

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PACE Academy: Enterprise Elementary School District

CDS Code: 45699716114334

School Year: 2021-22

LEA contact information:

Heather Armelino

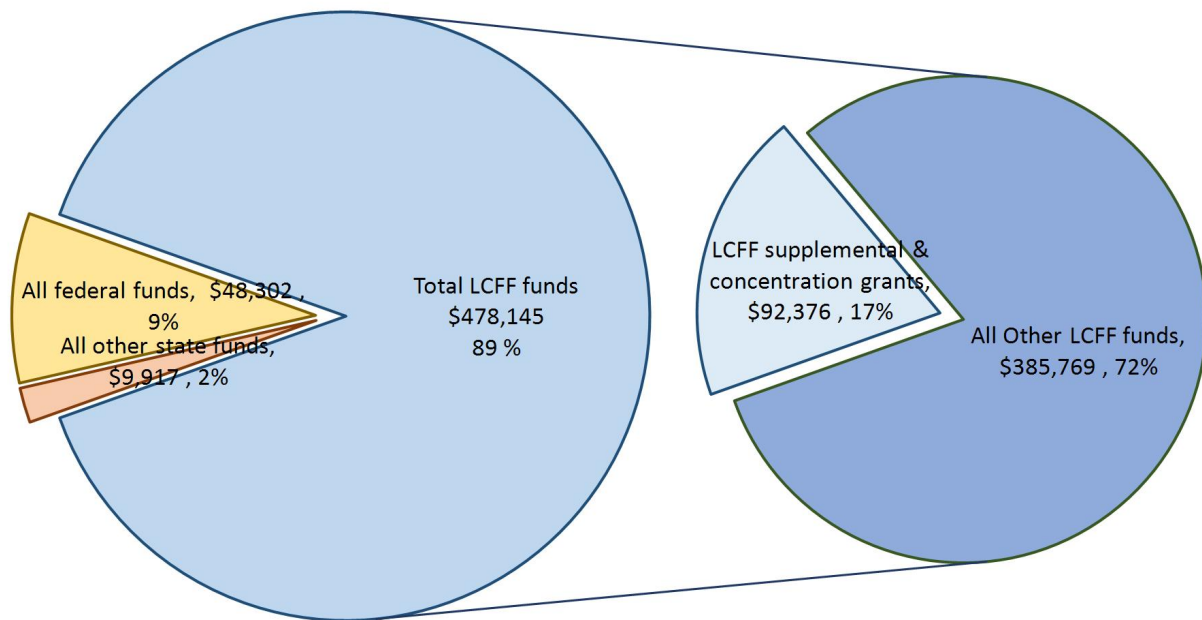
Superintendent

(530) 224-4100

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

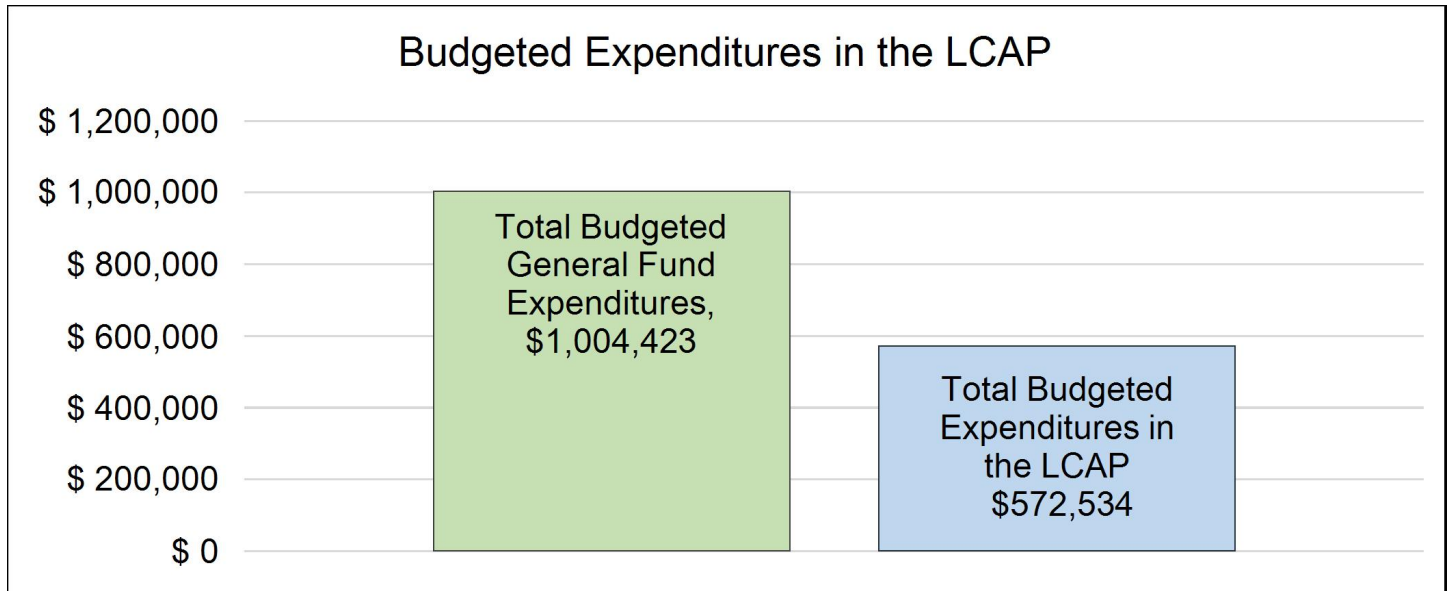


This chart shows the total general purpose revenue PACE Academy: Enterprise Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for PACE Academy: Enterprise Elementary School District is \$536,364, of which \$478,145 is Local Control Funding Formula (LCFF), \$9,917 is other state funds, \$0 is local funds, and \$48,302 is federal funds. Of the \$478,145 in LCFF Funds, \$92,376 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 PACE Academy: Enterprise 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.

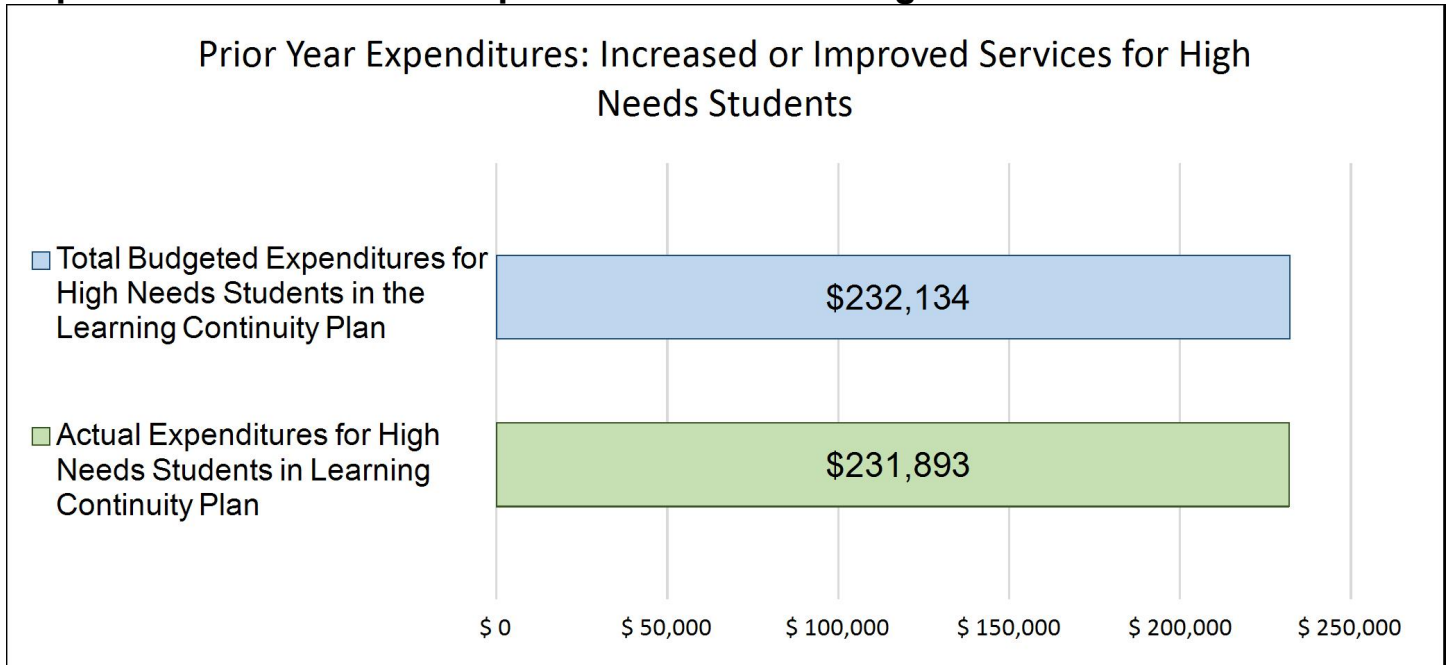
PACE Academy: Enterprise Elementary School District plans to spend \$1,004,423 for the 2021-22 school year. Of that amount, \$572,534 is tied to actions/services in the LCAP and \$431,889 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, PACE Academy: Enterprise Elementary School District is projecting it will receive \$92,376 based on the enrollment of foster youth, English learner, and low-income students. PACE Academy: Enterprise Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. PACE Academy: Enterprise Elementary School District plans to spend \$521,314 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 PACE Academy: Enterprise 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 PACE Academy: Enterprise 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, PACE Academy: Enterprise Elementary School District's Learning Continuity Plan budgeted \$232,134 for planned actions to increase or improve services for high needs students. PACE Academy: Enterprise Elementary School District actually spent \$231,893 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**

<b>LEA Name</b>	<b>Contact Name and Title</b>	<b>Email and Phone</b>
PACE Academy: Enterprise Elementary School District	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

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

1. All students will receive high quality instruction in order to ensure proficiency on current academic standards.

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> CAASPP Data  <b>19-20</b> Achieve a 5% increase in the percentage of students meeting grade-level standards or above in Language Arts and Math on CAASPP.  <b>Baseline</b> 2017 CAASPP Data: ELA 13% of students meeting grade level standards; Math 4% of students meeting grade level standards	PACE has maintained nearly the same level of proficiency for ELA and Math. This goal was not met.
<b>Metric/Indicator</b> i-Ready Data  <b>19-20</b>	2020 T2 iREADY assessments data reflecting the percent of students scoring at or above grade level standard: Reading: 2nd: 0%, 3rd: 25%, 4th: 67%, 5th: 0%, 6th: 33%, 7th: 11%, 8th: 11%.

