

Public Hearing: 6/24/21

Agenda Item #8.A

Approval: 6/28/21

Agenda Item #6.A

Local Control and Accountability Plan 2021-22

Including:

- * 2021-22 LCFF Budget Overview for Parents**
- * Annual Update for the 2019-20 LCAP**
- * Annual Update for the 2020-21 Learning
Continuity and Attendance Plan**

Apple Blossom Elementary School (District 53- Fund 01)

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Twin Hills Union School District: Apple Blossom School
CDS Code:	4970961
LEA Contact Information:	Name: Barbara Bickford, Ed.D Position: Superintendent Phone: 707-823-0871
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$4,548,314
LCFF Supplemental & Concentration Grants	\$162,007
All Other State Funds	\$355,779
All Local Funds	\$473,086
All federal funds	\$186,400
Total Projected Revenue	\$5,563,579

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$635,4844
Total Budgeted Expenditures in the LCAP	\$2,765,905
Total Budgeted Expenditures for High Needs Students in the LCAP	\$162,007
Expenditures not in the LCAP	\$3,588,939

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$162,208
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$162,208

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

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The district budget includes administrative, classified and district personnel salary and employer costs as well as facilities, supplies and services, including the high cost of special education, that support the school and it's students as a whole. The actual district budget for 21-22 includes all this information in detail.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Hills Union School District: Apple Blossom School

CDS Code: 4970961

School Year: 2021-22

LEA contact information:

