2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Round Valley Joint Elementary School District
CDS Code:	14633056008809
LEA Contact Information:	Name: Danielle Torrance Position: Superintendent/ Principal Email: dotrrance@roundvalley.us Phone: 760-387-2525
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	$1,159,187
LCFF Supplemental & Concentration Grants	$33,913
All Other State Funds	$67,505
All Local Funds	$56,352
All federal funds	$102,623
Total Projected Revenue	$1,385,667

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$1,550,226.55
Total Budgeted Expenditures in the LCAP	$200221.70
Total Budgeted Expenditures for High Needs Students in the LCAP	$44382.51
Expenditures not in the LCAP	$1,350,004.85

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$47,297.77
Actual Expenditures for High Needs Students in Learning Continuity Plan	$47,265.01

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$10,469.510,000,000,002
2020-21 Difference in Budgeted and Actual Expenditures	$-32.75,999,999,999,476

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).	daily operational expenses such as transportation, staffing, and facilities.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Round Valley Joint Elementary School District

CDS Code: 14633056008809

School Year: 2021-22

LEA contact information:

Danielle Torrance

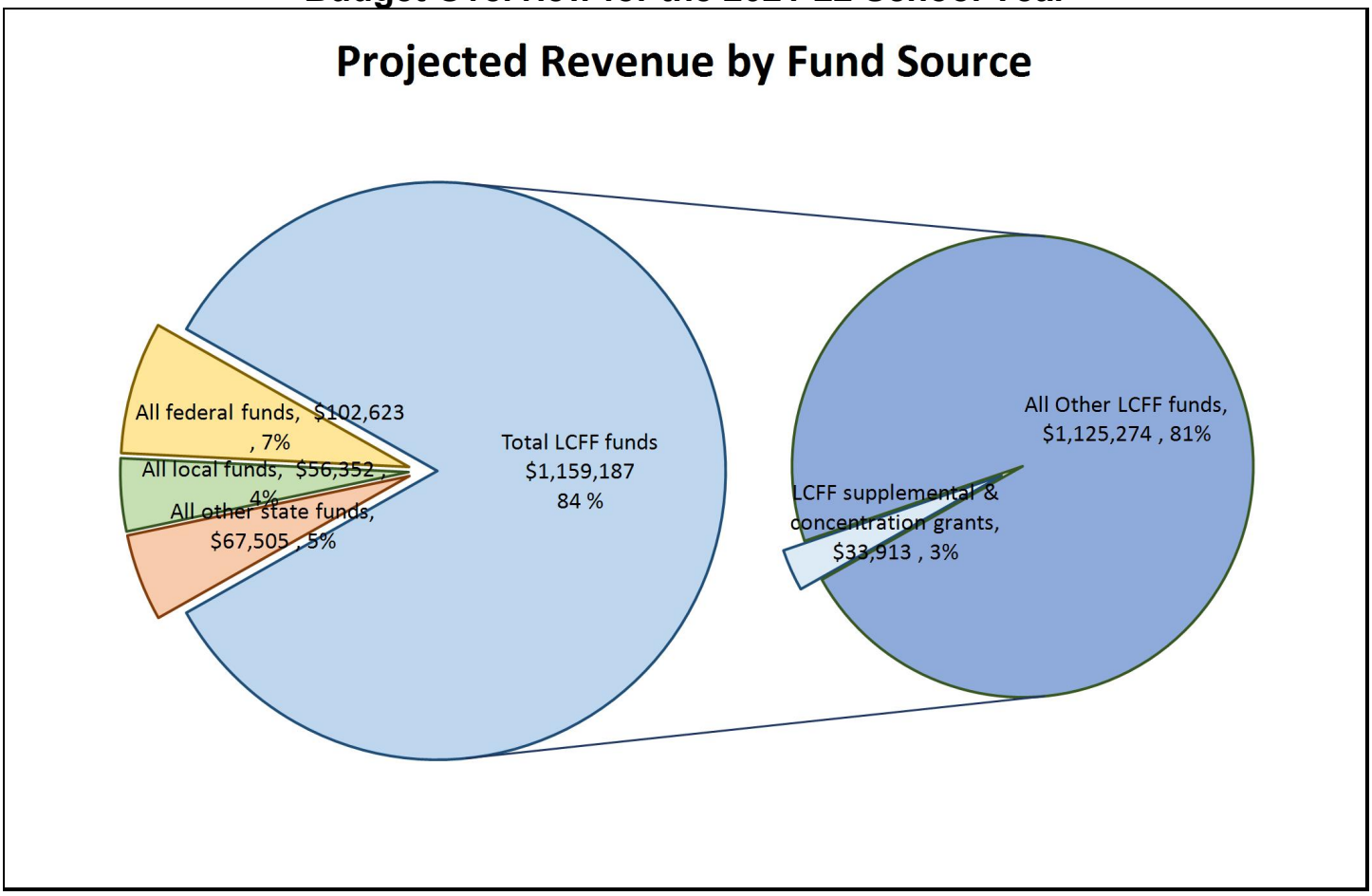
Superintendent/ Principal

dotrrance@roundvalley.us

760-387-2525

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



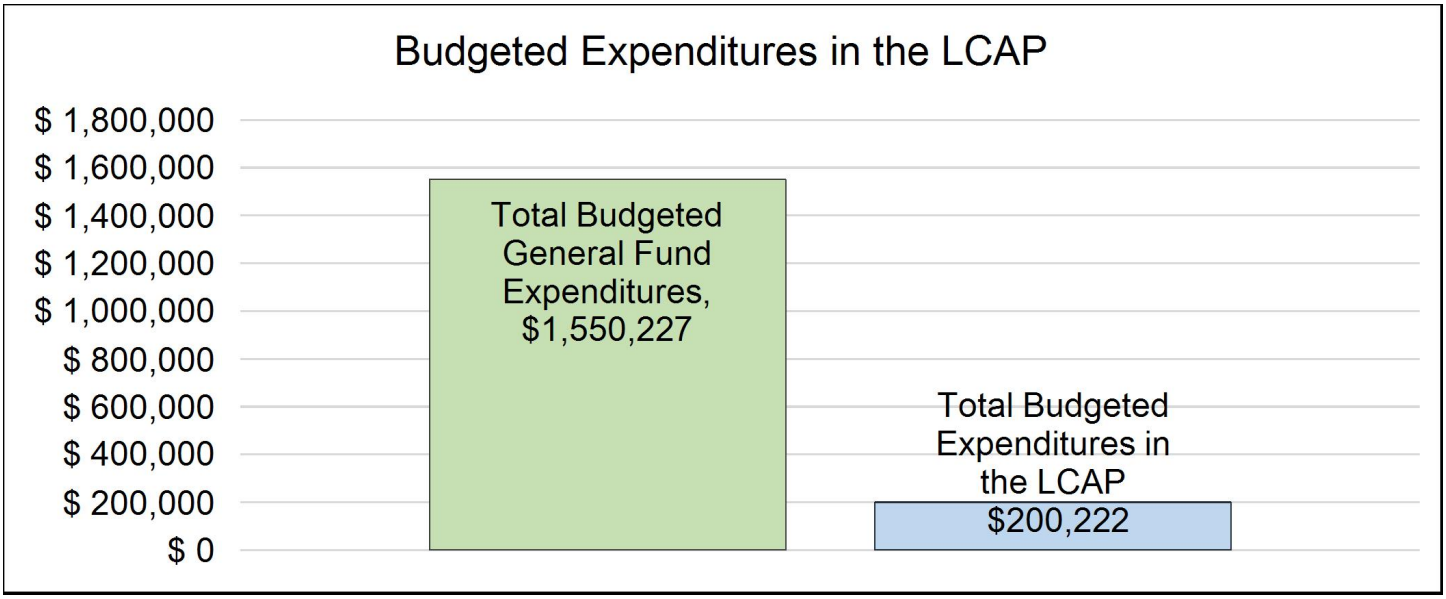
This chart shows the total general purpose revenue Round Valley Joint Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Round Valley Joint Elementary School District is $1,385,667, of which $1,159,187 is Local Control Funding Formula (LCFF), $67,505 is other state funds, $56,352 is local funds,

and $102,623 is federal funds. Of the $1,159,187 in LCFF Funds, $33,913 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Round Valley Joint 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.

Round Valley Joint Elementary School District plans to spend $1,550,226.55 for the 2021-22 school year. Of that amount, $200221.70 is tied to actions/services in the LCAP and $1,350,004.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

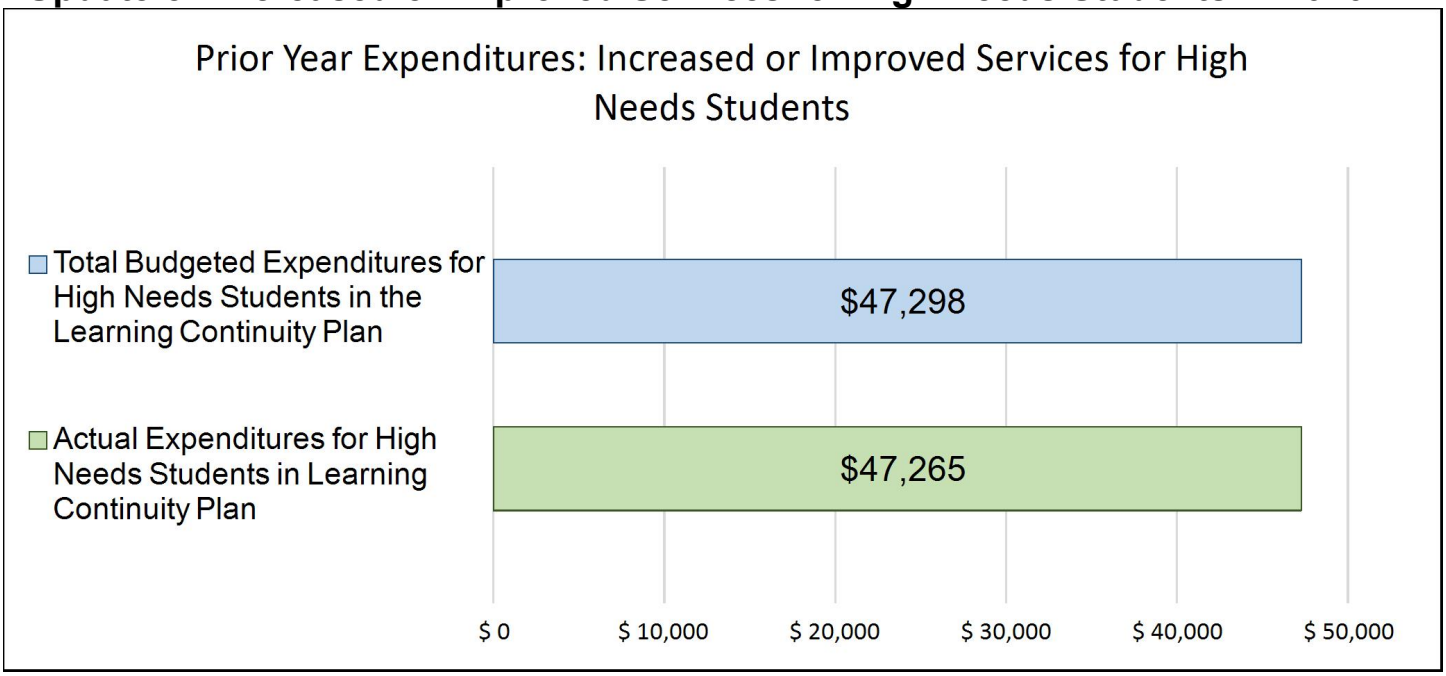
daily operational expenses such as transportation, staffing, and facilities.