Expected	Actual
<p>Increase the number of 2nd-8th-grade students meeting or exceeding grade-level proficiency by 5% as measured by 2nd trimester iREADY Diagnostics in reading and math</p> <p><b>Baseline</b> N/A - need to establish baseline.</p>	<p>Math: 2nd: 0%, 3rd: 13%, 4th: 17%, 5th: 0%, 6th: 17%, 7th: 9%, 8th: 10%</p> <p>Scores have decreased from 2019. This goal was not met.</p>
<p><b>Metric/Indicator</b> FIT Reports, LCAP Survey Data</p> <p><b>19-20</b> Facilities will be well maintained by grounds, maintenance, and custodial staff as measured by monthly inspections, FIT reports, feedback and school surveys of parents, students and staff. (Priority 1)</p> <p><b>Baseline</b> Monthly sites inspections and FIT reports will be evaluated to determine facilities and grounds are well maintained. School surveys will be used as an evaluation tool to determine how parents, students and staff feel about how well facilities and grounds are being maintained.</p>	<p>According to 2020 survey data, 100% of parents feel that their child's school is well maintained compared to 89% of staff. 78% of staff describe their school as "clean" compared to 73% of students. FIT and monthly site inspections were conducted as planned.</p>
<p><b>Metric/Indicator</b> Credential Audit</p> <p><b>19-20</b> Maintain that classes are taught by teachers fully credentialed in subject areas in which they are teaching and certified as required. (Priority 1,4)</p> <p><b>Baseline</b> 100% staff are fully credentialed in the subject areas in which they are teaching.</p>	<p>This goal was met by maintaining 100% of staff fully credentialed in the subject areas in which they are teaching.</p>
<p><b>Metric/Indicator</b> Curriculum Audit</p>	<p>Students have access to CCSS aligned curriculum. Social studies K-5 was adopted and implemented during 2019-20. 6-8 Social</p>

Expected	Actual
<p><b>19-20</b> Student access to CCSS aligned curriculum (CPM Math, Everyday Math, Study Sync, Ready Reading and Writing, iREADY, Kim Sutton CC math kits...) (Priority 2)</p> <p><b>Baseline</b> K-8 students have access to CCSS aligned curriculum in Math and ELA. Students need access to new History and Science curriculum</p>	<p>studies curriculum was adopted during 2019-20 and implemented in 2020-21. CCSS science curriculum was adopted and implemented in 2020/21. ELA/ELD curriculum was piloted in the spring of 2021. All students have access to CCSS math curriculum.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teachers will collaborate after school fourteen times a year for one hour giving time to teachers to learn instructional strategies necessary for mastery of California Standards. Provide additional opportunity for teachers to collaborate up to one hour per week, during the workday. Money to pay teachers to score California Standards performance tasks 3 times per year. Giving teachers the opportunity to collaborate on student learning. Teachers will be given the opportunity to review student assessment data three times during the school year. Teachers will review CAASPP data, iREADY data, and AIMSweb assessment data. Money to pay teachers to participate in Districtwide Curriculum Committee in order collaborate on CCSS curriculum implementation. Increase professional development to provide staff opportunity to participate in professional development on trauma-informed practices, Love and Logic training, and behavior management strategies for students. We will provide staff development for Classified staff to increase services to students. This may include professional development on trauma-informed practices and behavior management strategies for students (Love and Logic, Second Step, Flippen Group).</p>	<p>1000-1999: Certificated staff and sub costs and associated benefits; 2000-2999 Classified staff and sub costs and associated benefits. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$25,500</p>	<p>1000-1999: Certificated staff and sub costs and associated benefits; 2000-2999 Classified staff and sub costs and associated benefits. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$15,739</p>
<p>Maintain sufficient appropriately certificated teacher and admin workforce to deliver the educational program with courses that meet the Broad Course of Study requirements in Ed Code and is responsive to enrollment. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are</p>	<p>Continue support - Function 1, 2700, Object 1000,3000 , Resource: 0000,3010, 4035, 6010, 6105, 6500 1000-1999: Certificated Personnel Salaries LCFF Base \$515,579</p>	<p>Continue support - Function 1, 2700, Object 1000,3000 , Resource: 0000,3010, 4035, 6010, 6105, 6500 1000-1999: Certificated Personnel Salaries LCFF Base \$497,442</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
teaching. Ensure students are taught by teachers fully credentialed in subject areas in which they are teaching and certified as required.		
<p>Continued support for District adopted California Standards aligned math textbooks. Reading and Writing Ready materials. Provide ongoing training for CPM and Everyday Math and StudySync for 6th-8th grade ELA program to meet the needs of 6th-8th grade students.</p> <p>District will implement history curriculum for K-5 grades. District will pilot history curriculum for 6-8 grades. District will pilot science curriculum.</p> <p>District will maintain current library staffing level. District will purchase additional library books/materials. District will maintain funding for library clerk staffing level. We will maintain library clerk time to support library specialist.</p>	Library materials provided via transfer of costs from EESD - 5710. 5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$12,000	Library materials provided via transfer of costs from EESD - 5710. 5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$0
Facilities will be maintained by grounds, maintenance, and custodial staffing. Site inspections performed monthly, deficiencies reported for corrective action. Annual reporting of facility condition in SARC. School Surveys will be used to get parent, student and staff input on whether or not facilities are being well maintained.	Included in cost transfer for operational support from EESD - 5710 LCFF Base	Included in cost transfer for operational support from EESD - 5710 LCFF Base
Continue funding for LI, EL, FY students to access WES camp, based upon subgroup counts.	Funding to offset costs of program. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$350	WES camp did not run due to the COVID-19 pandemic. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0
Continue instructional technology coaching by providing 3 certificated coaches to provide staff development and training for teachers and students. Focus is to use technology as a learning tool and to prepare our students for 21st century learning and mastery of California Standards.	Continue certificated coaching & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,000	Continue certificated coaching & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$8,000



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Maintain funding for technology curriculum purchases to support instruction. Purchase replacement technology assets. Maintain classified support staff to support technology assets.	Continue technology curriculum software purchases 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,000  Continue classified support and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,500  Continue technology replacements 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000	Continue technology curriculum software purchases 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0  Continue classified support and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,700  Continue technology replacements 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,200
Continue READY! for Kindergarten parent education, focused on parents of children ages 0-5, three times per year so that our students enter kindergarten ready for success in school. Continue to purchase READY! for Kindergarten supplies.	No separate associated cost - made available to PACE parents by EESD.	No separate associated cost - made available to PACE parents by EESD.
EESD will continue monitoring the EL needs of the district. Provide services for our EL families which will allow for interpreting services, liaison services between home and school, training for EL aides. Maintain funding for direct services to EL students for intervention and tutoring, all designed to increase student achievement.	No separate associated cost. Services made available by EESD.	No separate associated cost. Services made available by EESD.

## 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 action that was not implemented in 2019-20 was professional development in new science curriculum because the adoption did not occur until the end of the year. Similarly, most ELD professional development was delayed, due to school closure in 2019-20, until 2020/21. The funds were used to meet the action the following year (2020/21). Summer Learning programs did not take place in 2020 due to the pandemic but are scheduled and budgeted for summers 2021 and 2022.

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

PACE was demonstrating student growth in academics, although it fell short of our goal.

Due to the pandemic, there were challenges to continue with planned adoptions and professional development. The closure prevented us from holding summer learning in 2020.

Teacher collaboration continued and gained clarity by establishing clear goals and metrics for teachers to analyze weekly. There were challenges to holding collaboration and professional development virtually after school closure. We were unable to hold one of our staff development days, April 2020, due to school closure. Much of our focus in spring 2020 shifted to providing distance learning and support to students and staff, including distribution of devices and training in their use.

We did not administer either the CAASPP or ELPAC in spring 2020, so we had to rely on local data from the end of second trimester.

Assessments were given virtually while students were at home at the end of the school year and included in their report card.

## Goal 2

Staff and students will have access to rigorous and relevant learning tools, resources, and professional development in order to ensure student learning.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Collaboration Data</p> <p><b>19-20</b>            Increase student achievement as measured by CAASPP by providing opportunity for teachers to collaborate 10 times per year for one hour after school. (Priority 1,2)</p> <p><b>Baseline</b>            In the Spring of 2017, 3rd-8th grade students meeting or exceeding standards was 13.33% in Language Arts and 4.5% in Math. Collaboration scheduled for 2017-2018 school year.</p>	<p>Teachers collaborated 14 times during the school year for one hour after school.</p> <p>In the Spring of 2018, 3rd-8th grade students meeting or exceeding standards was 13% in Language Arts. This is not a 5% increase. This goal was not met.</p> <p>In the Spring of 2018, 3rd-8th grade students meeting or exceeding standards was 3% in Math. This is not a 5% increase. This goal was not met.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Collaboration, See Goal 1 Action 1	See Goal 1 Action 1.	See Goal 1 Action 1.
Continue to pay for three days of the master calendar to provide staff development focused on the needs of LI, FY, and EL students.	Continue support - Pay for staff development days (3) on calendar, certificated salaries & benefits 1000-1999: Certificated	Continue support - Pay for staff development days (3) on calendar, certificated salaries & benefits 1000-1999: Certificated

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Personnel Salaries LCFF Supplemental and Concentration \$9,000	Personnel Salaries LCFF Supplemental and Concentration \$10,000
Teachers will continue to be trained in new ELA/ELD Content Standards. Increase support provided to EL students.	No separate associated cost	No separate associated cost
All teachers will have access, use, and more fully understand ELA/ELD Framework for the CCSS and use the Framework to meet the needs of EL students.	No separate associated cost	No separate associated cost
District will continue funding for staff development so teachers and classifieds staff will receive Professional Development in how to deal with students who are suffering from trauma or struggling with social, emotional and behavior issues.	No separate associated cost.	No separate associated cost.

## Goal Analysis

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

All of these actions were implemented.

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

Weekly collaboration allowed teachers to analyze student data and determine actions to better meet their needs. Professional development days were targeted toward better meeting the needs of LI, FY, and EL students. Due to school closure, one staff development day did not occur. School closure also created a barrier toward effective collaboration time as much of the focus shifted to providing distance learning.

## Goal 3

All schools will cultivate a positive school culture and systems of supports for staff and student personal, social, emotional and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Suspension Data  <b>19-20</b> Lower suspension rates by 3% as measured on P2 in 2017 compared P2 in 2019.  <b>Baseline</b> March 22, 2018 78 students were suspended during the 2016-2017 school year	Suspension rate as of P2 in 2020 was 17%. This is a decrease from the 34.3% rate in 2019. This goal was met.
<b>Metric/Indicator</b> Attendance  <b>19-20</b> Reduce chronic absenteeism rate, expulsion rate, and middle school dropout rate and increase attendance rate by .5% at each site.  <b>Baseline</b>	Attendance rate in 2020 was 90.46%. This is a decrease. This goal was not met.

