weekly basis to engage in these improvement cycles.

Results
Mid-year data based on the iReady Diagnostic results in math and reading are as follows:

Reading 2020
Tier 1: 44%
Tier 2: 33%
Tier 3: 23%

Reading 2021
Tier 1: 47%

Tier 2: 34%
Tier 3: 19%

Math 2020
Tier 1: 49%
Tier 2: 40%
Tier 3: 11%

Math 2021
Tier 1: 39%
Tier 2: 47%
Tier 3: 13%

Successes
Lake Elementary utilized a system of benchmarks and diagnostic assessments to monitor student proficiency in reading and mathematics throughout the 2020-21 school year. While distance learning presented challenges, the majority of students participated in assignments and assessments allowing the district to make data-informed conclusions.

Challenges
iReady results above are mixed. Reading results actually shows an increase in students attaining Tier 1 status and fewer students in Tier 3. Math paints a different picture as the percentage of Tier 1 students decreases by 10%, yet Tier 3 students increases by only 2%. The high learning loss anticipated does not appear to be as significant as expected at Lake Elementary. Prior to 2020-21, a comprehensive intervention program was identified as a need. With the increased revenues in funding, the implementation of the program will be realized, regardless of learning loss. Also, targeted supports such as small-group and individual interventions will continue to be made available to struggling learners.

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.

Successes
Our staff understood how important it was to attend to the social and emotional needs that arose during the pandemic. Families and teachers communicated more than ever before to support students. Encouragement was given to explore and express emotions, build relationships, and support each other – children and adults alike. The crisis presented an opportunity for us to make long-term improvements in our delivery of services and professional development in mental health.

Social Emotional Learning offered a powerful means to support one another – children and adults – during this challenging time. Now, more than ever, we understand how important it is to demonstrate empathy and resilience, build relationships across distance, and call upon our collective resolve to strengthen our school and our community.

For several years, Lake Elementary has focused on the three R's - relationships, relationships, relationships. This strong foundation of building relationships between home and school provided students with the skills of supporting themselves and one another through the pandemic. As a staff, we utilized our Toolbox Tools to provide structure to an unstructured environment.

Challenges
The ongoing pandemic has strained our well-being and behavioral health. Its emotional toll includes rising levels of problems associated with anxiety, depression, and suicide—all affecting our relationships, communities, staff and students. COVID has strained our already busy office staff and administration. They have implemented new systems, protocols and procedures to notify staff and parents of COVID outbreaks. The new CalOHSHA requirements have added additional stress and work to staff as schools already had a Reopening Plan in place. Changes in CDC guidance throughout the year often created additional anxiety and confusion among parents, staff, and administration. COVID fatigue created undesirable behaviors in staff members and families. Social distancing has created a lack of human interaction needed for students and staff overall well-being. While this year has been indescribably challenging, the years we have spent building relationships and a family atmosphere have provided us with the strength to continue to provide students a quality education.

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.

Successes
Staff embraced multiple communication platforms in order to reach families, relying heavily on the app, Remind. Additionally, the District purchased school-issued cell phones to staff.

Staff spent more time having conversations with families and identifying individual needs in order for students to be successful. Meals were provided for all students and families. Support staff were flexible in providing support where needed. Administration listened to parent's concerns and provided two instructional models - distance learning and long-term independent study. Zoom/Google Meets links were provided to families for meetings/conferences while allowing them to provide feedback in a safe manner.

Our staff understood the importance of providing parents and students with consistent structures and processes—such structures included morning meetings to check in on student and family well-being, regular one-on-one conversations, daily schedules, and weekly email updates.

Parents were provided with regular updates on student outcomes to support distance learning. Individualized communication with students and families were used to share student progress, highlight learning gaps, and set expectations for engagement. We provided ready-to-use resources and training for parents to use to help students learn foundational concepts through daily activities offline including reading to students, listening to students read, learning math through household activities, and learning science concepts and skills through routine household activities like cooking.

Challenges
We had to rethink how we would deliver our family engagement events like parent conferences, Back to School Night, Halloween parades/parties, field trips, holiday celebrations, Math and Science Night, and other family night events. Some events were simply cancelled while others were held virtually for families to participate.

Analysis of School Nutrition

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

Successes
The federal government approved the waiver to feed all students for the remainder of the school year. Cafeteria staff created meals to meet the new safety requirements due to COVID. Students were able to access breakfast and lunch.

Challenges
Staffing was a challenge when staff had to be quarantined. Packaging, serving and picking up meals had to be changed to meet the new safety standards. Students were required to stay in their cohorts during meal time.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	School supplies are being secured and will be distributed to students at the start of the school year to help ensure student success in the Distance Learning environment.	5000	4,000	No

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.

Curriculum materials and supplies were required for the newly designed long-term independent study program. Much of what the District had on hand was utilized, but additional materials were purchased.

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.

Since March of 2020, Lake Elementary has pivoted from in-person learning to distance learning back to in-person learning. Throughout the changes, the District has offered a high-quality educational program for students that included academic support, technology, mental health services, meals, social-emotional support, and support for students with special circumstances.

Programmatically, we fine-tuned teaching practices and strategies. We learned new and sometimes better ways to engage students - in and out of the classroom. We identified online resources that have brought a new level of pedagogical practices in our classrooms. We will continue to focus on engaging students, providing high-quality instruction, addressing the social emotional well-being of each student, providing a safe and clean learning environment for all.