Barbara Bickford, Ed.D

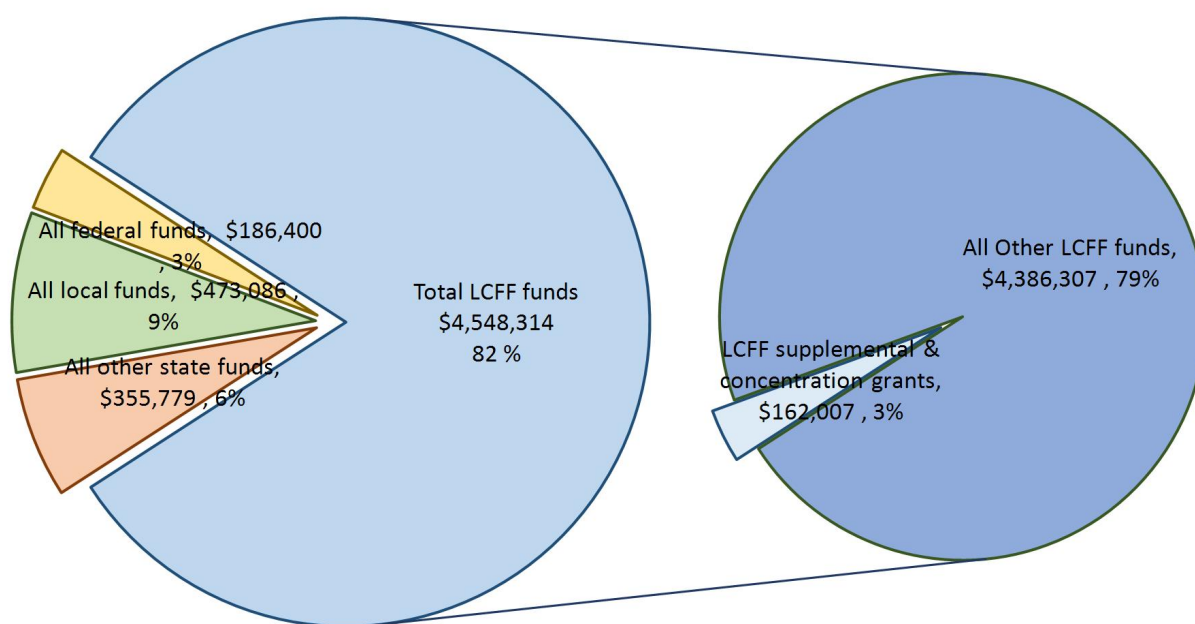
Superintendent

707-823-0871

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

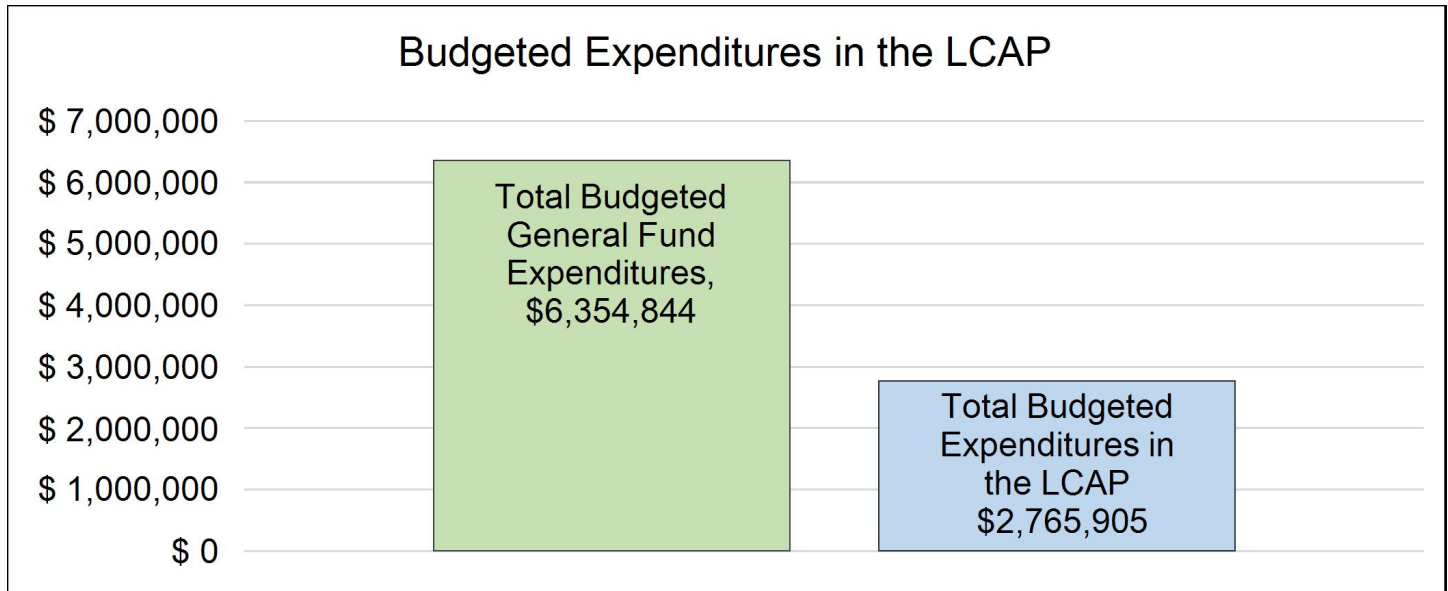


This chart shows the total general purpose revenue Twin Hills Union School District: Apple Blossom School expects to receive in the coming year from all sources.

The total revenue projected for Twin Hills Union School District: Apple Blossom School is \$5,563,579, of which \$4,548,314 is Local Control Funding Formula (LCFF), \$355,779 is other state funds, \$473,086 is local funds, and \$186,400 is federal funds. Of the \$4,548,314 in LCFF Funds, \$162,007 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 Twin Hills Union School District: Apple Blossom School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Twin Hills Union School District: Apple Blossom School plans to spend \$635,4844 for the 2021-22 school year. Of that amount, \$2,765,905 is tied to actions/services in the LCAP and \$3,588,939 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

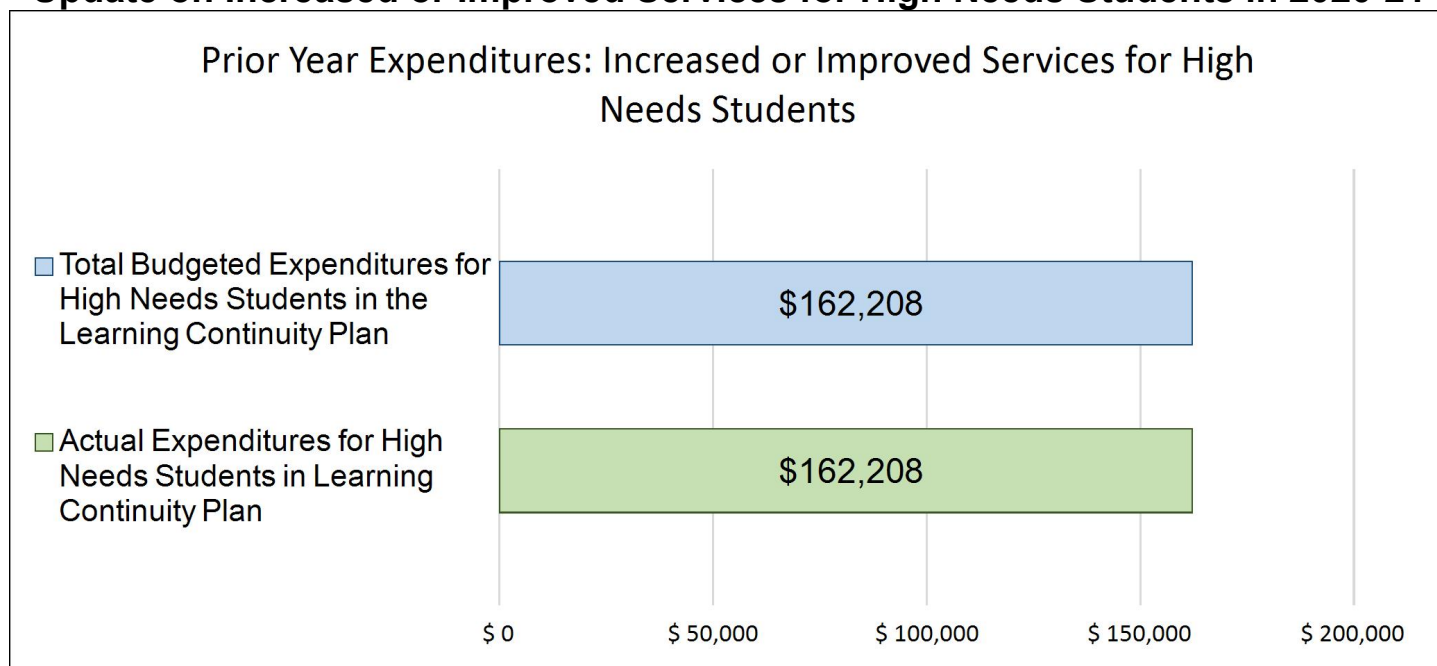
The district budget includes administrative, classified and district personnel salary and employer costs as well as facilities, supplies and services, including the high cost of special education, that support the school and it's students as a whole. The actual district budget for 21-22 includes all this information in detail.