<b>Expected</b>	<b>Actual</b>
As a District, on March 23, 2018 PACE Academy attendance rate was 95.38 %.	
<b>Baseline</b>	
<b>Baseline</b>	
<b>19-20</b>	

## **Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Hire teachers at sites with higher class size, need for parent support, engagement, and connections in grades K-3. Consideration also given to LI, EL, and FY populations.	Continue support - Certificated salaries & benefits	Continue support - Certificated salaries & benefits
We will maintain counseling services to increase school connectedness and support students in their need to be safe and socially/emotionally secure at school. We will collect parent, student and staff surveys to determine how stakeholders are feeling about school safety and school connectedness.	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$39,915	Continue support - Classified salaries & benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$47,236
Each site will receive funding to maintain the additional club/activity focused on high-achieving students. We will collect parent, student and staff surveys to determine how stakeholders are feeling about how we are meeting the needs of high achieving students.	Continue support - Funding for extra duty stipends; certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,857	Continue support - Funding for extra duty stipends; certificated salaries & benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,900
Continue the support to families provided by our community liaison consultant. Obtain via contract for services.	No separate associated cost - support provided by EESD.	No separate associated cost - support provided by EESD.
Train certificated staff in Capturing Kids' Heart Recharge	No separate associated cost - support provided by EESD.	No separate associated cost - support provided by EESD.

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Remove support of the behavior aide program within the District.	<p>This Roving Behavior Aide position was closed as part of budget cuts in 2019-20. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>Provide classroom instructional and behavior management support - Classified salaries &amp; benefits 2000-2999: Classified Personnel Salaries Base \$164,293</p>	<p>This Roving Behavior Aide position was closed as part of budget cuts in 2019-20. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0</p> <p>Provide classroom instructional and behavior management support - Classified salaries &amp; benefits 2000-2999: Classified Personnel Salaries LCFF Base \$105,894</p>
Continue to partner with Redding Police Department to provide a full time SRO for the District.	Continue support - Contracted service with RPD 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$27,500	Continue support - Contracted service with RPD 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$24,950
Transportation to school, home from school, and home from extended day tutoring is needed in order ensure a robust transportation system is in place as an effective way to both help ensure the disadvantage population attends classes regularly and enables the to participate in after school tutoring and extracurricular activities which aids in creating a stronger connection to the education process.	No separate associated cost.	No separate associated cost.

## Goal Analysis

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

All actions were implemented.



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

PACE maintained counseling services and behavior tech support to address the social-emotional and behavioral students that their students experience, particularly for LI, FY, and EL students. Even with these supports in place, PACE still faces challenges with high absenteeism and suspension rates which require continued intervention in order to improve. The reduction of a roving behavior tech created additional challenges, and PACE will reconsider this for the next LCAP.

# Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

# Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

# 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
During Distance Learning, in-person, small group academic support, with teachers and/or paraprofessionals, is offered at least weekly during the instructional day to provide additional support for students performing below grade level. Class sizes are reduced below contract maximums to provide increased individualized support from teachers. When the district returns to full in-person classes, the small group and after school tutoring services will continue in order to address learning loss. Paraprofessionals will be needed to extend supervision time in order to stagger recess and lunch periods so that students can remain in their cohort and not intermingle with other groups. These additional costs reflect part of the time of 5 site literacy teachers and 55 paraprofessionals.	100,325	94,914	Yes
After-school tutoring in small groups with teachers, specialists, and/or paraprofessionals that can be conducted in-person.	1,687	0	Yes
Bus transportation will be provided to under-achieving students who do not live within walking distance in order to receive small group in-person instruction. This may occur during the school day in Distance Learning and after-school if regular, on-campus school days resume.	7,451	15,141	Yes
English Language Learners will have in-person opportunities to receive designated ELD in targeted, small groups - both during the instructional day and after school - conducted by teachers,	502	452	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
specialists, and/or paraprofessionals. A district liaison is available for interpreting services and ELL parent support.			
Class size reduction to increase spacing within classrooms has resulted in over-staffing 3 teachers.	300,649	300,649	Yes
Health & Safety Measures & PPE to address COVID to improve services: When health and safety allows a return to classroom-based instruction, there will be an increased need for cleaning and cleaning supplies to provide greater access to hand-washing and daily disinfecting. The district has already purchased PPE for staff and students, additional sinks and hand-washing stations, and plexiglass partitions in order to prepare for students on campus. The District has also installed high efficiency filters to help remove airborne particles.	5,000	1,994	Yes

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

Expenditures for in-person learning were less than budgeted. This is largely due to not needing as many extra hours as anticipated for classified staff to provide supervision, small group support, and extra duties to allow for students to remain in cohorts. In transportation, to meet the need for improved ventilation, the district purchased 4 busses resulting in higher expenditures than were originally budgeted. For Health & Safety measures, the district spent far less on PPE and cleaning supplies than expected. The district also spent far less than budgeted for after-school tutoring. This was due to a lack of staff who were willing to provide this service during this pandemic year.

## Analysis of In-Person Instructional Offerings

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

Due to the consistent implementation of recommended COVID-19 mitigation procedures and strategies (face masks, cohort grouping, social distancing where possible, sanitizer and hand washing, testing, etc.), the district has been able to maintain a consistent in-person instructional program throughout the 2020-21 school year. Cohorts have quarantined when there has been One of the most impressive successes has been the minimal transmission of COVID cases through in-person instruction that the district has experienced. In order to safely provide in-person instruction, the district has increased staffing with the hiring of 11 additional

certificated employees as distance learning teachers and 6 counselors. This increased staffing provided much-needed support by allowing cohort/class sizes to be smaller. The average K-3 class size is 22.

Grouping students in cohorts has also minimized student interaction and conflicts, helping to maintain an effective learning environment in the classroom. The ability to maintain consistent delivery of in-person instruction has helped classroom teachers (and paraprofessionals where applicable) to deliver standards-aligned quality first instruction and use formative assessment measures to monitor student learning and modify instruction as appropriate. District assessment and multi-tiered systems of support have been able to provide additional support to students that need it through intervention and extended day tutoring. Feedback from stakeholders (including parents, students, and staff) indicate a high level of satisfaction with the district's ability to remain open and provide in-person instruction. Family surveys along with numbers of students enrolled in distance learning show that about 90% of our families preferred in person learning. Since January 2021, more families have moved back to in person learning than into distance learning.

Despite the successes, there have been challenges with providing and maintaining effective in-person instruction during the COVID-19 pandemic. The greatest challenge has been staffing. Shortage of qualified candidates to provide the increased staff support to meet student and operational needs was an early challenge. Finding adequate substitute staff needed to cover absences due to illness, self-quarantining, and personal necessity has been a reality that the district has been forced to deal with on a daily basis. Supporting students and staff and meeting their social, emotional, and mental health needs through the in-person instruction has also been a challenge, especially since we had reduced counseling staff for this school year. In-person instruction has delivered many challenges in the redesigning of school schedules and staff roles and responsibilities throughout the school year, requiring considerable flexibility on the part of all stakeholders. In order to maintain student cohorts during recess and lunch, paraprofessional times was needed almost entirely for supervision because of how much more time was needed to stagger recess and lunch times.

Disruption of learning due to absences-quarantining, contract trace impact, illness, etc. also had an impact. Chronic absenteeism rose to 38%.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for teachers and paraprofessionals in use of technology for effective instruction in distance learning.	5,679	5,432	Yes
ELD instruction and support (costs included in prior action).	0	0	Yes
Student Devices and Connectivity	23,769	6,516	Yes
Technology support of student devices and infrastructure.	7,075	6,690	Yes
Improve services to students who are in a class that consists of both in-person and distance learning students. Additional planning time for meeting these unique needs.	15,954	0	Yes

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

Expenditures for student devices and connectivity were lower than anticipated. The district was able to provide 1:1 devices and hot spots for families who needed it. We had far fewer families who needed a hot spot than originally anticipated and had access to low-cost devices as well. Many devices that were returned from the spring of 2020 were still in good working order and did not need to be replaced.

Distance learning occurred for the first month of school, during staffing shortages and in December.

The district also budgeted for additional costs for teacher planning time if they needed to provide a combination of in-person and distance learning services. Because of the small class size, when campus was open, all student attended in-person.

## Analysis of the Distance Learning Program

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

For the first month of the school year and again for the month of December, all students were in Distance Learning. In the service of these students and their families there have been many successes and challenges. Perhaps the most significant success stemmed from an initial challenge of student access to devices and connectivity. From the outset of the COVID-19 pandemic, the district has



undergone a tremendous pivot, shifting from 1:1 access at school to 1:1 access at home. PACE has distributed classroom devices to students for use at home to access learning during periods of distance learning. To make such a distribution possible, the district has implemented products and procedures to monitor appropriate use of these devices in accordance with the district's Acceptable Use Policy. Stakeholder input indicates that 95 percent of families report having adequate access to a device for learning at home. The district has also taken measures to increase internet connectivity for those families in the district where connectivity was an issue. These measures include distributing 36 hotspot devices, using Learning Loss Mitigation Funds to purchase Internet Service Provider agreements for families, providing mobile wifi access, and expanding guest wifi service access on campus. The end result is that 98 percent of families in the district have internet access. In an effort to provide support in the home, the district provided IT support for parents and families. This support included online training modules, PDF tutorials, drive thru tech support, and hotline support via telephone or email. With the device and connectivity access in the home and the support available for families, the district was then ready to position itself to expand the possibilities of its distance learning options. The options included video conferencing through Google Meet, live streaming of classroom instruction through webcam technology, web-based curriculum delivery platform Google Classroom, and various digital programs such as i-Ready, and MyOn (digital library). The success of the district's distance learning program is due to the willingness of our staff to modify roles and responsibilities and develop their distance learning skills. Classroom teachers and paraprofessional staff were reassigned proportional to the number of students that chose to participate in the distance learning program. The district supported these staff that were working in the distance learning setting with relevant professional development opportunities to build capacity with distance learning tools. Weekly professional development and coaching was provided for teachers in use of technology. Classified staff were included on in technology training on staff development days. One area of success is that in some cases of students with unique needs (students on IEP or 504 Plans), the flexibility, choice, and setting of distance learning have actually proven to be factors that have increased the success and academic performance of some students. There continues to be considerable challenges in successfully implementing an effective distance learning program. First and foremost, the accounting and record-keeping of the weekly engagement and daily participation requirements outlined by the California Department of Education required significant shifts and redesign of attendance recording systems and operations throughout the district. Some students & families were difficult to reach despite email, phone calls, and even home visit to encourage participation. Despite the district's best efforts, there continue to be a number of students and families that do not have adequate access to a stable internet connection. We have also seen some situations where without adequate parent buy-in and support, students have failed to be successful in the distance learning environment. Adapting materials and instructional strategies designed for the traditional classroom experience to the distance learning environment has also proven to be a challenge. Meeting the highly specialized and unique needs of some pupils has proven to be a significant challenge in the distance learning setting. Another challenge has been to support the mental health and well being of students and staff. Counselors were available to offer virtual support, but this proved to be difficult to maintain consistency without seeing students in person (i.e., not showing up for virtual appointments). Staff members reported feeling overwhelmed by the changes in teaching tools and the challenge of keeping students engaged. For PACE students the need for frequent feedback and engagement is critical, and distance learning made that far more challenging.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Improve small group instruction and progress monitoring to address learning loss of vulnerable populations of ELL, LI, SWD, FY, and Homeless conducted by site literacy specialists and paraprofessionals. (Costs already included previously.)	0	0	Yes
Improve weekly Teacher Collaboration to analyze evidence of student learning, planning instruction to address essential learning and learning loss, identify social-emotional student needs, and strategize how to address student needs.	19,000	8,869	Yes
Improved & increased professional development will be offered during Buy Back Days and (hourly) outside of the school day on accelerated learning, effective instructional practices, effective use of technology, student data analysis, ELD strategies, implementation of curriculum, and Universal Design for Learning.	10,003	11,596	Yes
Increased and improved services will be provided through access to quality digital learning programs, platforms, diagnostic and formative assessment tools, and student data system to facilitate quality Distance Learning instruction and assessment of student progress. The decision was made to continue, despite budget cuts, expenses for i-Ready, Ready Toolkit, Raz Kids, Raz Kids ELD, Learning A-Z, Accelerated Reader, ESGI, Performance Matters, Pear Deck, and Keyboarding Without Tears. New program expenses for Distance Learning include MyOn, SeeSaw, Google Classroom, Google Meet, Zoom, Kami, ScreenCastify, Jamboard, Mystery Science, and Playposit.	4,501	3,786	Yes