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

Teachers and parents report that students are demonstrating a range of emotions and behaviors in response to the learning disruptions caused by the pandemic. These behaviors range from fatigue in acclimating to full days, to difficulty coping, to demonstrating PTSD symptoms. As a result, students' emotional intelligence and self-esteem have taken a toll and have negatively

impacted learning progression. Parents are looking to the school district and teachers for increased communication and resources for addressing these needs. In turn, the school is looking to engage the family community in effectuating sustainable student outcomes.

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.

Current grading practices often measure and communicate student work completion versus students' academic levels of performance and social, emotional competency. Research surrounding equitable grading practices reveal that low grades do not prompt greater effort, but cause students to withdraw from learning. Using a 0-4 grading scale in which two-fifths is dedicated to student success and only one-fifth is dedicated to failure helps bridge that gap. By changing the way we grade and broadening the district's course of study to include social-emotional learning, the community will see an increase in student motivation to achieve academic success. Additionally, the district will have reinforced a growth mindset culture and provided more learning opportunities.

Lastly, promoting Summer Camp 2021 as an "individualized camp experience," we have a record number of 57 students enrolled. We plan to individualize academic activities based on iReady diagnostics with the intent of narrowing the gap for students needing additional support and pushing students who need higher levels of support.

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.

Lake Elementary has taken an analytical approach in the development of the 2021-24 LCAP. We have analyzed achievement data using the California School Dashboard, Dataquest, local assessment data, and our student information system. In reviewing both the quantitative and qualitative data and through an evaluation of our current programs, we believe that we have developed a comprehensive plan to ensure that we accomplish our mission of being a district of academic excellence provided through supportive leadership, systems, and culture to ensure that all students find success in high school and beyond.

Internal data indicates pupil outcome deficits in reading and mathematical achievement and social, emotional skill development. Schoolwide proficiency in mathematics decreased from 58% in 2020 to 36% in 2021. School-wide reading proficiency continues to be below 80%. Primary educators report that students in grades kindergarten through second grade experienced tremendous learning loss in the area of basic reading skills. Additionally, teachers and parents report that students are demonstrating a range of emotions and behaviors in response to the learning disruptions caused by the pandemic. These behaviors range from fatigue in acclimating to full days, to difficulty coping, to demonstrating PTSD symptoms. As a result, students' emotional intelligence and self-esteem have taken a toll and have negatively impacted learning progression. Parents are looking to the school district and teachers for increased communication and resources for addressing these needs. In turn, the school is looking to engage the family community in effectuating sustainable student outcomes. Current grading practices often measure and communicate student work completion versus students' academic levels of performance and social, emotional competency. Research surrounding equitable grading practices reveal that low grades do not prompt greater effort, but cause students to withdraw from learning. Using a 0-4 grading scale in which two-fifths is dedicated to student success and only one-fifth is dedicated to failure helps bridge that gap. By changing the way we grade and broadening the district's course of study to include social-emotional learning, the community will see an increase in student motivation to achieve academic success. Additionally, the district will have reinforced a growth mindset culture and provided more learning opportunities for students.

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,

- o   Pupil Participation and Progress,
- o   Distance Learning Professional Development,
- o   Staff Roles and Responsibilities, and
- o   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.

    o 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	123,008.00	112,169.00
After School Education and Safety (ASES)	3,000.00	2,235.00
Base	57,600.00	0.00
Federal Funds	5,000.00	6,000.00
LCFF Base	0.00	39,305.00
LCFF Supplemental and Concentration	44,108.00	50,350.00
Other	10,800.00	14,279.00
Supplemental	2,500.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	123,008.00	112,169.00
1000-1999: Certificated Personnel Salaries	33,700.00	24,790.00
2000-2999: Classified Personnel Salaries	46,608.00	47,210.00
4000-4999: Books And Supplies	20,100.00	22,939.00
5000-5999: Services And Other Operating Expenditures	22,500.00	17,130.00
5900: Communications	100.00	100.00

* 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	123,008.00	112,169.00
1000-1999: Certificated Personnel Salaries	Base	26,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	19,150.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	5,700.00	5,640.00
1000-1999: Certificated Personnel Salaries	Other	2,000.00	0.00
2000-2999: Classified Personnel Salaries	Base	10,500.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	7,300.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	36,108.00	39,910.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	3,000.00	2,235.00
4000-4999: Books And Supplies	Base	2,200.00	0.00
4000-4999: Books And Supplies	Federal Funds	5,000.00	6,000.00
4000-4999: Books And Supplies	LCFF Base	0.00	4,936.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	2,500.00
4000-4999: Books And Supplies	Other	7,400.00	7,268.00
4000-4999: Books And Supplies	Supplemental	2,500.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	18,800.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	7,819.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	2,300.00	2,300.00
5000-5999: Services And Other Operating Expenditures	Other	1,400.00	7,011.00
5900: Communications	Base	100.00	0.00
5900: Communications	LCFF Base	0.00	100.00

* 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	71,100.00	63,888.00
Goal 2	29,608.00	29,686.00
Goal 3	22,300.00	18,595.00

* 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	$8,500.00	$8,500.00
Distance Learning Program	$50,800.00	$49,000.00
Pupil Learning Loss	$7,300.00	$7,500.00
Additional Actions and Plan Requirements	$5,000.00	$4,000.00
All Expenditures in Learning Continuity and Attendance Plan	$71,600.00	$69,000.00