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

In 2021-22, Twin Hills Union School District: Apple Blossom School is projecting it will receive \$162,007 based on the enrollment of foster youth, English learner, and low-income students. Twin Hills Union School District: Apple Blossom School must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Hills Union School District: Apple Blossom School plans to spend \$162,007 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 Twin Hills Union School District: Apple Blossom School budgeted last year in the for actions and services that contribute to increasing or improving services for high needs students with what Twin Hills Union School District: Apple Blossom School 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, Twin Hills Union School District: Apple Blossom School's Learning Continuity Plan budgeted a portion of the \$162,208 for planned actions to increase or improve services for high needs students. Twin Hills Union School District: Apple Blossom School actually spent \$162,208 for actions to increase or improve services for high needs students in 2020-21.

Please note, the expenditure amounts on the LCP are not just for high needs students, it is a total cost for the item shown and includes supplement funding shown on this page. All expenses for high needs students are not included in the LCP.

In the LCP for 20-21, the total originally budgeted was \$280,090 and the actual expenditures were \$192,612. The difference between budget and actual expenditures is due to the Distance Learning Program. We originally budgeted \$117,000 for Chromebooks and quickly discovered that the demand by all schools in the state far exceeded the supply vendors had on hand. We were only able to purchase a small amount of Chromebooks in 20-21 (\$31,000) and were able to repurpose what we had on hand to make sure all students received this technology for use at home.

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

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

LEA Name	Contact Name and Title	Email and Phone
Twin Hills Union School District: Apple Blossom School	Barbara Bickford, Ed.D Superintendent	bbickford@twinhillsusd.org 707-823-0871

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

To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals. Provide strong, inclusive instructional leadership that uses data in decision-making.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP 19-20 Increase by 5% annually the number of students Meeting or Exceeding Standards in ELA and Math. Baseline Grades 3-5 ELA 55% Met or Exceeded Standard; Math 43% Met or Exceeded Standard. UDC ELA 31% Met or Exceeded Standard, Math 25 % Met or Exceeded Standard.	CAASPP - The test was not administered.
Metric/Indicator CLEDT/ELPAC/Reclassification Rate 19-20 English Learners: 50% of English Learners will increase on ELPAC from previous score. Maintain EL Reclassification Rate	ELPAC - Reclassification Rate. Reclassification Rate maintained. 100% ELs had access to core ELA and ELD standards.

Expected	Actual
<p>100% of ELs have access to core ELA and ELD standards.</p> <p>Baseline Baseline: 32% increased one or more levels on CELDT. Reclassification rate = 20% Establish ELPAC Baseline.</p>	
<p>Metric/Indicator Highly Qualified Teachers</p> <p>19-20 Continue to insure that 100% of teachers are appropriately assigned and highly qualified.</p> <p>Baseline Baseline: 100% of teachers are highly qualified.</p>	<p>Highly Qualified Teachers - 100% of teachers were highly qualified.</p>
<p>Metric/Indicator Standards Aligned Instructional Materials, Teacher Survey, Parent Survey</p> <p>19-20 100% of students will have access to standards aligned instructional materials.</p> <p>Baseline 100% of students have standards aligned instructional materials. 100% of teachers responding to the survey state they agree or strongly agree that Students have access to state standards across all disciplines.</p>	<p>Standards Aligned Instructional Materials - 100% of students had access to standards aligned instructional materials.</p>
<p>Metric/Indicator Physical Fitness Test</p> <p>19-20 80% of students will test in the Healthy Fitness Zone.</p> <p>Baseline Baseline: 75% on average are in the Healthy Fitness Zone</p>	<p>Physical Fitness Test - not administered due to distance learning.</p>