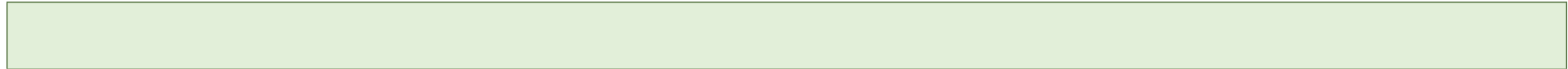
A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Some professional development expenditures were covered by Title II.

## 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.

The district has seen some successes in our efforts to address the pupil learning loss that has occurred as a natural consequence of the COVID-19 pandemic. The increase in certificated/classified staff has helped to keep class sizes and student-to-staff ratios more manageable. With these smaller ratios, staff are able to conduct regular diagnostic assessments and use the formative data to monitor student learning and progress using tools such as i-Ready, STAR, BPST progress monitoring, and fluency. They are also able to implement changes to instructional planning and delivery to best meet the needs of learners. Increased support staff have helped with the implementation of the district's Multi-tiered System of Supports so students get the help that they need when they need it. In an effort to minimize removing students from the instruction being provided in the classroom, learning loss mitigation support has been provided the flexibility to be a push-in support model with the students receiving the support that they need in either 1-1 or small group settings in the classroom. The district has taken measures to ensure that this same level of support is available for all students, whether in-person or in distance learning. As it relates to instructional planning, district staff have collaborated to work extensively to emphasize priority instruction and align curriculum resources with essential standards at each grade level/subject. Supplemental support services have also been provided with certificated staff working beyond their typical school day, providing after school tutoring services for identified students for an hour after school up to 5 days a week. At the junior high level, students had the opportunity for additional academic support during what would have normally been an elective period. The district has used established communication channels and direct parent outreach to inform families of the support opportunities available to students. Our district staff have committed additional resources to do everything we can to minimize the impact of our current COVID reality on our students, with a concentrated effort on our socioeconomically disadvantaged and Foster Youth, our English language learners, and our students with exceptional needs. There have been considerable challenges that have resulted in loss of learning when comparing pre-COVID academic indicators to our current reality. As a result of the pandemic, students achievement results have declined. According to i-Ready reading, 19% students were at/above grade level in Trimester 2 of 2020; that decreased to 17% in 2021. For math, students at/above grade level decreased from 9% to 3%. PACE must continue to focus on essential standards, accelerated learning, and additional academic support for students who are struggling in order to address unfinished learning and decrease the achievement gap that exists for low income students. Many of the challenges that have resulted in the learning loss that the district is currently experiencing have been mentioned in our analysis of both in-person and distance learning instructional programs. Challenges like adequate staffing, motivation, disproportionate number of students with low grades, access to stable internet, and inconsistent parental support have resulted in an increase in learning loss for students in the district. For our first and second graders, the impact on foundational literacy and math has been most significant, given the loss of instructional minutes from the spring of 2020. Out of necessity, our teachers have made considerable adjustments in their curriculum planning in order to adapt and meet students where they are at and it is becoming increasingly apparent that these curriculum adjustments will continue into the planning for the 2021-22 school year. Looking ahead, the district is in the process of allocating additional learning loss mitigation funding and working with staff to develop plans for a robust summer instructional program to meet the challenges of addressing learning loss and committing resources to do everything that we can to ensure that our students are prepared for academic success moving forward. We do not yet have ELPAC data to compare growth to the previous ELPAC given in 2019.



## 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.

The strain and stress of providing instruction during the COVID pandemic has caused the work of monitoring and supporting the mental health and social/emotional well-being of students and staff to become one of the district's top priorities. To respond to this need and do this work, the district has been forced to address several challenges. One challenge has been the need to provide professional development and learning opportunities for staff to build their capacity to support the SEL work. While the district had done some SEL work pre-COVID, it was not adequate to the level needed to meet current demands. The district used staff collaboration time to provide SEL training, specifically teaching staff CASEL's core competencies and the development of SEL-informed lesson planning that regularly included best practices from research-based resources like CASEL's Signature Practices Playbook and The Distance Learning Playbook. The district received support from outside expertise, including Heather Forbes from Beyond Consequences who provided a full day of staff development in trauma-sensitive practices. All new teachers were trained in Capturing Kids' Hearts to maintain keep these positive relationship principles in operation. In addition to the challenge of capacity, there has been the challenge of resources. Pre-COVID, the district had adopted and implemented the Second Step curriculum to address the social and emotional needs of our students. While valuable, the increased needs created by the pandemic required additional resources. To help with this, early in the pandemic our school counselor(s) in the district had the opportunity to connect with a county-wide collaborative. Facilitated by the Shasta County Office of Education, this collaborative provided a forum for counselors to meet on a monthly basis. Support for SEL work was a standing agenda item in each meeting. In addition, this spring the Shasta County of Education established a SEL Community of Practice opportunity for our district to participate in monthly meetings with other districts from across the county. This Community of Practice works in conjunction with other counties statewide to learn and build SEL capacity by collaborating around statewide best practices, exploring curriculum resources and modules, and sharing needs and challenges. Other actions that have been made implemented include sources include suicide prevention training for all staff and student surveys and "check-ins." Self-care strategies and resources have also been regularly shared and discussed in collaboration meetings in an effort to ensure that staff are intentional about maintaining their own mental health and social and emotional well-being throughout the prolonged pandemic.

## 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.

To address the engagement and outreach of students and families, the district has continued the work with our School Attendance Review Teams (SART) to implement the tiered reengagement strategies as outlined in the district's Learning Continuity and Attendance Plan. Our chronic absence rate has increased to 19% with students in distance learning experiencing the highest absence rates. We also have higher than typical excused absences due to the requirements of isolation and quarantine. Students and families in the district have been impacted differently by the prolonged pandemic environment and there have been some instances

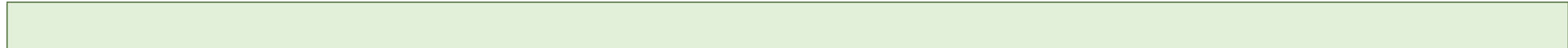
where the impact on families in the district has made consistent school attendance a considerable challenge. There has been considerable effort invested by the district to refine and improve systems to better meet the support and reengagement needs of pupils and their families. This improvement effort has ranged from Tier 1 improvements (messaging, attendance reporting tools, etc.) to Tier 3 (restructuring SARB panels, training SARB Board members in mediation and restorative practices, etc.). Attendance reporting tools have been implemented and collaboration with county resources has led to the development of a Community Connect resource available to all schools in Shasta County. Our district has support in the analysis of relevant attendance data. Using this data, SART teams identify pupils and families and use more effective outreach efforts to connect families with community resources to remove barriers to regular school attendance. District attendance clerks have regular access to county collaboration to help make these connections. When the school is not able to make connections with families, they now have a multi-disciplinary team made of community agencies to help them to intensify the efforts to connect with families.

With anything new, establishing protocols and communicating the development of the new Community Connect resource and how the new system works is a challenge. The district has continued to work with other districts and county support services to calibrate the process for connecting district family needs with available services. As the 2020-21 school year progressed, the county-wide number of referrals to the Community Connect resource has steadily increased. As of February 1, a total of 380 students from 41 schools had been referred to the Community Connect group. Our district has referred students from six of our schools for Tier II/III attendance support and intervention. One challenge that has recently emerged because of the increase in referrals is the ability to provide adequate staffing at the county support level. To accommodate for the needed increase in staffing, the county has partnered with other county resources and departments to secure additional funding for the remainder of the 2020-21 school year and to provide a sustainable model in the 2021-22 school year.

## **Analysis of School Nutrition**

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

The response of the district staff to continue to safely provide nutritionally adequate meals for the 2020-21 school year has been nothing short of remarkable. The impact of the COVID restrictions and safety guidelines on their conventional meal program was a significant challenge to overcome. Program directors had to work with school staff to coordinate efforts and consider things like cohorting and lifting of restrictions on free and reduced meal participation. Like in the classroom, cafeteria service had to be redesigned to ensure compliance with Public Health safety guidelines. Safety with staff and student interaction and food service became a primary consideration and required extensive redesigning and modifying. Staffing amid COVID testing, quarantining, and close contact tracing was a consistent challenge that directors were forced to monitor closely. The schedule for meal delivery was complicated further as staff managed student populations in both in-person and distance learning environments. The changes in the free and reduced meal program complicated the need to continue to implement the free and reduced meal identification and application system as that demographic count is still an essential data point to be collected and reported accurately in the district's CALPADS system.





## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	The district was faced with significantly reducing or eliminating counseling services in the spring of 2020. LLMF have enabled us to maintain 4 counselors to serve 7 comprehensive school sites. Services are in-person and/or virtual. This action improves services to students who have most negatively been affected by school closure, economic loss, and trauma.	62,800	55,348	Yes
Mental Health and Social and Emotional Well-Being	New teachers will receive a 2-day training in Capturing Kids' Hearts to support social-emotional well-being of students. This action improves services to our vulnerable students by ensuring a positive, safe learning environment that is consistent in all classrooms.	660	619	Yes
Mental Health and Social and Emotional Well-Being	Parent Ed on supporting social-emotional health of families to improve engagement and support services to our families.	150	78	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Increased services by supplementing teacher budgets to provide students with necessary supplies for learning at home.	2,000	1,719	Yes
School Nutrition	Transportation to bus stops for family pick-up of meals is an increased service for low income families to ensure students receive meals when school is closed.	638	1,298	Yes
Pupil Engagement and Outreach	Production of video messages to families to increase and improve communication regarding	129	90	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	school operations and engagement with families and students.			
Pupil Engagement and Outreach	Providing technology support and training to parents via in-person (during and after school hours), help center, help email, and website resource page to improve student engagement and achievement.	4,561	0	Yes

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.