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	$50,000.00	$48,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$5,000.00	$4,000.00
All Expenditures in Learning Continuity and Attendance Plan	$55,000.00	$52,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,500.00	$8,500.00
Distance Learning Program	$800.00	$1,000.00
Pupil Learning Loss	$7,300.00	$7,500.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$16,600.00	$17,000.00

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
Lake Elementary School District	Nikol Baker Superintendent/Principal	nbaker@lakeschool.org 530-865-1255

Plan Summary [2021-22]

General Information

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

Lake Elementary School District is a small single school district situated on approximately 5 acres in the Sacramento Valley 100 miles North of Sacramento and approximately 3 miles north of Orland, California in Glenn County. Lake School District was named for Daniel Jefferson Lake who settled in the district in 1872, the school opened that same year. The primary industry is agriculture.

Lake is a K-8 district that currently serves approximately 180 students in single-grade classrooms. District population includes 44% socioeconomically disadvantaged, 10% students with disabilities, and 10% English learners. Student demographics include 68% White, 28% Hispanic, 2% American Indian, and 0.5% Filipino, African American, Pacific Islander, and students with two or more races.

It is the mission of Lake Elementary School that the united efforts of students, parents, staff and community will develop students who:
- value themselves and others
- pursue high academic achievement
- come to school ready to learn
- speak and write effectively
- compute and problem solve both individually and in a groups
- value personal health and fitness
- use information and technology resources

The vision is that Lake Elementary School students, parents, and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies.

The guiding principle at LAKE - Leading the Advancement of Knowledge Everyday - provides a common theme throughout the school community

Reflections: Successes

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

In regards to the Data Dashboard, in English Language Arts all students and subgroups increased performance and exceeded standards in language arts. In Mathematics all students and subgroups also increased performance with the overall school meeting standards. Additionally, 64.7% of English Language Learners are making progress towards English language proficiency, which is a high-performance level. The district continues to exceed standards in absenteeism. Our student information system data also reflects an overall daily attendance rate of 97.5% with zero suspensions and expulsions, all of which reflect a quantitative measure of positive school climate and culture.

Qualitatively speaking, it is the belief of Lake Staff that strong school connectedness is in direct correlation to student recognition and student voice. Since the 2019 school year, the superintendent principal has been interviewing students regarding their perspective of the school's culture. These interviews are filmed and shared on the school's website and social media platforms. Student successes continue to be celebrated at virtual monthly assemblies, a new format that increases family engagement as everyone is able to participate in the asynchronous event at their convenience. Students of the Month continue to be selected based on their observed application of the 12 Toolbox Tools. Panther Pride recipients are equivalent to "caught being good awards" and are based on Lake's definition of Panther Pride: Being kind and helpful, having good sportsmanship, expecting success in themselves and believing in others as well as having pride in their school and community with the Lake Panther spirit. In addition to individual awards, classes continue to be recognized monthly for the highest attendance percentage. The winning class is presented with an Ironman Trophy to proudly display in their classroom for the month.

The purpose of this award is to promote team spirit and maintain our high average daily attendance. Based on the above notables, we continue to be most proud of the positive and nurturing environment we provide to all students.

Reflections: Identified Need

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

According to the dashboard indicators, the District is not a candidate for strategic assistance or intensive intervention as none of our subgroups have a red performance level in two or more state priority areas. Of note, however, is the district's orange performance indicator in the area of suspension rate. Socioeconomically disadvantaged students are suspended twice as much as Caucasians and four times as much as our Hispanic students. Additionally, while we have seen growth in our Hispanic and socioeconomically disadvantaged students, these subgroups continue to perform below standard in mathematics.

According to stakeholder surveys and interviews, parent engagement and communication has been identified as an area of growth. This area has proved to be uncommonly challenging over these last two school years due to the ever-evolving and changing health guidelines beyond the district's control.

In terms of student housing, our greatest need continues to be aging facilities. Even though phase 1 of the construction project is coming to a close, the district's infrastructure is strained in staying focused and maintaining momentum in outlining and aligning resources to finish the remaining work. A need for a facilities roadmap is desperately needed. Evidence shows that there is a strong correlation between student achievement and facilities in good repair. "In a set of 20 studies analyzed by 21st Century School Fund, all but one study showed a positive correlation between the achievement of students and the condition of the school facility once student demographic factors were controlled for…. The overwhelming results of these studies show how counterproductive it would be to push for increased student achievement without providing school facilities that integrally support such achievement." (G. Cheng, S. English, & M. Filardo, Facilities: Fairness & Effects at pp.3-5; submission on behalf of 9 organizations to the US Dept. of Educational Excellence & Equity Commission, 2011)

LCAP Highlights

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

The overarching goal of the Local Control Accountability Plan (LCAP) is the constant improvement of the educational outcomes for all students. The LCAP represents our district's allocation of
resources towards specific actions designed to meet Board-established goals that include identifying resources that will be directed toward each of the State's eight priority areas. The goal-setting process is based on the school district's vision, mission, and values. The current three-year LCAP continues to be organized under three goal areas:

1. Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high-quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.

2. Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.