Expected	Actual
<p>Metric/Indicator Course Access</p> <p>19-20 All students continue to have access to core academic subjects (English, Math, NGSS, Social Studies) and music, art, PE, library.</p> <p>Baseline All students have access to core academic subjects (English, Math, NGSS, Social Studies) and music, art, PE, library.</p>	<p>Course Access - All students had access to core academic subjects.</p>
<p>Metric/Indicator UPC access to intervention and support.</p> <p>19-20 Unduplicated students and students with special needs continue to have support programs as identified in Actions and Services.</p> <p>Baseline Unduplicated students and students with special needs have support programs as identified in Actions and Services.</p>	<p>UPC access to intervention and support - UPC students had access to support programs as identified in Actions and Services. This support was via zoom.</p>
<p>Metric/Indicator Common Core State Standard Implementation, Teacher LCAP Survey and Parent Survey</p> <p>19-20 100% of ELA/ELD and Math CCSS fully implemented.</p> <p>Baseline 100% of ELA/ELD, Math, and NGSS CCSS fully implemented .</p>	<p>Common Core State Standard Implementation - 100% ELA/ELD, Math and NGSS CCSS was fully implemented.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Highly Qualified teachers in all classrooms</p>	<p>Salary and Benefits for Highly Qualified Teachers. 01-0000-1100-ELEM 01-1400-1100-ELEM (EPA) 1000-1999: Certificated</p>	<p>Salary and Benefits for Highly Qualified Teachers. 01-0000-1100-ELEM 01-1400-1100-ELEM (EPA) 1000-1999: Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries Base \$1,164,830 01-0000-3**1-ELEM 01-1400-3**1-ELEM (EPA) 3000-3999: Employee Benefits Base \$398,583	Personnel Salaries Base \$1,392,136 01-0000-3**1-ELEM 01-1400-3**1-ELEM (EPA) 3000-3999: Employee Benefits Base \$449,861
1.2 WIN: What I Need Now. ELA RtI leveled support program for intervention and challenge to meet individual student learning goals.	Salary and Benefits, Certificated and Classified 01-0000-1130-TUTO 1000-1999: Certificated Personnel Salaries Base \$6,720 01-0000-3**1-TUTO 3000-3999: Employee Benefits Base \$1,282 01-0000-2100-ACIA (split w/box 1.12) 2000-2999: Classified Personnel Salaries Supplemental \$1,215 01-0000-3**2-ACIA (split w/box 1.12) 3000-3999: Employee Benefits Supplemental \$356 01-0000-1100/114x-EIA 1000- 1999: Certificated Personnel Salaries Supplemental \$32,688 01-0000-3**1-EIA 3000-3999: Employee Benefits Supplemental \$10,288	Salary and Benefits, Certificated and Classified 01-0000-1130-TUTO 1000-1999: Certificated Personnel Salaries Base \$5,650 01-0000-3**1-TUTO 3000-3999: Employee Benefits Base \$1,102 01-0000-2100-ACIA (split w/box 1.12) 2000-2999: Classified Personnel Salaries Supplemental \$1,000 01-0000-3**2-ACIA (split w/box 1.12) 3000-3999: Employee Benefits Supplemental \$180 01-0000-1100/114x-EIA 1000- 1999: Certificated Personnel Salaries Supplemental \$36,462 01-0000-3**1-EIA 3000-3999: Employee Benefits Supplemental \$11,009
1.3 Provided intervention services for students with disabilities and other students not meeting standards. 2 special education teachers.	Salary and Benefits 01-6500-1100-SPED 1000-1999: Certificated Personnel Salaries Special Education \$118,451 01-6500-3**1-SPED 3000-3999: Employee Benefits Special Education \$42,266	Salary and Benefits 01-6500-1100-SPED 1000-1999: Certificated Personnel Salaries Special Education \$134,289 01-6500-3**1-SPED 3000-3999: Employee Benefits Special Education \$45,258

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.4 Grade Level collaborative planning time implemented	Substitute Costs for 2 half-days days per teacher per trimester 01-0000-114x-SUBS 1000-1999: Certificated Personnel Salaries Base \$18,100 01-0000-3**1-SUBS 3000-3999: Employee Benefits Base \$3,607	Substitute Costs for 2 half-days days per teacher per trimester 01-0000-114x-SUBS 1000-1999: Certificated Personnel Salaries Base \$13,210 01-0000-3**1-SUBS 3000-3999: Employee Benefits Base \$1,635
1.5 Dreambox and IXL online math program for all students	Renewal of Licenses 01-0000-5840-LCAP/ELMP 5000-5999: Services And Other Operating Expenditures Base \$15,000	Renewal of Licenses 01-0000-5840-LCAP/ELMP 5000-5999: Services And Other Operating Expenditures Base \$24,567
1.6 Lexia Reading program to support emerging readers	Renewal of Licenses 01-0000-5840-LEP 5000-5999: Services And Other Operating Expenditures Base \$3,000	Renewal of Licenses 01-0000-5840-LEP 5000-5999: Services And Other Operating Expenditures Base \$2,718
1.7 Provided art, music, PE, and other enrichment classes.	Certificated Staff Salary and benefits and Professional Services, Materials 01-0000-1100-ELEM Music & PE Teachers 1000-1999: Certificated Personnel Salaries Base \$68,577 01-0000-3**1-ELEM Music & PE Teachers 3000-3999: Employee Benefits Base \$25,559 01-0000-5830- ART/DANC/GRDN/STRY Art, Dance, Garden, Story teller 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000	Certificated Staff Salary and benefits and Professional Services, Materials 01-0000-1100-ELEM Music & PE Teachers 1000-1999: Certificated Personnel Salaries Base \$80,634 01-0000-3**1-ELEM Music & PE Teachers 3000-3999: Employee Benefits Base \$28,150 01-0000-5830- ART/DANC/GRDN/STRY Art, Dance, Garden, Story teller 5800: Professional/Consulting Services And Operating Expenditures Base \$44,722