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

In 2021-22, Round Valley Joint Elementary School District is projecting it will receive $33,913 based on the enrollment of foster youth, English learner, and low-income students. Round Valley Joint Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Round Valley Joint Elementary School District plans to spend $44382.51 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Round Valley Joint 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 Round Valley Joint 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, Round Valley Joint Elementary School District's Learning Continuity Plan budgeted $47,297.77 for planned actions to increase or improve services for high needs students. Round Valley Joint Elementary School District actually spent $47,265.01 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
Round Valley Joint Elementary School District	Danielle Torrance Superintendent/ Principal	dtorrance@roundvalley.us 760-387-2525

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

Gain and maintain grade level proficiency in ELA and math. A student is proficient when they score at "standard met" on the SBAC assessment..

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP ELA scores, points above level 3 (4A) **19-20** 30 points above **Baseline** 26 points above	25 point above standard (declined 16.9 points) - Using 2019 data due to COVID
Metric/Indicator CAASPP Math scores, points above level 3 (4A) **19-20** 26 points above **Baseline** 27.5 points above	15 points above standard (declined 22.3 points)- Using 2019 data due to COVID
Metric/Indicator Benchmark Testing, ELA and Math (8) **19-20** Discontinued	discontinued in 18-19

Expected	Actual
Baseline Establishing baseline in 2017-18	
Metric/Indicator DIBELS assessments (8) **19-20** 20% far below grade level reading **Baseline** 24% far below grade level reading	36% Far Below baseline at the 19-20 middle of year DIBELS assessment (new data) (59% below basic)
Metric/Indicator % of students having access to instructional materials as evidenced by Williams Report (1B) **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of teachers using adopted standards-aligned materials, including materials that provide extra support and access to the ELD standards for EL students, as evidenced by classroom observations (2A&B) **19-20** 100% **Baseline** 100%	100%
Metric/Indicator EL progress indicator / reclassification rate (4 D& E) **19-20** NA due to low numbers **Baseline** NA due to low numbers	N/A due to low numbers

Expected	Actual
Metric/Indicator % of appropriately assigned and fully credentialed teachers (1A) **19-20** 100% **Baseline** 90%	100%
Metric/Indicator % of students, including students with disabilities and unduplicated pupils, having access to a broad course of study, as evidenced by SchoolWise reports (7A,B,C) **19-20** 100% **Baseline** 100%	100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Professional development for implementation of CA state standards (2A, 2B) so that all school district instructional staff remain highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs. (1A)	Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5020 Teachers- Inservice Days 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 4345	Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5424.06 Teacher Inservice Dats 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 4136.24
Discontinued	No additional costs-within the teachers work hours 1000-1999: Certificated Personnel Salaries Base 0.00	Discontinued 1000-1999: Certificated Personnel Salaries LCFF Base 0.00
Utilizing progress monitoring, principal will realign instructional aides to support low performing and unduplicated students.	no additional costs 1000-1999: Certificated Personnel Salaries Base 0	No additional costs 1000-1999: Certificated Personnel Salaries LCFF Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	See goal 1 action 1 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0	See goal 1 action 1 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0
Pilot instructional materials align to the CA state standards as textbooks become available in science.	4000-4999: Books And Supplies Base 5000	4000-4999: Books And Supplies LCFF Base 378.56
Monitor progress using benchmark assessments through a combination of state and individual site assessments as identified.	Schoolwise & DIBELS 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 4,000 1000-1999: Certificated Personnel Salaries LCFF Base 43604.	Schoolwise & DIBELS 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 2649.00 1000-1999: Certificated Personnel Salaries LCFF Base 32896.52
Maintain web based portal to make information access to stakeholders accessible. 3A, 3B, 3C	Maintain web based portal. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000	Maintain web based portal 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 250.00
In PLCs, teachers analyze benchmark assessment data to identify areas of focus for improvement	Part of current staff PLC time 1000-1999: Certificated Personnel Salaries Base $0	Part of current staff PLC time 1000-1999: Certificated Personnel Salaries LCFF Base 0
Provide extra support for students whose assessment data shows that they are performing below baseline / target	1000-1999: Certificated Personnel Salaries Special Education 4000 See Goal 1 Action 5 1000-1999: Certificated Personnel Salaries LCFF Base 0.00	1000-1999: Certificated Personnel Salaries Special Education 4000.00 See Goal 1 Action 5 1000-1999: Certificated Personnel Salaries LCFF Base 0.00

Goal Analysis

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

Funding budgeted was utilized to accomplish defined actions.

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

Challenges were to meet goals while teaching and operating in a distance learning model. Our school pivoted very quickly and found that we had excellent student engagement, solved internet connectivity issues within weeks, and got great parent support from home. What was missing was the ability to do authentic assessments via the distance model, and upon returning to in seat instruction, utilizing the scarce instructional minutes to do detailed assessments. We chose to focus on instruction.

Goal 2

Improve and maintain positive learning environment. Reduce middle school attrition rate by providing varied electives.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of students reporting positive attitudes about school safety and connectedness on student survey (6C) **19-20** Maintain 95% positive about feeling unsafe at school **Baseline** 2/48 students reported that they didn't feel safe at school.	Our Healthy Kid survey could not be utilized due to statistically unusable numbers. On the parent survey conducted in December 2019, 78% responded that their child feels safe in the classroom and 91% feel safe on the playground. 92% of parents feel their child will be protected from harm while at school. We are reusing this data due to COVID.
Metric/Indicator Middle School enrollment numbers **19-20** K-5 transition will eliminate middle school **Baseline** 27 students in 2015-16	We no longer have a middle school due to financial downsizing.
Metric/Indicator % students served through after school programs **19-20** Limited after school offerings due to elimination of Middle School **Baseline** 15% of our students	We did not offer after school enrichment programs due to our transition to K-5 and lack of transportation after events.