One substantive difference between planned actions and expenditures was in the area of parent education. Given the constraints that limited schools from having any visitors on campus, providing support for parents was far more challenging. We did not hold a series of classes or other in-person family events. Parent meetings were held virtually. We did at times offer grocery gift cards to those who participated. Those funds will roll over to be used next year. Technology support and training for parents did not end up being an additional cost but was covered within existing staff hours. One of our planned actions is a Parent Academy (virtual) with Heather Forbes of Beyond Consequences and the Online Trauma-Informed Academy in 2021/22. Another substantive difference was in school nutrition. The increased expenditure reflects an increased cost due to the purchase of a new bus to provide this service.

## 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 of the important takeaways from this school year is that we are committed to maintaining 1:1 ratio of devices for students in all grade levels. We also will continue professional development in the effective use of technology and continue with some of the instructional tools that were learned this past year. We are committed to upgrading teacher technology and digital tools as well as digital programs to support student learning. We have discovered that providing virtual professional development on a variety of topics has resulted in greater participation by staff in an after school setting. We will continue to make this a regular method of providing training. We have also gained a greater understanding of the importance of the mental well-being of students and staff and have plans to reinforce our Tier 1 actions, including piloting a new, more robust SEL curriculum and further training in Capturing Kids' Hearts to develop teacher leaders. At the Tier 2 level, we've committed to increasing the number of counselors and behavior techs at school sites and engaging in ongoing professional development of developing trauma-sensitive schools through Heather Forbes' Online

Trauma-Informed Academy. We will also be able to use this to provide support to parents as well. We will continue to refine our Building Level Team process to expedite access to interventions.

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

We will continue to improve early literacy instruction with targeted professional development and provide intervention with paraprofessional support (small groups during the day and/or after school). Additional professional development will be provided with a focus on reading, writing, and math. Diagnostic and formative assessments will be used to guide instruction and identify any missing prerequisite skills. Designated ELD will be identified in each school's schedule. New ELA curriculum will be implemented with ongoing training and support. and focus on the acceleration of learning by identifying essential standards and using formative assessments. Summer learning will be available to all students through full-day onsite summer classes and learning materials to go home with every student over the summer.

Weekly collaboration will focus on evidence of learning, regular progress monitoring of goals, and specific actions to address struggling students.

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.

The substantive differences in terms of expenditures were largely due to hiring additional teachers and purchasing buses with upgraded ventilation. We spent less on PPE and cleaning but had adequate resources. We spent less on actions like extended day learning supports due to lack of staffing.

# 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.

Student outcomes declined in 2020/21 compared to 2019/20. In the absence of statewide metrics for 2019-10, the '21-'24 LCAP will incorporate local measures. Professional development will be targeted to addressing unfinished learning in order to accelerate learning and regain lost ground as quickly as possible. Early literacy will remain a priority, supported through professional development and collaboration. New ELA curriculum will be implemented in 2021/22 and ongoing training and support provided to teachers to address CCSS in all content areas. A focus on essential learning standards will continue with formative assessments used to identify students who need additional support. These students will be targeted in summer learning, intervention supports and extended learning opportunities. Student well-being and social-emotional learning will continue to be an integral part of supporting student growth and better outcomes through counseling support, SEL curriculum, and ongoing professional development in trauma-informed practices and prevention strategies. Students' health will be supported through PE, nutrition education, anti-tobacco education, and adequate access to health services at school.

The effective use of technology will continue to be implemented in order to increase communication, collaboration, and critical thinking to prepare students for College & Career. The district remains committed to 1:1 devices and connectivity. Student engagement will be increased through quality instruction, mentor supports, well-rounded educational opportunities (i.e., Art, Music, PS).

## 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](mailto: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	820,494.00	716,061.00
Base	164,293.00	0.00
LCFF Base	515,579.00	603,336.00
LCFF Supplemental and Concentration	140,622.00	112,725.00

\* 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	820,494.00	716,061.00
1000-1999: Certificated Personnel Salaries	563,936.00	535,081.00
2000-2999: Classified Personnel Salaries	205,708.00	154,830.00
4000-4999: Books And Supplies	11,000.00	1,200.00
5000-5999: Services And Other Operating Expenditures	27,850.00	24,950.00
5700-5799: Transfers Of Direct Costs	12,000.00	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	820,494.00	716,061.00
1000-1999: Certificated Personnel Salaries	LCFF Base	515,579.00	497,442.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	48,357.00	37,639.00
2000-2999: Classified Personnel Salaries	Base	164,293.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	105,894.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	41,415.00	48,936.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	11,000.00	1,200.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	27,850.00	24,950.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental and Concentration	12,000.00	0.00
		454,000.00	544,494.00
		454,000.00	544,494.00
		442,000.00	544,494.00
		27,500.00	0.00
		12,000.00	0.00
		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	575,929.00	524,081.00
Goal 2	9,000.00	10,000.00
Goal 3	235,565.00	181,980.00

\* 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	\$415,614.00	\$413,150.00
Distance Learning Program	\$52,477.00	\$18,638.00
Pupil Learning Loss	\$33,504.00	\$24,251.00
Additional Actions and Plan Requirements	\$70,938.00	\$59,152.00
All Expenditures in Learning Continuity and Attendance Plan	\$572,533.00	\$515,191.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$415,614.00	\$413,150.00
Distance Learning Program	\$52,477.00	\$18,638.00
Pupil Learning Loss	\$33,504.00	\$24,251.00
Additional Actions and Plan Requirements	\$70,938.00	\$59,152.00
All Expenditures in Learning Continuity and Attendance Plan	\$572,533.00	\$515,191.00



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
PACE Academy: Enterprise Elementary School District	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

### Plan Summary [2021-22]

#### General Information

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

The PACE Academy family is committed to our students and their families by providing a caring and highly structured program focused on each student's unique needs, so that they may successfully transition back to a general education campus. PACE currently enrolls 57 students in grades K-8.

Our motto is, "Changing lives through celebrating each child's strengths, goals, and successes; providing tools to overcome obstacles, with hope, to meet life's challenges" embodies the entire staff's vision of teaching our students the skills to achieve success.

PACE Academy consists of five classrooms. There are two playground areas with a basketball hoop and a large field for playing soccer and other field activities. We are staffed at a high teacher-to-student ratio, currently 1:12, to best address the needs of students encountering academic failure, behavioral problems, or non-attendance issues.

Our Vision

"Where lives are changed and hope is renewed!"

Our Mission

Positive role modeling from staff, administration, mentors, and volunteers

Relationship building as a class, a campus, and a community

Individualized learning based on academics and behavior

Developing attainable goals through team efforts with staff, students, and parents

Engaging students' hearts and minds to become their best selves

Enterprise Elementary School District's mission is to empower every child, every day to create a better world. This mission is taken very seriously and is the foundation upon which every decision is made. The district recognizes that it takes outstanding administration, teachers,



and support staff to continue toward excellence and bring this mission to life. 100% of our teachers are fully credentials and deemed “highly qualified.”

## Reflections: Successes

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

According to the 2019 Dashboard, PACE had a decrease of 6.3% in chronically absent students and a decline of 3.1% in suspensions. This indicates that behavior management and student engagement actions are having a positive effect. PACE has also partnered with community supports, such as Cross Fit and Boys Council to support students. Staff have participated in professional development to support universal design for learning and trauma-informed practices.

## 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.

The following state indicators contain student groups that are identified in the “red” or “orange” category on the LCFF Evaluation Rubric (California School Dashboard) for 2019:

English Language Arts- All students (red), Socioeconomically Disadvantaged (red), and White

Math- All students (red), Socioeconomically Disadvantaged (red), and White (red)

Suspension Rate- All students, Socioeconomically Disadvantaged (red), and White

Chronic Absenteeism- All students, Socioeconomically Disadvantaged, and White

All other student groups do not contain enough students to be identified on the Dashboard.

All reported groups were identified in the "red" or "orange."

PACE will continue to focus on all students making academic progress. We plan on continuing to develop a more robust MTSS system to help track student academic growth as well as increasing supplemental assistance by certificated and classified staff to meet the needs of our students. PACE will implement a newly adopted ELA curriculum for grades K-5, which will include ELD and new intervention materials and professional development.

PACE previously set a goal to decrease the number of suspensions. In reviewing the suspension data, we made a small decrease in the number of students who were suspended. It is imperative in PACE to continue to explore ways to improve student behavior by continuing to improve school climate. We plan to continue to explore alternatives to suspensions by implementing the MTSS program at each site,

exploring PBIS strategies, and utilizing SEL curriculum, Trauma-informed Practices, and Capturing Kids Hearts strategies. PACE is reinstating a full-time counselor and a behavior tech to provide direct support services to students.

## LCAP Highlights

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

Everything we do should support our mission to empower every child, every day to create a better world. Our focus is to improve student learning. We want to improve services to all of our students and their families. It is critical we better serve low income students, English Learner students, students in Foster Care, and homeless students. Improving the quality of education for students provides them with more opportunities to be successful. Throughout the LCAP you will see a focus on improving student learning, providing students exposure to technology, improving strategies in order to implement trauma-informed practices to improve self-management. We will accomplish this by hiring the best teachers and offering staff the best possible professional development. We believe teachers need ongoing professional development in order to best serve students and their families. Our mission to empower every child, every day to create a better world is the foundation of all decisions. Our focus is to promote equitable student growth and development, empower families of all backgrounds, and provide safe environments where all stakeholders feel valued. By engaging in the process of continuous improvement for all of our students and their families, PACE can ensure that student needs are being met. Due to the high percentage of Low Income (84%) and Foster Youth (5.1%), careful planning and attention has been placed on improving the quality of the education services to under-resourced students. It is imperative to provide all students with multiple opportunities to be successful.

Throughout the LCAP there is a focus on improving student outcomes through highly effective teaching, increased student engagement, integration of technology as a learning tool, and a robust system of supports that is responsive to students' academic, social-emotional and behavioral needs. This will be accomplished through careful consideration of stakeholder input, hiring and retaining quality staff, leveraging resources to align with identified needs, and providing ongoing professional development to improve teaching, learning, and student well-being.

## 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.

PACE is 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.

PACE needs to support students' social, emotional, and academic development skills and competence in order to participate in rigorous learning. The student population has a high concentration of students with intensive needs who often arrive with unmet health, social, and emotional needs contributing to poor performance. This includes the need to engage in physical activity that will help regulate students' body/emotions and contribute to healthy habits. Evidence-based strategies of a trauma-sensitive approach will be implemented to build capacity of staff and meet student needs. All staff will participate professional development in this area. An additional "roving" behavior technician was added for this school year to allow staff to provide more intensive support to students and assist the site counselor in self-regulation strategies with students. This will also allow staff to build deeper capacity in addressing behavioral challenges. Additional equipment will be purchased to support physical development and self-regulation through play and exercise. Students also have an increased need for connections with community mentors.