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8 Teachers developed and implemented units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	Professional Development 01-0000-1130-UA16 1000-1999: Certificated Personnel Salaries Base \$4,800 01-0000-3**1-UA16 3000-3999: Employee Benefits Base \$917 01-0000-5202-DIST/ELEM/ADMN 5000-5999: Services And Other Operating Expenditures Base \$4,400 01-3010/4035-5202-TLEI/TIIA 5000-5999: Services And Other Operating Expenditures Title I \$8,940	Professional Development 01-0000-1130-UA16 1000-1999: Certificated Personnel Salaries Base \$2,540 01-0000-3**1-UA16 3000-3999: Employee Benefits Base \$495 01-0000-5202-DIST/ELEM/ADMN 5000-5999: Services And Other Operating Expenditures Base \$1,798 01-3010/4035-5202-TLEI/TIIA 5000-5999: Services And Other Operating Expenditures Title I \$2,783
1.9 Provided and implemented technology devices and use technology in learning and producing student work.	Technology tools. 01-0000-4345-ELEM/LEP 4000-4999: Books And Supplies Base \$500 01-1100-4345/4400-LOTT 4000- 4999: Books And Supplies Lottery \$6,000	Technology tools. 01-0000-4345-ELEM/LEP 4000-4999: Books And Supplies Base \$0 01-1100-4345/4400-LOTT 4000- 4999: Books And Supplies Lottery \$5,474
1.10 Provided standards aligned instructional materials.	Purchase supplemental materials as needed 01-0000-4xxx-1XDF 4000-4999: Books And Supplies Base 0 No budget set up, will use One Time State Funds currently shown as Assigned. 4000-4999: Books And Supplies Supplemental 0	Purchase supplemental materials as needed 01-0000-4xxx-1XDF 4000-4999: Books And Supplies Base 17,541 No budget set up, will use One Time State Funds currently shown as Assigned. 4000-4999: Books And Supplies Supplemental 0
1.11 Assistant Principal/Intervention Coordinator provided a wide array of service to students, teachers, and staff to support the accelerated learning of students who are not proficient.	Salary & Benefits 01-0000-1100-LRNS 1000-1999: Certificated	Salary & Benefits 01-0000-1100-LRNS 1000-1999: Certificated

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries Supplemental \$48,918 01-0000-3**1-LRNS 3000-3999: Employee Benefits Supplemental \$16,261 01-0000-1100-LRNS 1000-1999: Certificated Personnel Salaries Base \$9,042 01-0000-3**1-LRNS 3000-3999: Employee Benefits Base \$2,995	Personnel Salaries Supplemental \$33,025 01-0000-3**1-LRNS 3000-3999: Employee Benefits Supplemental \$10,320 01-0000-1100-LRNS 1000-1999: Certificated Personnel Salaries Base \$39,690 01-0000-3**1-LRNS 3000-3999: Employee Benefits Base \$12,380
1.12 Provided instructional assistant for support services to underachieving students in math and ELA.	Salary and Benefits, Certificated and Classified 01-0000-2100-ACIA(split w/1.2 Classified) 2000-2999: Classified Personnel Salaries Supplemental \$6,885 01-0000-3**2-ACIA 3000-3999: Employee Benefits Supplemental \$2,020	Salary and Benefits, Certificated and Classified 01-0000-2100-ACIA(split w/1.2 Classified) 2000-2999: Classified Personnel Salaries Supplemental \$5,660 01-0000-3**2-ACIA 3000-3999: Employee Benefits Supplemental \$1,010
1.13 EL Instructional Assistant, 1FTE supported EL access to core ELA and ELD standards. Supervised after school primary homework club with Lexia Reading. Translated for IEPs and parent conferences.	Salary and Benefits Classified staff 01-0000-2100-LEP 2000-2999: Classified Personnel Salaries Supplemental \$31,440 01-0000-3**2-LEP 3000-3999: Employee Benefits Supplemental \$19,454	Salary and Benefits Classified staff 01-0000-2100-LEP 2000-2999: Classified Personnel Salaries Supplemental \$36,010 01-0000-3**2-LEP 3000-3999: Employee Benefits Supplemental \$20,342
1.14 Redesignated EL students received the same rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed.	Achievement monitored by Instructional Support Teacher. Costs shown on previous page.	Achievement monitored by Instructional Support Teacher. Costs shown on previous page.
1.15 Provided 30% school counselor.	Salary and Benefits Certificated staff, instructional materials 01-0000-1210/1255/1230-CNSL	Salary and Benefits Certificated staff, instructional materials 01-0000-1210/1255/1230-CNSL