3. Engagement: Provide a safe, supportive, and nurturing environment for students and their families.

With the aforementioned goals and actions outlined by the Board, refinements and features of this year's LCAP include specific actions outlined within the existing goals:

1. Conditions of Learning
a) Community involvement regarding campus beautification and school-wide events
b) Align professional development needs with district and community resources.
c) Implement a school-wide social-emotional program

2. Pupil Outcomes
a) Implement Early Reading Intervention
b) Sustain minimum days for professional development
c) Implement a school-wide social-emotional program
d) Implement a school-wide standards-based report card
e) Implement a restorative justice matrix

3. Engagement
a) Solicit stakeholder input via annual surveys
b) Sustain a positive school climate
c) Implement solution-focused training

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Stakeholder Engagement

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

Lake Elementary consulted with all stakeholder groups during the 2020-21 school year. It's important to note that, due to the small size of Lake Elementary School District, the School Site Council serves as the parent advisory committee for the district and has become highly involved in the planning and accountability of the LCAP. School Site Council members represent all student subgroups, including English learners as well as Title I students, both of which have parent representatives serving on the Council. Additionally, the superintendent principal attends the Parent Teacher Organization (PTO) meetings quarterly. Monthly all-staff meetings are held to review and solicit input for board items and updates. To solicit the student body voice, the Healthy Kids Survey and the Healthy Kids Parent Survey are distributed to all 6-8 students and all K-8 parents every other year with the new cycle starting this school year. This state-sponsored survey is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. All final LCAP agenda items are reviewed and approved at scheduled board meetings.

The School Site Council focused on developing and approving a school-wide COVID-19 Prevention Plan. Utilizing School Site Council as the district's parent advisory council provides relevant stakeholder input on a consistent basis as SSC typically meets monthly. The discussion and identification of updates to LCAP goals keep the LCAP a relevant and timely document. SSC reviews progress on LCAP goals throughout the year. Both English Learner and Title 1 students are represented via parents through this council. The council assists in the alignment of LCAP goals with existing plans to streamline the process and application of all plans, not just LCAP. School Site Council reviews LCAP and provides input through a series of monthly meetings.

Staff Stakeholders
Lake Staff meetings (certificated and classified) held throughout the year provide opportunities for all staff to engage in the development and implementation of LCAP goals, action steps, measurable outcomes, services, and expenditures. Reviewing goals, action steps, and measurable outcomes helps all staff to clearly understand the goals along with clarifying their role in implementing action steps, which in turn leads to more engagement in the LCAP process. Certificated and classified staff appreciated the open disclosure of the budget as well as the LCAP goals and alignment with district philosophy. As one of the very few districts in the state operating without a Bargaining Unit for either certificated or classified staff, open forum discussions add upon the trust already existing at this site. These types of discussions allow for open communication regarding LCAP and/or other goal-related activities. Providing an opportunity for all staff to mark/identify outcomes in which they may have a direct impact on assisted in a deeper understanding of their own impact on achieving our LCAP goals. Monthly check-ins with staff support implementation of LCAP action steps with the intended consequence of reaching measurable goals. All staff discussed relevant action plans related to school climate, discussed their role in supporting a positive school climate, as well as identifying possible new action plans.

Student Stakeholders
Administered annually, the 8th-grade graduate survey's purpose is to identify both academic and social preparedness for high school. Responses indicate that students feel prepared academically, yet need more support in selecting high school coursework. Student responses also indicated that they are not properly prepared for physical education. Student involvement in school decisions leads to a positive school climate and increased student engagement, which has a direct impact on attendance, as required by the LCAP process.

School Board members agree that the LCAP provides strategic guidance to the district. Monthly board meetings provide stakeholders opportunities to communicate with the Board to help them establish an LCAP development and adoption process that ensures many ways for all parents and community members to participate and be heard. The superintendent/principal's LCAP Report outlines programs and services currently being offered in the district, and their effectiveness in achieving student outcomes. The LCAP Report also assists the board in its own planning and budget process to meet the requirements of both LCFF and LCAP. Reviewing LCAP progress at Board Meetings keeps all stakeholders involved in the process of implementation of goals. Public Hearings provide opportunities for stakeholder input. The monthly LCAP Report at board meetings provides the board and attending stakeholders with transparency of alignment of all LCAP goals and LCFF funding.

Outside Agencies
County office meetings help to assist in clarifying various aspects of the LCAP for all stakeholders.

A summary of the feedback provided by specific stakeholder groups.

June: Superintendent principal creates a return to in-person instruction committee.

July: Superintendent principal contacts teachers regarding Covid-19 health guidelines potentially impacting in-person instruction. Blended Learning resources, curated by the county office educational services department, were provided. The in-person instruction committee shares a table of distance learning resources with all teachers. Comments from the parent engagement survey regarding distance learning successes and challenges were reviewed for planning purposes.

In-person instruction committee develops academic, social-emotional, and mental health supports for students and staff. Additionally, protocols for campus cleanliness and sustaining a COVID-free environment are developed. Quarantine protocols and reopening plans are reviewed by the local county health department. An Independent study position is created.

August: Superintendent principal distributes 2020-21 school enrollment survey to all Lake families to determine the number of students leaving the district, enrolling in independent study, or enrolling in distance learning. A Distance Learning contract and a Long-term Independent Study agreement are distributed in addition to 2020-21 calendar changes.

Procedures are also shared for the following items:
- Chromebook and materials pick-up
- internet access
- a parent portal and an FAQ page for addressing the school community's questions and concerns
- free school meals for anyone in the community under the age of 18
- SPARK applications, interdistrict transfers, and independent study.