Expected	Actual
Metric/Indicator 5A Attendance Rate **19-20** 94% **Baseline** 94.2%	95.12 (19-20) per Schoolwise database
Metric/Indicator 5B Chronic Absenteeism **19-20** under 14% **Baseline** 2%	14.1% (19-20) per Schoolwise database (decrease .5%)
Metric/Indicator 6A Suspension Rate **19-20** 1% **Baseline** 4.8%	0% (19-20)suspension rate (decrease 1.5%)
Metric/Indicator 6B Expulsion Rate **19-20** 0% **Baseline** 1%	0%
Metric/Indicator 6C % of students, teachers and parents who took local surveys and rated school safety and connectedness at 3 or above **19-20** 85% **Baseline**	Of the 48% of parents that responded electronically to the parent survey, 78% responded that their child feels safe in the classroom and 91% feel safe on the playground. 92% of parents feel their child will be protected from harm while at school. The metric of 3 or above was from the Healthy Kid Survey which did not provide statistically usable data due to low number of students. We are reusing this data due to COVID.

Expected	Actual
77%	
Metric/Indicator 3A, B, C: % of parents, including parents of unduplicated pupils and pupils with special needs who provide input and feedback in response to school to home communications **19-20** 90% **Baseline** 33%	65% respond to parent surveys using Parent Square
Metric/Indicator 5C Middle school drop out rate **19-20** 0% **Baseline** 0%	No longer have a middle school due to financial downsizing.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue some after school enrichment programs, if possible, with the use of volunteerism and donations.	Surveys- Google Forms, text messaging, etc. and research additional offerings. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0.00	Surveys-Google forms, text messaging, etc and research additional offerings. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00
Provide in-school counseling services and referrals to community programs for students and families need support	0.00 Psych Services 5800: Professional/Consulting Services And Operating Expenditures Special Education 20696	Psych Services 5800: Professional/Consulting Services And Operating Expenditures Special Education 15401.04

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue staff training on behavior management and anti bullying and creating a positive learning environment.	Wild Iris Organization, other community resources, professional workshops and other training for instructional staff. These types of training's are usually free or provided by the County at no cost to the District. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0	Wild Iris Organization, other community resources, professional workshops and other training for instructional staff. These types of training's are usually free or provided by the County at no cost to the District. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0
Monitor attendance using Schoolwise Student Information System, including suspension and expulsion data.	Administrative assistant's time to monitor attendance data 2000-2999: Classified Personnel Salaries LCFF Base 3461	Administrative assistant's time to monitor attendance data 2000-2999: Classified Personnel Salaries LCFF Base 3460.96

Goal Analysis

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

The funding budgeted was utilized to complete actions/ services.

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

Due to COVID considerations, we did not provide after school programs, but we did provide remote art lessons each Friday utilizing an instructional aide and continued with enrichment program in seat to insure student engagement. Many remote educational opportunities took place such as museum tours, science explorations, music appreciation, etc. Counseling, behavior management, and attendance did not suffer due to COVID conditions, but remained very stable.

Goal 3

Improve facilities to maintain an enriched and safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1C: Williams report, FIT rating **19-20** Good or exemplary **Baseline** Good	exemplary rating on FIT (19-20); 100% Williams compliant (19-20)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
n/a	Project completed. 0	Project completed 0
n/a	Discontinued Other 0.00 Discontinued 4000-4999: Books And Supplies Other 0	Discontinued Other 0.00 Discontinued 4000-4999: Books And Supplies Other 0
Completed repair of roof leaks. Ceiling tiles to be replaces in summer 2019	Project completed 5800: Professional/Consulting Services	Project completed 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Other 2036.00	And Operating Expenditures Other 0.00
Project too cost prohibitive for school to pursue. Discontinue.	Discontinued 6000-6999: Capital Outlay Other 0.00	Discontinued 6000-6999: Capital Outlay Other 0

Goal Analysis

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

Funds budgeted were expended in the year planned.

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

With students off campus, it was actually easier to complete facilities tasks (roof repair) along with some other tasks that were not defined in the LCAP.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchasing crates to separate student materials for health reasons	$609.80	$609.80	No
Built health isolation room	$936.70	$936.70	No
Purchased PPE to cover staff, students, cafeteria, and office staff for three months	$50.58	$50.58	No
Purchased additional cleaning supplies, air filters, and specialized cleaning equipment (fog machine)	$6460.11	$6460.11	No
Removed all extra materials and cabinets in classrooms to make room for the separation of desks and to reduce contamination	$681.56	$681.56	No
Acquired three hotspots for families needing internet support (supplied by County Office of Education)	$0.00	$0.00	Yes
Purchased window and door screens for improved ventilation, purchased and installed no contact sanitizer dispensers throughout the school	$1,344.66	$1344.66	No
Hired deep cleaning services to sanitize school	$900.00	$900.00	No

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

There were no differences between planned and actual expenditures.

Analysis of In-Person Instructional Offerings

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

We returned to in seat instruction in October 2020. The safety mitigation planning we had done was successful in that we have not had to close a cohort group at all during the 20-21 school year. Staff and students alike have been responsive to personal safety practices and we were able to receive vaccinations in early February to reduce risk to staff. By March 2020, we were fully in seat five days a week offering complete instructional minutes to all students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Professional development opportunities for teachers and aides including creation of Google Classroom platforms for all students, Aeries training, social/emotional interventions and distance learning best practices.	$11600.90	$11600.90	Yes
Develop an attendance and engagement system designed to record attendance and engagement focusing on all students, but refined to track special populations including special education, ELD, foster youth, homeless, and SED.	$821.72	$821.72	Yes
Implemented Parent Square, a communication system between school and stakeholders, to provide easy and constant communication	$1640.82	$1640.82	No
Created and assembled outdoor classrooms	$681.57	$681.57	No
Purchased curriculum materials, supplies and technical equipment related to distance learning	$25687.65	$25680.61	Yes
Purchasing video conferencing equipment to support stakeholder communication, remote Professional Development, whole school remote assemblies, etc.	$3843.00	$3791.96	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.