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Supplemental \$11,432 01-0000-3**1-CNSL 3000-3999: Employee Benefits Supplemental \$2,184 01-1100-4310+5202-CNSL 4000-4999: Books And Supplies LCFF Base \$100	1000-1999: Certificated Personnel Salaries Supplemental \$15,899 01-0000-3**1-CNSL 3000-3999: Employee Benefits Supplemental \$6,151 01-1100-4310+5202-CNSL New+ 5830+5840 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,380
1.16 Technology Coordinator maintained devices, provides technical support to teachers and staff, and provides updates on educational uses of technology.	01-0000-2900-TECH 2000-2999: Classified Personnel Salaries Base \$6,654 01-0000-3**2-TECH 3000-3999: Employee Benefits Base \$571	01-0000-2900-TECH 2000-2999: Classified Personnel Salaries Base \$6,368 01-0000-3**2-TECH 3000-3999: Employee Benefits Base \$543
1.17 0.8 FTE Intervention Teacher	01-3010-1100-TLEI 1000-1999: Certificated Personnel Salaries Title I \$25,588 01-3010-3**1-TLEI 3000-3999: Employee Benefits Title I \$8,932 01-0000-1100-EIA 1000-1999: Certificated Personnel Salaries Base \$0 01-0000-3**1-EIA 3000-3999: Employee Benefits Base \$0	01-3010-1100-TLEI 1000-1999: Certificated Personnel Salaries Title I \$30,180 01-3010-3**1-TLEI 3000-3999: Employee Benefits Title I \$9,290 01-0000-1100-EIA 1000-1999: Certificated Personnel Salaries Base \$0 01-0000-3**1-EIA 3000-3999: Employee Benefits Base \$0
1.18 0.4 Math Intervention Teacher (Low Performing Students Block Grant)	Carryover, new funding 18-19, spent 19-20 & 20-21 Carryover, new funding 18-19, spent 19-20 & 20-21	01-7510-1100-ELMP 1000-1999: Certificated Personnel Salaries Other \$27,185 01-7510-3**1-ELMP 3000-3999: Employee Benefits Other \$7,884

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/Services were implemented.

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

This was a successful year implementing the LCAP goals. Teachers received professional development in the new reading program which is well received by teachers and students. They also reviewed the math curriculum and received ongoing professional development in math lesson planning. The EL primary homework/Lexia reading program was well received by ELAC parents and the reading intervention program and move to the learning center model in special education increased services targeted to students with unique needs. In March of 2020, the school went into distance learning due to the COVID-19 Pandemic. It was challenging to switch to distance learning without any time to prepare or plan. The school team worked tirelessly to implement a webpage that provided lessons and activities, implement zoom, and provide every student with a chromebook. We met the challenge and students were well served in difficult and changing circumstances. Students received math and reading intervention support in small groups, the counselor visited zoom classroom meetings and provided SEL support, all students had a chromebook, and 100 Hot Spots were provided to families in need of better internet connection. We all learned together.

Goal 2

To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Healthy Kids Survey</p> <p>Suspension Rates</p> <p>19-20 80-90% of students will continue to report feeling safe at school all or most of the time.</p> <p>Maintain current levels of suspension and expulsion.</p> <p>Baseline 86% of students stated they felt safe at school all or most of the time.</p> <p>(Baseline Less than 1%) and Expulsions (Baseline 0%)</p>	<p>Suspension Rates remained stable.</p>
<p>Metric/Indicator Parent Survey given in Spring provided to all parents including UPC student parents, and provided in Spanish. We chose this</p>	<p>Fall events including Back to School Night, the Fall Carnival were attended by 80% of parents. . Many spring events were cancelled due to COVID-19 pandemic. The spring survey was not</p>