Second, we need to address existing achievement gaps by increasing student engagement and providing quality teaching to accelerate learning. Additional staffing was brought in to meet students' academic and social-emotional needs and to provide coaching to teachers in order to improve quality of instruction. A full-time intervention teacher will serve students with more intensive academic needs beyond their regular classroom instruction. An expert teacher will also come to campus twice a week to model engaging lessons in STEM with a two-fold purpose: engage students in learning and explore career options, and model effective instructional strategies for teachers and provide on-site coaching to teachers in real time.

Stakeholder involvement and feedback has been present throughout the development of the plan from collection of data to formation of the plan itself. Multiple stakeholders (staff, students, parents and guardians) have been identified and consulted about what our focus should be, what are the biggest issues or greatest obstacles our students face, and how do we begin to tackle that obstacle to help ensure student success. Without stakeholders' feedback and input, we would not have been able to generate the variety of ideas that can help benefit our students, be able to see the problems they face from different perspectives, or even see the entire picture facing our entire campus.

Processes that support implementation include daily reports on students, weekly staff collaboration, and schedules that support focused learning, social-emotional learning, and physical play. Student self-report, daily behavior reports, attendance data, and disciplinary records will be monitored as evidence of improvement. Staff will be continue to revisit school goals and progress toward reaching them throughout the year in order to make necessary adjustments. Professional development days will allow for deeper learning and capacity building for creating a trauma-sensitive school.

## Monitoring and Evaluating Effectiveness

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

Staff will meet for weekly collaboration to review data and determine any adjustments that need to be made. The school schedule will also support implementation of the plan by providing structured time for rigorous academic instruction, academic interventions, teacher coaching, engaging STEM lessons, counseling and behavioral intervention, social-emotional learning, and physical play. Subsequent professional development days will center on improving instruction and promoting a trauma-sensitive environment. Regular parent communication will be provided through weekly school messages, conferences, schoolwide activities, and daily behavior reports. Site Council will act as a parent advisory council. Family surveys will be conducted in January 2021. Student surveys will occur 2-3 times a year. Staff surveys also occur several times during the year. These methods will all be used to monitor the effectiveness of this plan.



# Stakeholder Engagement

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

The district engaged in multiple avenues to engage stakeholders and gather input. PACE's Site Council acted as a Parent Advisory Group and provided input on school programs. Staff, student, and family survey results were also used as an opportunity to provide feedback that was then used to help identify needs, goals, and actions. The district met with both bargaining units on April 13, 2021 so that they could share on behalf of their groups what they believed was of most importance in developing our plan. DELAC representatives from every school met on 8/27/20 and 4/22/21 and were involved in conducting a needs assessment and sharing ideas for how to increase or improve services. Administrators were consulted and discussed LCAP actions at Administrative Council meetings on 2/24/21, 3/17/21, and 4/14/21. Finally, a public stakeholder input meeting was held on 4/22/21 to discuss various actions to increase or improve services.

A summary of the feedback provided by specific stakeholder groups.

A common theme that surfaced with both staff and families was the need for counselors to address the mental health needs of students. Also of noted importance was a desire to increase classroom aides and site literacy teachers to support academic progress, as well as provide tutoring. Staff have expressed a need for ongoing professional development in how to meet the needs of students of trauma, differentiated instruction, and supporting EL students' academic language. Several stakeholder groups shared a desire for multiple opportunities for students to engage in extracurricular activities and to have safe, inviting playground and PE equipment. Many parents expressed a desire for Art and Music opportunities for their students. Staff members indicated that the district needed to have a full-time School Resource Officer to respond to the level of need within the student body. Union representatives shared a desire for upgraded ventilation in classrooms and on buses. EL families shared that they would like to continue with tutoring services and the parent liaison. PACE staff expressed a need for increased staffing to meet academic and behavioral needs of students as well as campus safety.

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

Stakeholder input influenced several aspects of this LCAP. Significant resources have been allocated toward supporting student well-being through the addition of staffing (i.e., counselors, behavior techs), materials (SEL curriculum), and ongoing professional development at Tier 1 (i.e., Capturing Kids' Hearts) and Tier 2 levels, including the Trauma-Informed Academy through Beyond Consequences. Specific teams will be trained and utilized to address students who are most at-risk, including SART, Hope, BLT, and Leadership teams. Input regarding student engagement has led to leveraging resources to upgrade campus playgrounds, maintaining a wide variety of sports, clubs, and activities, and increasing messaging and incentives for good attendance. The district will maintain its commitment to school safety. Stakeholder input resulted LCAP actions such as reinstating a full-time SRO, new buses with upgraded ventilation, upgrading classroom ventilation, and an increase in campus video cameras. Stakeholder input regarding academic achievement had a direct impact on reinstating student supports such as instructional coaches and classroom aides. Ongoing professional development will target implementation of CCSS in all content areas, high-leverage teaching strategies, and supports learner needs such as LI, EL, FY. A commitment to weekly teacher collaboration will continue with efforts toward continuous improvement. A process that is data-driven and focuses on improving teaching and learning will be followed with teachers

providing concrete action steps toward a goal that is mutually agreed upon by grade level/department and uses a consistent metric to measure progress.

Newly adopted ELA/ELD curriculum will be implemented beginning in 2021/22 and each school/grade level will identify daily Designated ELD instruction in their classroom schedules. EL families will continue to receive support via the EL Family Services Coordinator.

# Goals and Actions

## Goal

Goal #	Description
1	All students will receive high quality instruction in order to progress toward meeting/exceeding academic standards.

An explanation of why the LEA has developed this goal.

As a result of the pandemic, students achievement results have declined. According to i-Ready reading, 19% students were at/above grade level in Trimester 2 of 2020; that decreased to 17% in 2021. For math, students at/above grade level decreased from 9% to 3%. PACE must continue to focus on essential standards, accelerated learning, and additional academic support for students who are struggling in order to address unfinished learning and decrease the achievement gap that exists for low income students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who make progress toward meeting standards as measured by CAASPP. Pupil Achievement (Priority 4)	<p>In 2019, 13% of students met or exceeded grade level standard on the CAASPP test in English/Language Arts and 3% in Math.</p> <p>ELA: 3rd-5th: Not enough students for disseminated data, 6th: 6%, 7th: 8%, 8th: 17%</p> <p>Math: 3rd-5th: Not enough students for disseminated data, 6th: 0%, 7th: 0%, 8th: 0%</p>				25% or more of students will meet/exceed standards in ELA and at least 15% in math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC Pupil Achievement (Priority 4)	There are not enough EL students to establish a baseline.				At least 50% of students will be making progress toward English language proficiency as measured by ELPAC.
EL Reclassification Rate Pupil Achievement (Priority 4)	There are not enough EL students to establish a baseline.				At least 10% of EL students will be reclassified as English proficient.
Credentialed Teachers Basic Services: Conditions of Learning (Priority 1) Maintenance	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.				100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
Early Literacy/BPST (1st & 2nd gr) Pupil Achievement (Priority 4)	2021 T2 Basic Phonics Skills Test (BPST) data reflects that 38% percent of students met grade level standard: 1st: 0% 2nd: 50%				By T2 of 2024, at least 40% of students in 1st & 2nd grade will meet grade level benchmarks as measured by the BPST.
Reading: i-Ready 2nd-8th	In T2 2021 17% of students scored at or				By T2 of 2024, at least 25% of students will



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement (Priority 4)	<p>above grade level in reading.</p> <p>2021 T2 iReady assessment data reflecting the percent of students scoring at or above grade level standard:</p> <p>Reading: 2nd: 0%, 3rd: 17%, 4th: 20%, 5th: 40%, 6th: 20%, 7th: 25%, 8th: 13%.</p>				score at or above grade level in Reading as measured by i-Ready Diagnostic.
Math: i-Ready 2nd-8th Pupil Achievement (Priority 4)	<p>In T2 2021 3% of students scored at or above grade level in math.</p> <p>2021 T2 iReady assessment data reflecting the percent of students scoring at or above grade level standard:</p> <p>Math: 2nd: 0%, 3rd: 0%, 4th: 20%, 5th: 0%, 6th: 0%, 7th: 0%, 8th: 0%</p>				By T2 of 2024, at least 15% of students will score at or above grade level in Math as measured by i-Ready Diagnostic.
Implementation of State Standards: Conditions of Learning (Priority 2)	The implementation of state board adopted academic content and performance				The implementation of state board adopted academic content and performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standards for all students, including the programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency				standards for all students, including the programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
Sufficient access to standards-aligned instructional materials. Basic Services: Conditions of Learning (Priority 1)	Every pupil in the school district has sufficient access to standards-aligned instructional materials as evidenced by annual textbook audit.				Every pupil in the school district has sufficient access to standards-aligned instructional materials as evidenced by annual textbook audit.
Access to Broad Course of Study (Priority 7)	All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and				All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.				services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.
STAR Reading 3rd-8th Pupil Achievement (Priority 4)	<p>In T2 2021 26% of students scored at or above grade level on the STAR Reading test.</p> <p>2021 T2 STAR Reading assessment data reflecting the percent of students scoring at or above grade level standard:</p> <p>Reading: 3rd: 50%, 4th: 67%, 5th: 40%, 6th: 0%, 7th: 20%, 8th: 11%.</p>				By T2 of 2024, at least 35% of students will score at or above grade level as measured by STAR Reading Test.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Collaboration	<p>Twenty weekly collaboration hours will be provided to teachers during the school year with a focus on teaching &amp; learning and use of student data or evidence of learning.</p> <p>Performance Task Calibration &amp; Scoring - teachers will be provided an option of release time or paid time after school for the purpose of collaboratively scoring trimester performance tasks.</p>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Each trimester, Teachers will be given the opportunity to review student assessment data as a grade level (or department) team with release time in order to determine intervention needs. Teachers will have the opportunity to increase effective instructional practices by participating in lesson study or peer observations (release time).		
<b>2</b>				
<b>3</b>	Professional Development: Implementation of State Standards	Provide professional development via 3 staff development days, release days, summer days (up to 5 days planning priority instruction and 15 hours of approved courses), coaching, and after school opportunities to build capacity in effective instruction, CCSS, curriculum implementation: literacy, science, math, social studies, academic language development, ELD standards (integrated & designated), UDL. K-3 teachers will have opportunity to participate in the multi-year literacy project provided by Reach Higher Shasta (or SCOE). New Teachers will participate in the district's 2-year Research to Action plan (specific professional development designed for teachers new to the district)	\$500.00	Yes
<b>4</b>	Class Size Reduction	The district will maintain reduced teacher:student ratios in TK-8th grade classes to increase service and opportunities for students. The current ratio is 1:12.		Yes
<b>6</b>	Effective use of Technology	Continue instructional technology coach to provide staff development and training for teachers and students to enhance learning (Title II).	\$16,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Focus is to prepare our students for 21st century learning and mastery of California Standards and continued implementation of Google Suite for Education.</p> <p>Maintain funding for digital learning programs to support instruction.</p> <p>Future Classroom Committee</p> <p>Purchase replacement technology infrastructure/tools/equipment.</p> <p>Maintain classified and certificated support staff to support technology assets.</p> <p>Ensure Access/Connectivity for students - 1:1 devices; Internet access if needed.</p>		
7	Academic & Behavioral Interventions	Aide support and supplementary materials to provide small group, targeted instruction and behavioral support to underperforming students (LI, ELL, FY).	\$101,157.00	Yes
8	ELL Support	<p>PACE will continue to have access to district interpreter services and family liaison support to promote ELL progress.</p> <p>Classroom schedules will indicate daily, designated ELD instruction.</p>		Yes
9	Special Education Support	<p>At least once a year and whenever updated, district Special Education personnel will meet with general education personnel to inform them of student goals/services, accommodations and modifications in their IEP.</p> <p>Special Education specific professional development will occur at least 3x a year.</p> <p>Professional Development for general ed teachers on inclusion and support of SWD (UDL) provided at least once a year.</p>		No

Action #	Title	Description	Total Funds	Contributing

**Goal Analysis [2021-22]**

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	PACE will promote and increase student, family, and community engagement.