There was little substantive differences between budgeted and actual expenditures.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We provided 100% distance learning from August to September 2020, transitioned to hybrid instruction from October 2020 to March 2021 (where all students attended in seat from 8-12:00pm, then continued remotely from 1-2:00pm), then transitioned again in March 2021 to 100% in seat instruction from 8-2:00pm. During each of these models we had great continuity of instruction, 100% of students had access to devices and internet, and 100% of the students participated in instruction and made progress. Teachers were provided professional learning on pre-service days and had follow up support during weekly staff meetings. All staff roles and responsibilities remained the same, with teachers working from their classrooms, cafeteria manager produced grab and go lunches, and instructional aides working with students with unique needs (either remotely or in person).

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Enrolled students in summer school	$820.41	$820.41	Yes
Created specific packets for families to make use of over summer	$100.00	$74.28	Yes
Purchasing software platform to address basic skill development in reading and math which will also assess student levels and placement.	$7654.89	$7654.89	Yes
Schedule one-on-one assessments with DIBELS for reading literacy skills.	$612.20	$612.20	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.

Although we provided an avenue for students to attend Bishop Elementary School for summer school, we only had two students attend. We did provide extra instructional learning packets for summer use and provided computer access to many instructional programs that students could continue to use over the summer. Additional software platforms were purchased to provide additional resources (and motivation) to students to continue reading and math skills both after school and over summer. Several of these platforms provided diagnostic results that teachers could use to tell where their students were progressing. These tools will be explored further in the future plan. We did have an aide come in a do DIBELS middle of the year assessments in reading, which indicated a need to increase reading instruction to make up for instructional losses.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We have found that students have learned many new things during this pandemic, but due to lost instructional time and, more, due to instructional methods having to changed (small groups, pull out groups, collaborative groups, etc.) approximately 33% of students have fallen below benchmark in reading per DIBEL mid year assessment (usually about 24%) . Unfortunately, we were less able to do progress monitoring as needed to see learning loss recovery, but do feel that students are being successful. Our second trimester report cards showed improving scores overall.

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.

Because we are a small school with 60 students, and because we had success with the remote learning model and have been in seat since October 2020, we have been able to monitor our students well-being easily. We have only referred two families for mental health support and those referrals were not due to COVID related issues. Being a K-5 school, we did not have the same issues with student disengagement as other schools did. And because we had 100% connectivity, we were connected to all students throughout the year.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Again, because we are a small school with 100% connectivity, pupil and family engagement was not an issue for us. Parents supported their students greatly when distance learning and the school supported the families with resources such as desks, study carols, enrichment opportunities, etc. Family outreach was maintained using a new parent communication system (Parent Square) that reached 100% of the families with each email, post or survey. A new Student Information System called AERIES was also implemented giving parents a portal to student assignments and grades. We are continuing to make use of Google Classroom to create and track assignments and use Zoom or Google Meets to conference with parents.

Analysis of School Nutrition

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

Our school nutrition program has been successful throughout the COVID pandemic. From August to Sept 2020, Grab and Go lunches were provided to families for a five day period and were distributed when parents picked up learning packet for remote study whether it be a school or at their bus stop. From October 2020 on, we have been providing lunch on campus. We have served approximately the same number of students whether working remotely or in seat.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	All actions were identified in other sections of this document.	$0	0	

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.

n/a

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.

One issue we ran in to was the ability to monitor students success with benchmark assessments that could be successfully given at home or in seat. We will have a goal of improving the diagnostic systems/data that is used to benchmark and progress monitor students. We also will plan more professional development to help teacher make use of that data to guide instruction.

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

New systems and further training in the use of analyzing data to drive instruction will be incorporated into the future LCAP. This will cover all students but will be most meaningful to students with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Both of these plans were implemented successfully as documented here. However, they provide avenues to follow to further to ensure students continue to thrive in a safe environment that values their social emotional needs, physical needs, and their academic needs.

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.

We feel that we have been completely successful with the implementation of the 2019-20 LCAP and with the 2020-21 Learning Continuity and Attendance Plan, even with the complications of the pandemic. Being a small staff with a small number of students to manage, we were able to provide the necessary educational resources to meet academic conditions (remote, hybrid, in-seat) and to monitor social emotional impacts on families. Our biggest "moment" was realizing that we did not have our usual grasp on the progress of our students teaching in these different environments and found that we did not want to make use of continued computer based assessments as students had spent enough time on computers and we did not want to take valuable instructional time with more computer time. Toward solving this issue, we have piloted several one stop diagnostic platforms (such as IXL) to see if these platforms would work for both benchmark, progress monitoring, and for instruction. It will be a goal in the future plan to determine a best tool for our school.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

Actions Related to the Distance Learning Program

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

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

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

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	93,162.00	68,596.38
	0.00	0.00
Base	5,000.00	0.00
LCFF Base	51,065.00	39,385.04
LCFF Supplemental and Concentration	9,365.00	9,810.30
Other	2,036.00	0.00
Special Education	24,696.00	19,401.04
Supplemental and Concentration	1,000.00	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	93,162.00	68,596.38
	0.00	0.00
1000-1999: Certificated Personnel Salaries	51,949.00	41,032.76
2000-2999: Classified Personnel Salaries	8,481.00	8,885.02
4000-4999: Books And Supplies	5,000.00	378.56
5000-5999: Services And Other Operating Expenditures	1,000.00	250.00
5800: Professional/Consulting Services And Operating Expenditures	26,732.00	18,050.04
6000-6999: Capital Outlay	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	93,162.00	68,596.38
		0.00	0.00
	Other	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	43,604.00	32,896.52
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	4,345.00	4,136.24
1000-1999: Certificated Personnel Salaries	Special Education	4,000.00	4,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	3,461.00	3,460.96
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	5,020.00	5,424.06
4000-4999: Books And Supplies	Base	5,000.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	378.56
4000-4999: Books And Supplies	Other	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	250.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	1,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	4,000.00	2,649.00
5800: Professional/Consulting Services And Operating Expenditures	Other	2,036.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	20,696.00	15,401.04
6000-6999: Capital Outlay	Other	0.00	0.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	66,969.00	49,734.38
Goal 2	24,157.00	18,862.00
Goal 3	2,036.00	0.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$10,983.41	$10,983.41
Distance Learning Program	$44,275.66	$44,217.58
Pupil Learning Loss	$9,187.50	$9,161.78
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$64,446.57	$64,362.77