Expected	Actual
<p>survey as our experience shows we have a higher participation rate of UPC student parents.</p> <p>19-20 80% of parents, including parents of unduplicated students and students with exceptional need, attend conferences, open house, and back to school night and encourages parent participation, as reported on the parent survey.</p> <p>50% of parents will complete the annual survey.</p> <p>Baseline 75% of parents, including parents of unduplicated students and students with exceptional need, attend conferences, open house, and back to school night as reported on the parent survey. 81.8% of parents stated they agree or strongly agree that Apple Blossom School encourages parent participation.</p> <p>35% of parents completed the annual survey.</p>	<p>administered. The survey administered during the summer to prepare for return to distance learning was completed by 74% of the parents.</p>
<p>Metric/Indicator FIT Survey</p> <p>19-20 Continue to maintain clean and safe buildings and grounds with FIT ratings all good.</p> <p>Baseline All ratings are good.</p>	<p>FIT survey ratings all Good.</p>
<p>Metric/Indicator Attendance including Chronic Absenteeism.</p> <p>19-20 Maintain current attendance and chronic absenteeism rates.</p> <p>Baseline Baseline: 96.78% Chronic Absenteeism: 2.9%</p>	<p>Attendance was maintained.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Continued to provide character education programs and implement with fidelity: Toolbox; Conflict Managers; Solution Team; Lifeskills.	Implement selected programs. No funding needed.	Implemented selected programs. No funding needed.
2.2 Monitored student attendance, send truancy letters, and support families.	Office staff monitor student attendance 01-0000-5840-ASIS 5800: Professional/Consulting Services And Operating Expenditures Base \$3,060	Office staff monitored student attendance 01-0000-5840-ASIS 5800: Professional/Consulting Services And Operating Expenditures Base \$2,704
2.3 Continued to offer PIP program to students K-3. Classified Salary/Benefits Resource 9050 funded 95% by contribution from unrestricted and 5% from Box Tops for Education.	01-9050-2900-PIP 2000-2999: Classified Personnel Salaries Base \$6,991 01-9050-3**2-PIP 3000-3999: Employee Benefits Base \$2,637 01-9050-4x-PIP 4000-4999: Books And Supplies Base \$672	01-9050-2900-PIP 2000-2999: Classified Personnel Salaries Base \$11,652 01-9050-3**2-PIP 3000-3999: Employee Benefits Base \$3,295 01-9050-4x-PIP 4000-4999: Books And Supplies Base \$0
2.4 Continued parent and community volunteer program with outreach, to UPC student parents, at ELAC, and at IEP meetings.	Certificated and Classified Salary and Benefits 01-0000-1130-STIP- NO Title 3 Funds 1000-1999: Certificated Personnel Salaries LCFF Base \$0 01-0000-3**1-STIP 3000-3999: Employee Benefits LCFF Base \$0 01-0000-2930-EIA 2000-2999: Classified Personnel Salaries Base \$393 01-0000-3**2-EIA 3000-3999: Employee Benefits Base \$115 01-0000+1100-4315/5603/5632/5633/5911/5950 Copier, phone and postage costs. 5000-5999: Services And Other	Certificated and Classified Salary and Benefits 01-0000-1130-STIP- NO Title 3 Funds 1000-1999: Certificated Personnel Salaries LCFF Base \$0 01-0000-3**1-STIP 3000-3999: Employee Benefits LCFF Base \$0 01-0000-2930-EIA 2000-2999: Classified Personnel Salaries Base \$113 01-0000-3**2-EIA 3000-3999: Employee Benefits Base \$24 01-0000+1100-4315/5603/5632/5633/5911/5950 Copier, phone and postage costs. 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Base \$24,600	Operating Expenditures Base \$17,726
2.5 Provided Custodial Services	Classified Salary and Benefits, Supplies and Services 01-0000-2200-OPER 2000-2999: Classified Personnel Salaries Base \$111,981 01-0000-3**2-OPER 3000-3999: Employee Benefits Base \$47,400 01-0000-4370/4390-OPER 4000- 4999: Books And Supplies Base \$18,000 01-0000-5560/5570-OPER 01-0000-5630/5800-OPER 5000-5999: Services And Other Operating Expenditures Base \$20,400	Classified Salary and Benefits, Supplies and Services 01-0000-2200-OPER 2000-2999: Classified Personnel Salaries Base \$133,190 01-0000-3**2-OPER 3000-3999: Employee Benefits Base \$49,976 01-0000-4370/4390-OPER 4000- 4999: Books And Supplies Base \$16,842 01-0000-5560/5570-OPER 01-0000-5630/5800-OPER 5000-5999: Services And Other Operating Expenditures Base \$20,481
2.6 Provided Campus Supervision	Classified Salary and Benefits 01-0000-2900-PLOT/YARD 2000-2999: Classified Personnel Salaries Base \$49,213 01-0000-3**2-PLOT/YARD 3000- 3999: Employee Benefits Base \$12,066	Classified Salary and Benefits 01-0000-2900-PLOT/YARD 2000-2999: Classified Personnel Salaries Base \$55,275 01-0000-3**2-PLOT/YARD 3000- 3999: Employee Benefits Base \$14,541

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 provided.

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

The counselor met biweekly with each class to provide social emotional learning lessons and teachers continued with ToolBox. Intermediate students were trained as Peaceful Playground monitors, and student council was created. Monthly assemblies focused on citizenship and the school core principals. Campus supervisors received Peaceful Playground supervision training. Some programs continued virtually, via Zoom after Distance Learning commenced in late March, 2020. These programs were delivered with fidelity and adjustments were made as needed. Instructional assistants were trained in Zoom and offered small group support during the day, as if they were in the classrooms.

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
Purchased Disinfecting Equipment (hydrostatic sprayer, ultraviolet light...)	39,640	44,735	Yes
Purchased PPE	14,000	12,764	Yes
Adjusted supervision schedules, instructional assistant schedules, and bell schedule	0	0	No
ELD Coordinator, math and reading support teachers, and instructional assistants were assigned to work with students who have experienced learning loss.	0	0	Yes
Counselor supported students and families especially those who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners	0	0	Yes
Purchased additional MERV 13 air purifiers, updated filters for HVAC systems.	7,000	5,812	Yes
Handwashing Stations were purchased and installed.	3,000	4,720	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.

There were no substantive differences.

Analysis of In-Person Instructional Offerings

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

The actual Plan is detailed after this statement. The plan was carefully followed. The MOU with the teacher's union adhered to the plan. As directives from Public Health Department were updated, the plans were revised as needed to conform to new guidelines. The principal, teachers, staff, and parents were flexible and worked together for safety and a wholesome and engaging in school experience on hybrid attendance days. Sunshades were installed and students had frequent outside classroom experiences. Teachers continued to provide zoom instruction daily to the students on their distance learning days. Drop off and pick up of supplies occurred every two weeks. Hot spots were provided to families who needed them.

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction may not be immediately allowable under state and local health orders. However, Apple Blossom School is prepared to offer in-person instruction when it is possible.

While 6' distancing is required (6' distancing does not allow us to accommodate all students in a classroom at a time) we will return to school with a blended learning/hybrid model. We will blend In-Class Learning with Distance Learning. Students will be separated into groups and approximately half of the class will attend school on campus at a time. They will attend for two days and learn from home for three days. The learn from home will be a distance learning model during which classroom learning will be continued at home with a set schedule and live instruction/support provided. Students with special needs may be scheduled more than two days per week.