An explanation of why the LEA has developed this goal.

During 2020-21, the PACE's chronic absence rate increased from 29% to 38%. Although the pandemic resulted in challenges such as Distance Learning, quarantine, and isolation, the PACE needs to be proactive as conditions return to normal so that students resume higher levels of attendance. PACE also has had a high suspension rate of 34.3% in 2019 and 37.2% for Socioeconomically disadvantaged students. This speaks to the need for increasing students' engagement and connection with school in a positive manner and addressing social-emotional and behavioral challenges, including the unique needs of students with disabilities. Parents will also be offered classes to build capacity in dealing with challenging behaviors at home. Currently, we have only 15 parents responding to the annual family survey and need to find better ways to engage families with the school community. Elected parent representatives serve on each School's Site Council which acts as the Parent Advisory Council, and the district will continue inviting parents to participate in this governing body.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absence Rate Pupil Engagement (Priority 5)	As of February 21, 2020 (P2), Chronic Absenteeism was at 29%.  As of March 15, 2021 (P2), Chronic Absenteeism was at 38%.				PACE's average for Chronic Absenteeism will be below 20%.
Suspension Rate School Climate (Priority 6)	According to the 2019 CA Dashboard, PACE's overall				Reduce overall suspension rate to 20% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	suspension rate was 34.3%. As of February 21, 2020 (P2), the suspension rate of unduplicated students was at 17%.				
Parent Participation in Advisory Committees Parent Involvement (Priority 3)	3 parents participate in School Site Councils (PAC) to provide input on school operations.				3 or more parents participate in School Site Councils (PAC) to provide input on school operations.
Student Survey Data Pupil Engagement (Priority 5)	In 2021, 56.7% of students answered "yes" or "most of the time" to the question, "I am happy at this school."				Increase to an average of 70% or more of positive responses on student survey question, "I am happy at this school."
Pupil outcomes in subject areas described in 51210 and 51220 (a)-(i), including Social Studies, PE, Art, Health, Music) Other Pupil Outcomes (Priority 8)	2019-20, all 1-8 students had PE and social studies in their class schedule as indicated in PowerSchool bell schedules.				By 2023-24, all 1-8 students had PE and social studies in their class schedule as indicated in PowerSchool bell schedules.
Parent Survey Participation Parent Involvement (Priority 3)	In 2021, 15 parents responded to their school's survey.				By 2024, at least 20 parents/families will respond to the school survey.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities Suspension Rate School Climate (Priority 6)	There are not enough students in the sub-group to establish a baseline.				By 2024, the suspension rate for SWD will be 10% or less.
School Attendance Rate Pupil Engagement (Priority 5)	In March 2021, overall attendance rate was 81.63%  By comparison, overall attendance rate in March 2020 was 90.46%				By March 2024, overall attendance rate will be 90% or greater.
Middle School Dropout Rate Pupil Engagement (Priority 5)	No students have dropped out of Middle School in 2020-21				By 2023-24 no students will have dropped out of Middle School.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	SART Teams: reducing chronic absences	Schools will utilize SART teams to intervene with families of students with poor attendance. Includes professional development for staff and paid time and/or sub time for meetings. Funding for attendance incentives and positive messaging. Attendance monitoring service through A2A		Yes

Action #	Title	Description	Total Funds	Contributing
2	Promoting Parent Involvement	<p>Communication with parents will be provided by, but not limited to, the following: School Messenger, Bloomz, Class Dojo, Newsletters, district/school website.</p> <p>Each school site will offer Family Night events to welcome parents to the school.</p> <p>The district will sponsor Parent Ed Classes, such as Love &amp; Logic or Beyond Consequences</p> <p>The district will provide staff development on parent involvement (cost included elsewhere).</p> <p>Annual Surveys will be given to gather parent input, as well as general stakeholder input meetings and Site Councils.</p>	\$1,000.00	Yes
3	Sports & Clubs/Activities to promote pupil engagement	<p>Each school site will maintain multiple opportunities for students to participate in well-rounded activities, including athletics and other activities (i.e., Art, STEM) to promote student engagement.</p> <p>WES Camp Funds</p> <p>1st &amp; 2nd grade swim lesson opportunity</p>	\$9,672.00	Yes
4	Programs and services for individuals with exceptional needs	<p>Special ed staff will be provided training in the development, implementation, and revision of effective Behavior Intervention Plans.</p> <p>Special ed staff will be provided professional development on de-escalation strategies, supporting positive behavior,</p> <p>Site administrators will receive training in de-escalation and safe restraint procedures, such as ProAct, and ongoing professional development on alternatives to suspension.</p>		No Yes
6	FY/Homeless Students	The District Foster Youth Liaison will regularly participate in Shasta County Office of Ed meetings/training and coordinate on-site support		Yes

Action #	Title	Description	Total Funds	Contributing
		for homeless students or foster youth. This includes transportation costs for homeless students.		

## 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	PACE will promote a safe learning environment that includes well-maintained facilities and systems of supports for student/staff and social-emotional growth and well-being.

An explanation of why the LEA has developed this goal.

School safety continues to be of paramount importance. The effects of the pandemic have led to an increased need for social-emotional supports as evidenced by survey responses, increased counseling referrals and threat assessments, and an increase in expulsions. As a result, PACE has developed actions to increase efforts to support student well-being at the Tier 1 prevention level and Tier 2 intervention level. Additionally, measures to provide physical safety on campus will be increased/improved so that stakeholder input remains high with regard to feeling safe at school and knowing what to do in an emergency. These include the need for improved/increased transportation, counseling and behavior tech support, professional development, health services, SRO, facility upgrades, etc.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey: School Climate (Priority 6)	In 2021, 93.3% of students reported that "my school helps me know what to do in an emergency."				90% or more of students will report that "my school helps me know what to do in an emergency."
School Facilities maintained in good repair. Basic Services (Priority 1)	0 Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)				0 Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Data School Climate: Engagement (Priority 6)	There were 0 expulsions as of P2 in 2020-21.				PACE will have 0 expulsions in 2023-24.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Social-Emotional & Behavioral Supports	<p>PACE will maintain counseling support (cost included elsewhere) and behavior techs (cost included elsewhere) at each school site in order to support the mental health and well-being of students.</p> <p>To support the implementation of an effective school counseling program, district counselors will participate in the monthly School Counselor Collaborative provided by the Shasta County Office of Education and monthly district meetings.</p> <p>Counselors will utilize intervention curriculum/materials (i.e., Zones) for addressing social skills or other self-management skills, and help develop support resources such as classroom calm corners and/or sensory rooms/wellness centers.</p> <p>The district will support school sites with access to tools such as alternative seating, maintain support of the community mentor program, and provide access to incentive programs.</p> <p>Teachers will participate in piloting My Best Me SEL curriculum as a Tier 1 preventative program.</p>		Yes
2	Transportation	The district will provide transportation to students who live outside the identified "walk zone" to increase safety and promote attendance.		Yes
3	Campus Safety & Maintenance	The district will use the service of Raptor Technology to effectively screen and monitor all school visitors and volunteers.		Yes

Action #	Title	Description	Total Funds	Contributing
		Additional security cameras will be installed on school sites to improve visibility and safety. Playground surfaces and/or equipment will be updated to improve safety where most needed.		
5	Professional Development: School Climate	Provide ongoing staff training in Capturing Kids' Hearts, Trauma-Informed Practices, classroom behavior management, school culture, Restorative Justice, PBIS, SEL curriculum, and/or Hope Teams. All district staff will have access to annual training with the understanding of assessing and supporting individuals with suicidal ideation and the non-clinical assessment of suicide. All school counselors will receive training in use of threat assessments and student safety plans.		Yes
6	Multi-tiered System of Supports	The district MTSS committee will continue work to improve efforts in effectively meeting student needs and will attend related trainings (i.e., SST process) through the County Office. Each school will conduct regular BLT (Building Level Team Meetings) to expedite intervention support, with substitute funds provided for teacher release time. Teams will use data-informed decisions making.		Yes
8	School Resource Officer	The district will partner with the Redding Police Department to provide a School Resource Office for assistance with student wellness checks and overall school safety, positive connections with students & families, and support with disciplinary incidents that pose a threat to school or student safety.	\$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	COVID Protocols	District personnel will continue to implement COVID-related safety protocols in accordance with the California Department of Public Health's Guidance for Schools. Includes funds for testing, cleaning, PPE, and vaccine initiatives for staff.		No
11	Health Services	Continued support for to serve high need students and severe health risk students during peak hours of the day. PACE will continue to have access to district nurses.		Yes
12	Transportation	Transportation to school, home from school, and home from extended day tutoring is needed for EL, LI, and FY students so transportation is not a barrier to education.		Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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



# Goals and Actions

## Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

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

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**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
24.68%	85,263

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.

**Improving Teacher Collaboration:** FY, EL, and LI students all experience lower levels of academic achievement (orange) than average (yellow), with FY most negatively impacted. EL and LI demonstrated an increase of about 2 points each since implementing weekly teacher collaboration. Teachers need regular opportunities to focus on effective teaching strategies to address the needs of lower-achieving students to reduce the achievement gap. Collaboration time is focused on that purpose. Research (John Hattie) indicates that collective teacher efficacy has a high effect size on student learning. Based on these actions, we expect that academic achievement levels will improve for EL, LI, and FY.

**Improving & Increasing Professional Development - Implementation of State Standards:** FY, EL, and LI students all experience lower levels of academic achievement (orange) than average (yellow), with FY most negatively impacted. Staff development days, release days, summer days, coaching, and after school opportunities are all designed to build capacity in effectively addressing needs of underachieving students, including integrated/designated ELD, academic language development (low income students come to school with fewer vocabulary words and less formal language structure), and Universal Design for Learning to increase equity.

K-3 teachers will have the opportunity to participate in the multi-year literacy project provided by Reach Higher Shasta (or SCOE) that relies on research-based science of reading to ensure that our under-resourced students receive high-quality reading instruction to meet benchmarks. After a year of interrupted learning, primary students have shown the most significant declines in early reading skills, but all students have been impacted. Continued learning with regard to essential standards, accelerating learning, and addressing prerequisite skills is needed.