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$10,983.41	$10,983.41
Distance Learning Program	$6,165.39	$6,114.35
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$17,148.80	$17,097.76

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$38,110.27	$38,103.23
Pupil Learning Loss	$9,187.50	$9,161.78
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$47,297.77	$47,265.01

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
Round Valley Joint Elementary School District	Danielle Torrance Superintendent/ Principal	dtorrance@roundvalley.us 760-387-2525

Plan Summary [2021-22]

General Information

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

Round Valley Joint Elementary School District has a long history in this rural community located outside Bishop and nestled in the Eastern Sierra. The school was originally established in 1871 to support mining families that lived out of town. The rich traditions and culture of a small school have been valued by the community over its near 150-year history. Round Valley School received recognition as a California Distinguished School in 1997 and again in 2020.

The school is a Community Funded school that also receives funding through the School District of Choice model which allows parents to apply for inter-district transfers. 35% of our student population travels the 22-mile round trip to attend this well respected school. The school's current demographics reflect 84% White, 11% Native American, and 3.7% Asian/Pacific Islander; 21% are of Hispanic origin. Nine students receive specialized services, 41% of our families are socioeconomically disadvantaged, and 0% of our students are English Language Learners. Beginning with the 2019-20 school year, Round Valley School discontinued its middle school and transitioned to a TK-5 school with a current student population of 60 and a teaching staff of five, with two instructional aides, one custodial/maintenance/bus driver, a part time kitchen manager, an administrative assistant, and a Superintendent/ Principal. Our elementary students will continue to be served by highly qualified teachers and instructional aides. The school has purchased the latest curricular adoptions in Science, Math and English Language Arts which include intervention materials and curriculum designed to support unduplicated or underachieving students. Students are assessed using local measures, diagnostic tools, and state testing and the analyzed data directs where support is needed. We are very proud of the school’s academic success as well as our ability to offer many extracurricular activities.

Round Valley School believes in providing a caring, safe and supportive learning environment where all students will be encouraged to achieve their full academic, social and physical potential. To accomplish this vision, we strive to provide meaningful educational experiences that keep pace with our rapidly changing society. While teaching a balanced curriculum, the uniqueness of each student is embraced. We model and expect ethical behavior and create an atmosphere of tolerance. Our success depends upon the partnership between the school community, family and child. Together it is our responsibility to support and develop the skills and qualities that lead to a confident caring life-

long learner. Most of all, we are proud that our school is one in which there is a highly personal feeling that exists among the students, staff, parents and community.

Reflections: Successes

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

We feel that we have been completely successful with the implementation of the 2019-20 LCAP and with the 2020-21 Learning Continuity and Attendance Plan, even with the complications of the pandemic. Being a small staff with a small number of students to manage, we were able to provide the necessary educational resources to meet academic conditions (remote, hybrid, in-seat) and to monitor social emotional impacts on students and families. Our instructional aide provided one-on-one intervention sessions after school hours to support special education students. Our biggest "moment" was realizing that we did not have our usual grasp on the progress of our students when teaching in these different environments and we did not want to take valuable instructional time to complete multi content assessments. Toward solving this issue, we have piloted several diagnostic platforms (such as IXL) to see if these platforms would work for benchmark, progress monitoring, and instruction and be usable in any teaching environment. It will be a goal in the LCAP to determine a best tool for our school.

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.

Upon returning to in-seat instruction in October 2020, we were able to administer a middle of the year DIBELS assessment in reading. It was discovered at that time that 36% of our students rated far below benchmark on this reading indicator compared to our previous year's assessment at 24%. Through staff planning, we increased our instructional time in reading, focusing on different measurements, depending on the grade level (ie. decoding, fluency, comprehension). We also purchased an intervention program for K-2 students called iRead, that provided targeted, dynamic practice in specific skill areas that were identified as weaknesses on the mid-year assessment. Our end of year assessment will show if the data reflects that these measures were successful, but teachers feel their students have made great gains since being back in-seat. The differentiation that was difficult to achieve via a remote screen has been more successful in the classroom, even following physical distancing protocols.

We also identified that students were not as successful at retaining math facts, causing an increase in errors and an increase in time to complete math sessions. We worked on these skills by including a daily session on IXL (a math skill building platform) and scheduled an end of year diagnostic on the same platform. We did not find that our students needed much mental health support but we continued with our social emotional support system which included character trait recognition, equity programs (More Than Just Peach) and outside teambuilding events.

LCAP Highlights

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

This year's LCAP will focus on accelerating and maintaining our grade level proficiency, maintaining a positive social-emotional learning environment, and providing a safe, secure and inviting learning environment. There are no major initiatives or facilities projects planned in the next three years.

Due to our small size (2020-21 enrollment is 59 students) and since we only serve TK-5 grade levels, the following metrics are not included in the LCAP:
Percentage of students meeting UC/CSU requirements
Percentage of ELs making progress toward English proficiency as measured by the ELPAC
EL reclassification rate
Percentage of pupils who have passed an AP exam with a score of 3 or higher
Percentage of pupils who participate in, and demonstrate college preparedness in the EAP or other assessment
Middle School dropout rates
High School dropout and graduation rates

Currently, Round Valley does not have any identified EL, homeless or foster youth students. Should any of these subgroups be identified progress will be monitored on an individual basis. Our targeted unduplicated subgroup is our SED group which is represented by 42% of our students.

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.

Round Valley School does not have any schools that are eligible for comprehensive support and improvement.

Support for Identified Schools

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

Round Valley School does not have any schools that are eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Round Valley School does not have any schools that are eligible for comprehensive support and improvement.