Further, the superintendent principal requests all families and school personnel review and provide input for the new Learning Continuity and Attendance Plan for the 2020-21 school year.

The Superintendent principal communicates the impacts of construction (power outages, water shut-off, wifi access) to all families and school personnel. The campus is not cleared for occupancy due to pandemic and construction safety reasons.

Teachers prepare distance learning landing pages, virtual Open House videos, and distance learning curriculum for parents and students to access. Training is provided regarding CDE requirements for virtual attendance and engagement procedures.

September: Glenn County Public Health provides the district with a waiver route for returning to in-person instruction.

The Superintendent principal provides teachers with resources on best grading practices for distance learning.

Virtual assembly videos begin and are emailed to all stakeholders as well as posted on the school's social media for viewing.

October: School personnel meets with superintendent principal and County Nurse Kylee Paulos, following Covid-19 guidelines, to discuss needs for return to in-person instruction.

A construction timeline is also developed for moving into new classrooms.

November: Waiver is approved and County Nurse Kylee Paulos distributes COVID protocols from Glenn County Public Health to the superintendent principal. All school personnel meets with the principal to review guidelines and prepare for a return to in-person instruction.

December: Two weeks after in-person instruction resumes, a surge in positive covid cases on campus causes the school district to shut down.

A special board meeting is held to discuss more transparency in communicating what causes a school shutdown in the present pandemic environment.
After consultation with County Nurse Kylee Paulos and the School Board it is determined that all grades plan to return to school on January 4, 2021, but continue with a half-day schedule for the month of January. A return to a full-day schedule could resume on February 1, 2021. A review of present health guidelines was planned for the next board meeting to be held on January 19, 2021. At a special board meeting, the board communicates that the school may remain open with 9 or fewer positive COVID cases school-wide. It is also the board's recommendation that out-of-country travel requires a 14-day self-quarantine before returning to school for the remainder of the 2020-21 school year.

January: Superintendent Principal provides a legislative update to the board. Legislative Update - AB685 defines a workplace COVID-19 outbreak as three or more laboratory-confirmed cases in a two-week period. Cal/OSHA can close part or all of a site if it is deemed an imminent hazard to employees.

School Site Council met on January 11. Discussion items included LCAP, COVID-19 Prevention Plan, the State Accountability Report Card,

California Dashboard, and construction updates.

February: Superintendent Principal and LCAP lead attend LCAP workshop at the Glenn County Office of Education.

Superintendent Principal reintroduces the attendance trophy at the February virtual assembly video.

SPARK returns with a modified schedule on February 8. Some students attend on Mondays and Tuesdays, other students attend on Thursdays and Fridays. Program runs from 3:00 - 5:00 p.m.

March: Superintendent Principal provides LCAP Report at the board meeting. She is currently working with all staff and the School Site Council on goal development. Additionally, she recently emailed an eighth-grade survey.

April: Superintendent Principal provides LCAP Report at the board meeting. She and the LCAP lead are currently working on the Annual Update as well as defining some action steps as related to the following goals:

Goal 1. Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high-quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.
a. Develop well-maintained outdoor learning and recreational facilities.

Goal 2. Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.
a. Implement reading intervention for grades K, 1 and 2
b. Utilizing professional development time, develop a school-wide reading norms progression based on common core standards and MTSS
c. Implement a school-wide standards-based report card
d. Implement a school-wide Social-Emotional Learning program

Goal 3.Engagement: Provide a safe, supportive, and nurturing environment for students and their families.
a. Review stakeholder survey for trends and identify areas of growth; involve families in improving areas of growth

May: Superintendent Principal holds an all-staff meeting and invites input on the LCAP and Expanded Learning Plan. Identified action items for funding include:

Extended instructional learning time
Summer Camp
Implementation, expansion, or enhancement of learning supports
K-3 intervention
4-8 electives/enrichment
Additional paraprofessional position
Address barriers of learning
SEL curriculum
Access to technology

Supports for credit deficient students
Additional academic services
Professional Development
LIPS training for K-2 certificated and classified staff

Superintendent Principal collaboratively develops a Certificated Agreement with the certificated staff. The purpose of this agreement is to provide transparency regarding the work environment since the district recognizes that Lake Elementary School District operates without a union.

Parent Stakeholders

2021
Parent feedback provides information and guidance to the district, specifically regarding engagement and school climate. This year, a survey was distributed in the spring. The percentage of parent surveys completed was 82% (98/120). This is the highest participation response to date. The increase in participation is likely due to digital communication being the new norm during the pandemic and a clerical error in the survey allowing multiple responses to be made. It is possible that the validity of the responses could be in question due to this technical error.

Some highlights from the survey include:

80.7% of parents strongly agree (53.1%) or agree (27.6%) that they feel welcome at the school.

82% of parents strongly agree (61%) or agree (21%) that their children are safe and happy at Lake Elementary School.

82% of parents strongly agree (48%) or agree (34%) that they are comfortable speaking with teachers or administration about problems/concerns.

88% of parents are satisfied with the frequency of communication regarding their child's progress toward grade-level standards.

92.8% of parents strongly agree (40.8%) or agree (52%) that their child(ren) are motivated to do well at school

91% are satisfied with the readability of their child's data snapshots, progress reports, and report cards regarding my child's progress toward grade-level standards.

83% of parents are satisfied with Lake Elementary's encouragement regarding volunteering and parent voice in district decision-making.