Reading scores went from 19% of students at/above grade level (Feb '20) to 16% (Feb '21) and from 9% to 2% in Math, as measured by i-Ready Diagnostic. In Trimester 2 i-Ready Reading (grades 2-8), 12% of LI were at/above grade level, compared to 16% overall. In i-Ready Math, 0% of LI, were at/above grade level, compared to 2% overall (subgroups included in the overall average for reading and math). As the pandemic's impact has been felt disproportionately in the community, we are also seeing evidence that learning loss is more significant

among our socioeconomically disadvantaged students and English Language learners. For our first and second graders, the impact on foundational literacy and math has been most significant, given the loss of instructional minutes from the spring of 2020. We are seeing a decreased number of our primary grade students meeting reading benchmarks. In 2021 only 38% of students scored at grade level on the BPST overall. All of these students are LI. We expect these actions to enable teachers to better address the academic needs of LI (and EL and FY, even though they are a small portion of students) which will result in improved outcomes.

**Increasing Class Size Reduction:** FY, EL, and LI students have greater academic and social-emotional needs. Therefore, reducing class sizes allows for greater teacher-student attention at the K-3 level. These student groups are of primary consideration, although other student groups will benefit as well. In Trimester 2 i-Ready Reading (grades 2-8) 12% of LI were at/above grade level, compared to 17% overall. In i-Ready Math, 0% LI were at/above grade level, compared to 3% overall (sub groups included in the overall average for reading and math). Based on these actions we expect teachers to better address the needs of EL, LI, and FY which will result in improved outcomes.

**Improving use of Technology:** FY, EL, and LI students have less access to technology at home and therefore, it is important that district schools provide access to devices and connectivity as well as develop students' skills in technology use as a learning tool as part of College/Career Readiness. In addition, many of the digital programs allow for more individualized practice based on student skill level and allow for access to reading materials that match student skill level. We expect these actions to lead to increased student engagement for FY, EL, and LI students which will result in increased attendance, lower suspensions, and increased academic achievement.

**Increasing Academic Interventions:** LI students make up the majority of students in need of intervention to address learning gaps. In Trimester 2 i-Ready Reading (grades 2-8) 12% of LI were at/above grade level, compared to 17% overall. In i-Ready Math, 0% of LI were at/above grade level, compared to 3% overall (sub groups included in the overall average for reading and math). Aide support and supplementary materials are needed to provide small group, targeted instruction to underperforming students, specifically LI, ELL, FY students who are consistently underperforming. Progress monitoring of intervention groups provides feedback as to whether an intervention is effective.

\*Sites will maintain library services/materials to provide ongoing access to books for low income students and to provide high-interested, level reading materials to LI, ELL, FY students. STAR Reading results indicate that 20% of LI are at/above grade level, compared to 26% overall. Based on these actions, we expect that academic achievement levels will improve for EL, LI, and FY.

**Increasing & Improving SART Teams:** FY, EL, and LI students have higher rates of chronic absences and as such are targeted through the SART team intervention process to increase attendance rates. Based on these actions we expect to increase student attendance for EL, LI, and FY.

**Increasing Parent Involvement:** FY, EL, and LI students' families are less involved at school, as evidenced by survey participation (about 25% of parents respond) and attendance at parent events.

Communication with parents has been modified to attempt to align with parent preference and will be provided by, but not limited to, the following: School Messenger, Bloomz, Class Dojo, Newsletters, district/school website, Attendance Messaging. Staff also demonstrate a need for professional development on how to partner with parents of FY, EL, and LI students. We expect these actions to increase student engagement and attendance for EL, LI, and FY.

Increasing Sports & Clubs/Activities to promote pupil engagement: These opportunities are linked to improved attendance and decreased disciplinary incidents. Because FY, EL, and LI students are overrepresented in chronic absences and suspensions, each school site will maintain multiple opportunities for students to participate in well-rounded activities, including athletics and other activities (i.e., Art, STEM). 1st & 2nd grade swim lesson opportunity specifically targets low-income students who generally do not have swim lessons provided by their families. Because 84% of students are low-income, the lessons are provided for the whole class at these grade levels. We expect these actions to lead to increased student engagement for FY, EL, and LI students which will result in increased attendance, lower suspensions, and increased academic achievement.

Increasing & Improving Social-Emotional & Behavioral Supports : FY, EL, and LI students were considered first due to the higher percentage who have greater social-emotional needs and do not access support outside of school (based on counseling referrals). Even though FY have outside services, they often require a high degree of support during the school day as well. These needs have resulted in an increase of counseling support and interventions available at each school site, primarily for these student groups, although other students may benefit as well. FY, EL, and LI students are given priority for receiving these supports at school. Overall suspension rates in 2019 were 34%. Both FY and LI rates indicate a need for increased social-emotional and behavioral supports. We expect these actions to lead to increased student well-being for FY, EL, and LI students which will result in increased attendance, lower suspensions, and increased academic achievement.

Increasing & Improving Transportation: The district will provide transportation to students who live outside the identified "walk zone" to increase safety and promote attendance. FY, and LI students are less likely to have parents who are able to provide transportation to school and have higher chronic absence rates; hence, they are the primary consideration with regard to providing transportation. We expect these actions to result in increased attendance for students LI, and FY students in particular.

Increasing Campus Safety: Protecting the safety and privacy of our FY students is of primary consideration here. FY and LI suspension rates are higher than average and these measures contribute to an overall safe and orderly learning environment. Overall suspension rate in 2019 was 34%. We expect these actions to result in an increase in student well-being and safety, resulting in a decrease in suspensions for LI and FY students in particular.

Increasing Professional Development - School Climate: FY, EL, and LI students are considered first with Tier 1 prevention and Tier 2 intervention strategies. These students are over represented in chronic absence, academic deficits, counseling referrals, ACEs, and disciplinary incidents. Intentionally training staff in how to support social-emotional skills, respond to students of trauma and promote positive behavior is important to promote student engagement and well-being and promote a positive school climate, especially for FY, EL, and LI students. All students at PACE are in need of social-emotional intervention so the school program is intentionally designed to integrate these strategies.

Improving Multi-tiered System of Supports: FY, EL, and LI students are considered first with the development of MTSS. These students are over represented in chronic absence, academic deficits, counseling referrals, ACEs, and disciplinary incidents. The use of Building Level Teams to expedite additional supports and interventions, especially for FY, EL, and LI students, will allow these students to access supports quickly. Most BLTs are focused on students in these subgroups, and this system of supports will lead to improved outcomes for FY, EL and LI students. Individual behavior plans are developed with appropriate incentives and parent communication and we expect these actions to improve student outcomes.

Increasing School Resource Officer: FY, EL, and LI students and families often do not have a positive relationship with law enforcement. Having a frequent SRO presence on campus allows these student groups in particular to build a trusting relationship with see law enforcement. PACE students have high levels of chronic absence, academic deficits, counseling referrals, ACEs, and disciplinary incidents. 84% of students are LI and 5% are FY, so these students' needs are prioritized. The SRO position will be increased from half-time to full-time in order to assist with self-harm and other threat assessments to promote campus and student safety, and although primarily serving FY, EL, and LI students, all students will also benefit.

Increasing Health Services: FY, EL, and LI students tend to have higher ACE scores which we know is related to physical and mental health. Many students in these groups have medical conditions that benefit from increased access to health services at school, even though all students will benefit. PACE will have access to district nurses. These actions will result in increased student well-being, which will lead to increased attendance and academic achievement for FY, EL and LI students..

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

The percentage required for increasing and improving services to FY, EL, and LI students is represented in the actions described. These actions/services would not be possible without the apportionment allotted through Supplemental/Concentration funding. These services target the specific, identified needs of FY, EL, and LI students in order to increase equity, reduce the achievement gap, and address the lack of resources that these student groups experience. These actions are expected to increase engagement, safety, social-emotional well-being, learning, and resources (i.e., health services, devices, connectivity), and will result in improved student outcomes and greater equity.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$157,829.00				\$157,829.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$104,157.00	\$53,672.00

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	Teacher Collaboration	\$1,000.00				\$1,000.00
1	3	English Learners Foster Youth Low Income	Professional Development: Implementation of State Standards	\$500.00				\$500.00
1	4	English Learners Foster Youth Low Income	Class Size Reduction					
1	6	English Learners Foster Youth Low Income	Effective use of Technology	\$16,500.00				\$16,500.00
1	7	English Learners Foster Youth Low Income	Academic & Behavioral Interventions	\$101,157.00				\$101,157.00
1	8	English Learners	ELL Support					
1	9	Students with Disabilities	Special Education Support					
2	1	English Learners Foster Youth Low Income	SART Teams: reducing chronic absences					
2	2	English Learners Foster Youth Low Income	Promoting Parent Involvement	\$1,000.00				\$1,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Sports & Clubs/Activities to promote pupil engagement	\$9,672.00				\$9,672.00
2	4	Students with Disabilities	Programs and services for individuals with exceptional needs					
2	6	Foster Youth	FY/Homeless Students					
3	1	English Learners Foster Youth Low Income	Social-Emotional & Behavioral Supports					
3	2	English Learners Foster Youth Low Income	Transportation					
3	3	English Learners Foster Youth Low Income	Campus Safety & Maintenance					
3	5	English Learners Foster Youth Low Income	Professional Development: School Climate					
3	6	English Learners Foster Youth Low Income	Multi-tiered System of Supports					
3	8	English Learners Foster Youth Low Income	School Resource Officer	\$28,000.00				\$28,000.00
3	10	All	COVID Protocols					
3	11	English Learners Foster Youth Low Income	Health Services					
3	12	English Learners Foster Youth Low Income	Transportation					

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$157,829.00	\$157,829.00
<b>LEA-wide Total:</b>	\$56,672.00	\$56,672.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$101,157.00	\$101,157.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teacher Collaboration	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
1	3	Professional Development: Implementation of State Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	\$500.00
1	4	Class Size Reduction	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	6	Effective use of Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,500.00	\$16,500.00
1	7	Academic & Behavioral Interventions	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$101,157.00	\$101,157.00
1	8	ELL Support	LEA-wide	English Learners	All Schools		
2	1	SART Teams: reducing chronic absences	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2	Promoting Parent Involvement	LEA-wide	English Learners Foster Youth	All Schools	\$1,000.00	\$1,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	3	Sports & Clubs/Activities to promote pupil engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,672.00	\$9,672.00
2	4	Programs and services for individuals with exceptional needs	Schoolwide				
2	6	FY/Homeless Students	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		
3	1	Social-Emotional & Behavioral Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	2	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	Campus Safety & Maintenance	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	5	Professional Development: School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	6	Multi-tiered System of Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	8	School Resource Officer	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,000.00	\$28,000.00
3	11	Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	12	Transportation	LEA-wide	English Learners	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			

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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.