Stakeholder Engagement

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

Due to the pandemic, stakeholder engagement has been accomplished by providing families, staff and students with specific surveys, by providing the ability to attend monthly Board Meetings remotely, and by holding weekly staff/Union meetings with specific agenda items that look toward future goals. The Superintendent attended twice weekly Zoom meetings which included SELPA input. Parents attended several whole school Zoom meetings to share ideas and concerns about progressing through the pandemic. We also increased our parent communication letters to happen weekly to keep families informed of the many changes and responsibilities that came out of the pandemic. Our records indicate that we have reached 100% of our families with emails and texts on each delivery. Because our demographics are not diverse (no substantial subgroups except socioeconomically disadvantaged), we don't specifically hold committee meetings for EL students, for example, because we don't have any identified EL students and we receive limited specific funding for this subgroup. Instead, we focus on underachieving students from all subgroups when making goal decisions. Since our SED subgroup is 42% of our students, we are targeting a high population while at the same time serving all students with the same high quality instructional methods. Philosophically, we feel all students deserve the best we can provide and with our small class sizes ranging from 9 to 12, we can target any child in need.

A summary of the feedback provided by specific stakeholder groups.

Our families have been very happy and supportive of the direction the school has taken during the pandemic and the fact that we were able to be back in seat in October 2020 and remained in-seat with no quarantines helped the school year seem "normal" to families and students. Surveys on the subject reflect this satisfaction. Parent input has driven changes in bussing, lunch distribution, lunch distribution sites, even drop-and-go student drop off and pick-up. Parents also feel that their children are safe and protected while at school according to survey results. As stated above, specific subgroups such as EL, homeless, and foster youth are not represented by committee as we have no identified students in these subgroups. Parent surveys are sent to all families and results are applied to all students. Treads shown by surveys are that parents are supportive of the academic success made by their students, that they are not interested in a summer school program, and that more families want bussing in their neighborhoods.

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

As a result of stakeholder input, our Extended Learning Opportunity Grant funding will focus on extending our school day next fall (no summer school) (Goal 1), purchasing a new bus(Goal 3, Action 4), and improving our tracking of academic success (Goal 1, Actions 1 & 2).

Goals and Actions

Goal

Goal #	Description
1	Accelerate and maintain grade level proficiency in ELA, Math, and Science across subgroups (Priority 4/8/2)

An explanation of why the LEA has developed this goal.

The 2019-2020 dashboard data indicated an achievement gap in our socio economically disadvantaged students. Using local indicators in 2021, we have seen a rise in the number of student rating far below benchmark in reading (from 24% to 36% during the pandemic). We need to accelerate and maintain learning by doing better benchmarking and progress monitoring to drive instruction, providing more time and personnel for instruction, and by implementing new best practice teaching strategies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DIBELS Benchmark assessments	36% far below basic EOY Benchmark 2021				20% far below basic
ELA dashboard	25.3 point above standard (2019)				30 point above standard
Math Dashboard	15.8 point above standard (2019)				25 points above standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Benchmark assessment and progress monitoring	Purchase benchmark assessments (IXL and DIBELS) and curriculum support tool (iReady)	$6,805.00	Yes
2	Provide PD and schedule monthly times for data	Provide Professional Development in using identified diagnostic/benchmark tools. Schedule monthly dedicated time to	$9,981.88	No

Action #	Title	Description	Total Funds	Contributing
	analysis using identified benchmark tools	analyze data and drive instructional decisions at grade levels in both math and ELA		
3	Provide PD in TouchMath	Teacher training for classroom implementation of TouchMath including training for RSP	$3,008.10	Yes
4	Provide PD in Science	Provide training for new Amplify adoption and ongoing "spot checks" for implementation	$4,108.10	No
5	Provide support personnel for differentiating instruction	RSP and aide support will provide small group instruction and intervention services focusing on those students not meeting standards.	$48,897.43	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Maintain a positive social-emotional learning environment (Priority 3/5/6)

An explanation of why the LEA has developed this goal.

The pandemic has caused much upset for our students, families, and staff. Beyond this, there are still factors that need to be monitored to insure that students feel safe at school, that parents feel their students are safe, and that staff have the skills to identify, support or refer a student in need. Social-Emotional Learning (SEL) has become a big factor in overall academic success of students. Also, due to the restrictions of the pandemic, we have a much lower volunteerism rate from our families. Our parent organizations (PTO, STEP) have floundered under these restrictions. We need to revive this to keep the well admired culture of our school intact. We understand the impacts of parent involvement and want to make sure we keep a focus in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	14.6% chronically absent (2019 CA School Dashboard)				5%
Suspension Rate	1.5% suspended (2019 CA School Dashboard)				0%
Parent Organization memberships including PTO, STEP, Site Council	10% parent participation (6 members) (2020-21)				25% parent participation (15 members)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents feel their student is safe at school	80% (2020-21 Parent Survey)				100% agree or better on surveys
Staff feels workplace is supportive and inviting	90% agree (2020-21 Staff Climate Survey)				100% agree or better on surveys
Students feel part of school	100% agree (2020-21 Student Climate Survey)				100% agree or better on surveys

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide inspirational opportunities for students and families	Provide field trips, assemblies, and events that allow team building, parent participation, character building, mindfulness etc.	$6,970.00	Yes
2	Provide social-emotional supports as needed	Refer students to NorthStar counseling and families to community support groups as needed.	$690.67	No
3	Positive Behavioral Supports	Continue to provide positive behavioral supports, interventions, and incentives to keep suspension and expulsion rates low.	$2,100.00	No
4	Continue Mindfulness curriculum.	Each K-5 teacher will conduct daily mindfulness lessons after lunch to increase students self awareness and self management skills; as a result office referrals will remain low.	$27,599.41	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	Maintain a safe, secure, and inviting physical environment (Priority 1/2/3/7))

An explanation of why the LEA has developed this goal.