78% of parents strongly agree (40%) or agree (38%) that the school communicates effectively with parents.

78% of parents strongly agree (46%) or agree (32%) that the school's facilities are well maintained and cleaned.

Some areas of growth identified in the survey include:

61% of parents strongly agree (34%) or agree (27%) that they feel welcome to attend PTO (Parent Teacher Organization) or SSC (School Site Council) meetings.

63% of parents strongly agree (35%) or agree (28%) that they feel welcome to attend Board meetings.

23% of parents strongly agree (8%) or agree (15%) that their child(ren) has been bullied at school.

67% of parents strongly agree 32% agree 35% that the school discipline policy is fair and neutral.

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

The district will be working with Glenn County Mental Health to implement solution-focused training in order to address parent concerns regarding disciplinary and bullying concerns and creating a more welcoming environment at PTO, SSC, and Board meetings.

Outside agencies, such as SELPA and Presence Learning have identified a need for intensive designated ELD support. In response, the district will continue to provide professional development to its bilingual paraprofessionals. Designated intensive ELD support will also be implemented during school-wide enrichment and intervention times. This support will target low academic performance in math for our Hispanic and socioeconomically disadvantaged students as ELD strategies benefit all students.

A restorative justice disciplinary matrix will be implemented as a proactive disciplinary measure to confront the district's orange performance indicator in the area of suspension rate.

School modernization efforts will be streamlined with the addition of a facilities master plan.

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.

An explanation of why the LEA has developed this goal.

Due to the district's ongoing construction and landscaping phases, students and staff are in need of well-maintained learning and outdoor recreational facilities. Covid-19 regulations have also negatively impacted in-person instruction. Restrictions on close proximity and mixing cohorts have caused staff to seek professional development regarding effective teaching strategies during a pandemic. The loss of extracurriculars have impacted professional development time. Thus, in response to parent/staff/student survey results for a return to in-person instruction, schoolwide assemblies, sports, and extracurriculars, the district initiated a number of committees and special staff lead assignments. The superintendent created the landscaping committee and encouraged families to volunteer time, services, and donate materials to beautifying the school campus. Quarterly agenda items were added to PTO and SSC meetings to approve and review a facilities roadmap. The education specialist created a schoolwide social, emotional learning schedule to provide social, emotional learning to all students and in turn, provide general education teachers with weekly vertical collaboration time. Additionally, in response to a Wiliams Complaint regarding restroom cleanliness, the district designed a number of daily auditing procedures to ensure restrooms are well-stocked and within working order.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	SARC report indicates 90% of certificated staff are appropriately assigned and fully credentialed.				100% of certificated staff will be appropriately assigned and fully credentialed as measured by SARC report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/ Facilities in good repair	Overall SARC/FIT report is good.				Maintain overall SARC/FIT report of good or higher.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Within the certificated teacher agreement, it is required that certificated staff attend one professional development opportunity per year. The superintendent principal notifies classified and certificated staff of professional development opportunities on a trimester basis and provides substitutes. Staff members are also encouraged to approach the district with professional development requests.				Certificated staff will maintain attendance of one professional development opportunity per year. Additionally, the district will have sustained the practice of notifying staff of relevant professional development opportunities and providing substitutes/prep time for staff to participate in trainings regarding implementation of state standards and ELD as measured by narrative summary or self-reflection tool.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Stakeholder input regarding school improvements is included annually in the parent survey.				The district will have solicited quarterly stakeholder input regarding outdoor landscaping and construction projects

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					via a facilities roadmap at PTO and SSC meetings as measured by log of communication efforts.
Priority 7: Local Metric/A broad course of study	The district has been able to participate in two sporting events within the local area and host two events drive-thru style on campus.				The district will have resumed its norm of hosting school-wide extracurriculars, enrichment, courses, and onsite, in-person events (Kinder/8th Grade promotion, Back to School Night, Grandparents' Day, etc.), and will have identified locations and procedures for each of the events as measured by self-reflection tool.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community involvement regarding campus beautification and school-wide events	1.1.1 Solicit stakeholder input regarding outdoor landscaping projects via meetings and surveys. 1.1.2 Landscaping committee to communicate a project plan with stakeholders regarding volunteer needs and timeline completion for approved projects at monthly all staff, board, PTO, and SSC meetings. 1.1.3 Host a schoolwide onsite, in-person event (Kinder/8th Grade promotion, Back to School Night, Grandparents' Day, etc.) to celebrate	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		newly landscaped learning/recreational spaces with a minimum 50% family attendance rate. 1.1.4 Add quarterly agenda items to PTO and SSC meetings to approve and review a facilities master plan.		
2	Align professional development needs with district and community resources.	1.2.1 At the beginning of each school year, the superintendent will sustain the practice of staff creating wildly important goals (WIGS) for the year. WIGs will drive professional development needs. Progress will be reviewed each trimester at an all-staff meeting. 1.2.2 District will coordinate with the local county educational services department on planning relevant professional development for staff. 1.2.3 Superintendent Principal will align LCAP action items to agenda items for staff, board, PTO, and SSC meetings on a minimum day Wednesday following a Tuesday board meeting.	$7,000.00	No
3	Implement school-wide social emotional program	1.3.1 Student services staff will provide weekly social-emotional lessons by grade band cohort in the cafeteria while general education teachers engage in vertical collaboration, professional development, and prep time.	$10,000.00	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
2	Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.

An explanation of why the LEA has developed this goal.

Internal data indicates pupil outcome deficits in reading and mathematic achievement and social, emotional skill development. Schoolwide proficiency in mathematics decreased from 58% in 2020 to 36% in 2021. School-wide reading proficiency continues to be below 80%. Primary educators report that students in grades kindergarten through second grade experienced tremendous learning loss in the area of basic reading skills. Additionally, teachers and parents report that students are demonstrating a range of emotions and behaviors in response to the learning disruptions caused by the pandemic. These behaviors range from fatigue in acclimating to full days, to difficulty coping, to demonstrating PTSD symptoms. As a result, students' emotional intelligence and self-esteem have taken a toll and have negatively impacted learning progression. Parents are looking to the school district and teachers for increased communication and resources for addressing these needs. In turn, the school is looking to engage the family community in effectuating sustainable student outcomes. Current grading practices often measure and communicate student work completion versus students' academic levels of performance and social, emotional competency. Research surrounding equitable grading practices reveal that low grades do not prompt greater effort, but cause students to withdraw from learning. Using a 0-4 grading scale in which two-fifths is dedicated to student success and only one-fifth is dedicated to failure helps bridge that gap. By changing the way we grade and broadening the district's course of study to include social-emotional learning, the community will see an increase in student motivation to achieve academic success. Additionally, the district will have reinforced a growth mindset culture and provided more learning opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/ Instructional materials	SEL instruction is provided by the county student services onsite staff to specific students referred for tier 2 and tier 3 support.				The district will implement a social-emotional learning program, such as Empowering Education, school wide as measured by local assessment of the master school schedule.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Student services staff will administer the Child Trends survey at the beginning and end of each school year.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Less than 50% of students in grades K-2 is proficient in reading.				70% of students in grades K-2 will meet grade level benchmarks for reading proficiency.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	According to 2019 dashboard data, students are overall performing at least 0.5 point above standard.				District will maintain all student groups performing above standard as measured by dashboard data.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	According to 2019 dashboard data, Hispanic and Socioeconomically Disadvantaged students are overall performing between 0.5-9.3 points below standard.				Hispanic and Socioeconomically Disadvantaged students will meet the standard for mathematics as measured by dashboard data.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	According to 2019 dashboard data, between 1.7%-5.4% of the student population has been suspended.				Less than 2% of the student population will have been suspended.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Local Metric/A broad course of study	Enrichment courses have been removed from the course of study roster due to Covid-19 restrictions on cohort mixing.				Weekly enrichment courses will be reinstated.
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	Kindergarten, First, and Second Grade Teachers have a verbal progression regarding reading norms.				The district will publish a school-wide reading norms progression based on common core standards and MTSS.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Early Reading Intervention	2.1.1 Train certificated and classified staff in the LIPS early reading intervention program. 2.1.2 Implement the LIPS reading intervention in kindergarten through second-grade for at-risk students.	$5,000.00	Yes
2	Sustain minimum days for professional development	2.2.1 Staff will utilize professional development time to develop a school-wide reading norms progression based on common core standards and MTSS framework. 2.2.2 Certificated staff will participate in a book study covering equitable grading practices in Joe Feldman's book Grading for Equity. 2.2.3 Certificated staff will implement a school-wide standards-based report card.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Implement school-wide social emotional program	3.3.1 Student Services staff will implement a school-wide Social-Emotional Learning program, and administer the Child Trends survey at the beginning and end of each school year to measure student proficiency in SEL core competencies. 3.3.2 Students who are already exceeding in SEL core competencies will be given student leadership opportunities, which could be in the form of a. service-learning projects b. peer mentoring program for students who are struggling c. guest speaker opportunities at assemblies d. community-nominated award for exemplary citizenship in SEL areas (how they were able to use Toolbox tools to demonstrate a core competency) at monthly assemblies 3.3.3 Student Services staff will create a forum for encouraging family communication regarding the effectiveness of the SEL program.	$10,000.00	Yes
4	Implement a school-wide standards-based report card	3.4.1 Certificated staff will participate in a book study covering equitable grading practices as outlined in Joe Feldman's work Grading for Equity. 3.4.2 Certificated staff will participate in a pilot of a standards-based Learning Management and Gradebook System, such as Otus. 3.4.3 Increase family engagement in student progress by allowing family members to view and access information (messages, standards addressed, proficiency grades) for all of the classes that their student(s) are enrolled in. https://help.otus.com/en/articles/894650-getting-started-guide-families	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Implement a restorative justice matrix	2.5.1 A restorative justice matrix will be reviewed prior to issuing in-school and out-of-school suspension. https://sandiegounified.org/UserFiles/Servers/Server_27732394/File/Departments/Placement%20and%20Appeal/BP%205144%20Restorative%20Discipline%20Policy%20(Public).pdf	$2,000.00	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	Engagement: Provide a safe, supportive, and nurturing environment for students and their families.

An explanation of why the LEA has developed this goal.