There are several areas where Round Valley School has met some of the targets for improvement in the Basic Services (Priority 1) category, Broad Course of Study (Priority 7). The metrics in these areas will be monitored and actions revised if targets are not met. The one time purchase of a bus is included as it was driven by stakeholder input.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Misassignment (1A)	0 (2020-21)				0
Williams Complaints: Instructional Material (1B)	0 (2019-20)				0
Facilities Inspection Tool Report	Good (2020-21)				Good
Course Access (7ABC)	Met (Dashboard)				Met
Implementation of Standards (2AB)	Met (Local Indicator)				Met
Parent Involvement & Family Engagement (3ABC)	Met (Local Indicator)				Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Upgrade intercom system	We will install a whole-campus intercom system to promote positive messaging to students and staff (i.e. Morning Message) and allow for everyone on the campus to hear safety announcements.	$0.00	No
2	Broad Course of Study	The Superintendent/Principal will continue to monitor class schedules to ensure a broad course of study is available to all students and maintain access for unduplicated pupils and pupils with exceptional needs to necessary programs and services	$0.00	No
3	Facilities Inspection	Maintenance Dept will annually use the Facilities Inspection Tool to conduct an evaluation of the school for safety purposes. The Superintendent/Principal will report results to the governing board.	$61.11	No
4	Purchase new bus	Purchase new bus	$90,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.93%	$33,913.00

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

Required Descriptions

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

Round Valley Elementary School is a single district K-5 school with approximately 80 students. At this time, the district does not have any identified Foster Youth, Homeless or English Learner students. The actions in the LCAP that contribute to the increased or improved services requirement are provided on a school/LEA wide basis but are principally directed towards our unduplicated pupils; this student group is comprised of socio economically disadvantaged (SED) students. According to historic and current assessment data, our SED student group performs at a lower rate than their peers on both ELA and Math. Assessments data shows that the district's low income students require additional support to meet grade level proficiency, primarily in English Language Arts and mathematics. As a result, the school is implementing a more robust assessment system in order provide timely and accurate formative data (Goal 1, Action 1). The results from the formative assessments will help teachers and staff provide more targeted and specific interventions for all students in the K-5 school. The teachers will facilitate a process assessing and monitoring their progress. Similarly, since SED students perform at a lower level in math, teachers will be provided professional learning specifically to assist students with math fluency and numeracy processing (Goal 1, Action 4). This continuous improvement process will allow staff members to improve academic outcomes for SED students resulting in an increase in academic performance as measured by benchmark and summative assessments.

Due to our geographic isolation, the district values offering students a wide range of experiences to promote character building, team building, and global awareness. This is accomplished through local field trips, assemblies, overnight learning opportunities and virtual field trips (Goal 2, Action 1) at low to no cost for families. This action is principally directed towards our SED families. We expect students to respond positively to school climate surveys and build their social emotional learning competencies. Along those same lines, teachers report that our SED students experience greater difficulty in self regulation in the classroom and have lower homework completion rates. In order to address these issues, the teachers will provide 30 minutes of mindfulness instruction per day (Goal 2, Action 4). We expect students to

have greater capacity to engage with academics, increase in homework completion and fewer classroom disruptions that require administrator intervention.

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

Round Valley Elementary School's unduplicated student count represents approximately 42% of students which provides for a Minimum Proportionality Percentage (MPP) funding target of approximately $33,913.00. This equates to an MPP rate of 6.93% for the 2021-22 school year. The actions described above benefit our high needs students. We identified that our SED subgroup falls in the below benchmark on our dashboard in both math and ELA. We found that we need to streamline our data monitoring so that this subgroup can be more closely tracked, and actions can be implemented. Professional development will target this monitoring and teachers will be more skilled at identification of students in need. Realizing that alternate instructional supports may be needed, the instructional aide position will focus on supporting these underachieving SED students. The instructional aide can utilize small group instruction, pull-out or push-in support, specialized instructional materials and software, and can modify classroom assignments to support student needs. The aide can also work with the teacher on specific needs in the classroom to support accommodations and modifications. We expect, with regular progress monitoring and alternative approaches to instruction, that our SED subgroup can close the achievement gap.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$59,724.27	$1,600.00	$90,000.00	$48,897.43	$200,221.70

Totals:	Total Personnel	Total Non-personnel
Totals:	$92,346.70	$107,875.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Benchmark assessment and progress monitoring	$6,805.00				$6,805.00
1	2	All	Provide PD and schedule monthly times for data analysis using identified benchmark tools	$9,981.88				$9,981.88
1	3	Low Income	Provide PD in TouchMath	$3,008.10				$3,008.10
1	4	All	Provide PD in Science	$4,108.10				$4,108.10
1	5	All	Provide support personnel for differentiating instruction				$48,897.43	$48,897.43
2	1	Low Income	Provide inspirational opportunities for students and families	$6,970.00				$6,970.00
2	2	All	Provide social-emotional supports as needed	$690.67				$690.67
2	3	All	Positive Behavioral Supports	$500.00	$1,600.00			$2,100.00
2	4	English Learners Foster Youth Low Income	Continue Mindfulness curriculum.	$27,599.41				$27,599.41
3	1	All	Upgrade intercom system					$0.00
3	2	All	Broad Course of Study					$0.00
3	3	All	Facilities Inspection	$61.11				$61.11
3	4	All	Purchase new bus			$90,000.00		$90,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$44,382.51	$44,382.51
LEA-wide Total:	$44,382.51	$44,382.51
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	**1**	Benchmark assessment and progress monitoring	LEA-wide	English Learners Foster Youth Low Income		$6,805.00	$6,805.00
1	**3**	Provide PD in TouchMath	LEA-wide	Low Income	All Schools	$3,008.10	$3,008.10
2	**1**	Provide inspirational opportunities for students and families	LEA-wide	Low Income	All Schools	$6,970.00	$6,970.00
2	**4**	Continue Mindfulness curriculum.	LEA-wide	English Learners Foster Youth Low Income		$27,599.41	$27,599.41

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.