The district would like to sustained the practice of surveying parents in the fall, middle school students in the spring, and graduates in the summer in order to solicit stakeholder input regarding overall school climate and course access.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	80.7% of parents strongly agree (53.1%) or agree (27.6%) that they feel welcome at the school.				By 2023-24, parent survey results will reflect at least 90% of parents feeling welcome at school.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	Student leadership committee was not held due to Covid-19 restrictions on cohort mixing.				Student leadership committee will be reinstated and students will resume leading monthly assemblies.
Priority 6: Local Indicator/Local tool for school climate	82% of parents strongly agree (61%) or agree (21%) that their children are safe and happy at Lake Elementary School.				By 2023-24, parent survey results will reflect at least 90% of parents reporting that their children are safe and happy at Lake Elementary School.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	Contracted mental health clinician has been implementing solution-focused therapy during therapy sessions.				All staff will have been trained in solution-focused mindset for engaging in transformative conversations.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Solicit stakeholder input via annual surveys	3.1.1 School Board, School Site Council, and Certificated Staff will review stakeholder surveys for trends, identify areas of growth, and involve families in improving areas of growth. 3.1.2 District posts weekly at-home resource letters to families regarding SEL topics.	$500.00	No
2	Sustain positive school climate	3.2.1 District will maintain grade band cohort recess breaks to maintain the reduction in Covid-transmission. 3.2.2 District will maintain positive student engagement in restorative justice practices by creating time each week for students to reflect on SEL core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). 3.2.3 District will maintain positive student engagement in unstructured settings, such as recess, by engaging students with prompts and visuals from ToolBox, Empowering Education, and/or solutions-focused programs. 3.2.4 Teacher Lead for student leadership will consult with superintendent principal to add LCAP agenda items, such as a climate survey, to Student Leadership meetings.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Implement solution-focused training	3.3.1 District will provide stakeholders with training on how to engage in impactful, transformative conversations with the parent community using a solution-focused mindset.	$500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.79%	$136,986

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

Required Descriptions

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

Goal 1 - Action 3 - Implement school-wide social emotional program
While some research suggests there are not significant differences in nonminority students regarding social-emotional skills (MAWI Learning), social emotional skills can be used to predict academic success and dropout rates. And knowing that social emotional skills can help increase grades, social emotional learning can help close achievement gaps.

Goal 2 - Action 1 - Implement early reading intervention
The increasing number of students struggling to read continues to dominate grade level conversations. A review of the data identifies low-income and English learners as the majority of those who struggle. By identifying a reading intervention program that develops phonemic awareness skills, the District intends for students to become independent readers at an earlier age and decrease the number of struggling readers in grades 3 and above.

Goal 2 - Action 4 - Implement school-wide standards-based report card
To continue to increase parent involvement across subgroups, standards-based report cards provide more specific information regarding a child's progress in school. When parents have a better understanding of their child's progress, they have a clearer understanding of what students have or have not mastered. This understanding can lead to more informed conversations between school and home, resulting in higher parent engagement and increased student achievement.

Goal 2 - Action 5 - Implement a restorative justice matrix
Dashboard data identifies all three groups - Hispanic, low-income, and white students - saw an increase in suspensions. Implementation of Restorative Justice will continue to support our "relationship focused" culture as well as reduce, prevent and improve harmful behavior of students.

Goal 3 - Action 2 - Sustain positive school climate
According to the National School Climate Center, "school climate refers to the quality and character of school life." By focusing on a positive school climate, all students - including subgroups - will feel welcomed, safe, and engage in learning.

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

Holistically, and in order to address the district's low academic performance in our socioeconomically disadvantaged and Hispanic subgroups, professional development and intensive ELD instruction will be provided weekly school wide in both integrated and designated service models. Research shows that ELD strategies benefit all students. Delivering interventions, such as Number Talks and explicit instruction in academic vocabulary, will help close the achievement gap particularly in mathematics where the district has received an orange performance indicator.

Specifically, improved services include:
In-class interventions were implemented several years ago with the Daily 5 in reading and Daily 3 in math. However, the District continued to experience a number of students not acquiring skills required for middle and junior high grades, grades 3-8. By improving our intervention services, specifically in reading, the district hopes to decrease the number of struggling readers.

Increased services include the school-wide implementation of a growth mindset/social emotional learning program for all students K-8.

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:

  o 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)).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$54,000.00				$54,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$53,000.00	$1,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Community involvement regarding campus beautification and school-wide events					$0.00
1	2	All	Align professional development needs with district and community resources.	$7,000.00				$7,000.00
1	3	English Learners Foster Youth Low Income	Implement school-wide social emotional program	$10,000.00				$10,000.00
2	1	English Learners Foster Youth Low Income	Implement Early Reading Intervention	$5,000.00				$5,000.00
2	2	English Learners Foster Youth Low Income	Sustain minimum days for professional development	$10,000.00				$10,000.00
2	3	English Learners Foster Youth Low Income	Implement school-wide social emotional program	$10,000.00				$10,000.00
2	4	All	Implement a school-wide standards-based report card	$5,000.00				$5,000.00
2	5	English Learners Foster Youth Low Income	Implement a restorative justice matrix	$2,000.00				$2,000.00
3	1	All	Solicit stakeholder input via annual surveys	$500.00				$500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Sustain positive school climate	$4,000.00				$4,000.00
3	3	All	Implement solution-focused training	$500.00				$500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$41,000.00	$41,000.00
LEA-wide Total:	$41,000.00	$41,000.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Implement school-wide social emotional program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
2	1	Implement Early Reading Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	$5,000.00	$5,000.00
2	2	Sustain minimum days for professional development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
2	3	Implement school-wide social emotional program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
2	5	Implement a restorative justice matrix	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00
3	2	Sustain positive school climate	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	$4,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		