Daily Operations

Arrival

(drop-off to classroom)

Drop-off: Staggered, in lower parking lot

Designated areas, social distancing, designated line up spots

Staff to provide hand sanitizer and/or monitor washing stations

K drop-off staggered; parents walk students to designated area

Late arrivals to office

Student Well Checks - Parent checklist each morning

All student temperature checks while lining up outside door

Staff Well Checks - Teachers complete questions before arrival

Aides sign-in, initials indicating they completed checklist

Recess and Lunch - Escort students to and from class to eat/play area

Eat and play with cohort group
Staggered recess
Designated areas for each group to eat and play
Play structure off limit
Equipment bag for each class to use at recess
Hygiene (wash hands before and after play)

Dismissal
(classroom to pick-up) -All students dismissed from lower area
Wash/sanitize hands before leaving class
Escort students from class
Expanded wait/ line-up area, without parents
Social distancing markers (line-up and bus area)

Campus Wide Protocols

Hygiene -Hand sanitizer units in all classrooms
Teach and reinforce proper hygiene
Plastic shields between bathroom sinks
Water bottles and water filling stations (vs. water fountains)
Outside hand-washing stations (hands-free)
Attendance via Aeries (train staff)
Plexiglass shield by office door (limit people inside office)

Activities -No assemblies, field trips
No classroom volunteers

Signage -Use positive language/framing
Arrows or signs on shared walkways

Health/Safety Supplies -Soap, paper towels, hand sanitizer, disinfectant

Classroom Protocols

Physical Distance
All students face forward
Students seated 4-6' apart * (per health guidelines)
Turn to talk/share for short duration of time

Teacher proximity (<6') with students for less than 15 minutes
Frequent face-covering breaks outside
Designated areas for each class for break/outdoor learning time

Cohort Model

Friday-office hours, In person session, teacher planning, prep, PD

Hygiene -Teach, reinforce proper hand washing, sneezing, etc.

Movement -Move in single file (outside classrooms)
Teach, reinforce movement within classroom
Line up outside bathrooms

Supplies

(shared objects) - 1:1 devices
Returned books sit in container/disinfected before re-use
Individual supplies/no sharing of supplies
Wipes by those items that are shared (staplers, etc.)

Water -Students asked to bring own water bottles
Water bottle refill stations

Air/Ventilation -Air purifiers on during school day

Face Coverings

(students/staff) -Staff face shields and masks
Students wear masks as recommended by California Department of Public Health and Local Department of Public Health.

Outdoor Breaks -Frequent face-covering breaks outside
Designated areas for each class for break/outdoor learning

Assessment

There are multiple ways to assess student progress and understanding of grade and subject level content. These may include content exams, projects, presentations, and performance tasks, among other things. Performance tasks may be described as multi-step academic exercises that allow students to demonstrate the application, synthesis, creativity, etc., with content knowledge in a real and/or imagined context. Performance tasks are accompanied by rubrics that allow for levels of performance and subtle differences in assessment feedback to students.

In hybrid and distance learning, certain types of assessments such as performance tasks may be used more than others. Assessments may serve both formative and summative purposes, providing teachers the necessary information to make instructional decisions and supporting students in receiving feedback to adjust the demonstration of learning. Assessments in ELA/Reading and Math will be supported by the Reading and Math Support Teachers. The primary grades will participate in early reading level assessments including but not limited to: DIBELS; Renaissance Learning, Lexia Core 5 Reading, and IXL math.

Students at risk of learning loss or who demonstrate learning loss, as demonstrated on the above mentioned assessments, teacher observation, formative assessment, and work samples, will provided virtual small group support by their class teacher and by the reading and math support teachers, or the EL Coordinator who also provides ELD.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased chromebooks so 100% of students are provided.	117,000	31,058	Yes
Purchased Hotspots for families and teachers in need	8,600	13,234	Yes
Teacher leadership team worked with principal to develop hybrid and distance learning plans.	0	0	No
Purchased student materials for students to use from home during distance learning.	20,000	16,893	Yes
Provided pay to teachers to engage in in professional learning opportunities outside their workday to improve skills necessary for distance learning instruction.	10,000	5,480	Yes
Provided digital learning platforms and a parent portal for teachers to use with students and families.	6,750	4,845	Yes
Increased time of Principals and Directors to work over the summer to plan for Distance Learning.	2,000	1,798	Yes
Provided specified time for teachers to collaborate in grade level teams, with whole staff, and with academic specialists to share approaches to improving student achievement in the distance learning environment. Collaboration also focuses on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable.	0	0	No
Purchased digital learning platforms such as: Lexia, IXL, Acellus to mitigate learning loss and address essential learning standards.	41,000	39,974	Yes
Planned space and safety guidelines to provide assessments, IEP meetings and services for students with IEPs.	2,000	4,441	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.

Purchased Chromebooks: Supply and demand issues, tried to order new equipment but vendors did not have in stock so we used what we had on hand even if equipment was older. No other substantive differences.

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.

The actual plan follows this analysis.

The school worked with a company to create a webpage portal to put all assignments, access to websites to support reading and math instruction, and for students to submit homework. Some families needed hotspots and these were provided. This was a bit challenging in the beginning, but within two weeks all families had a hotspot that needed one. Teachers received training in use of the website, and the opportunity to take Google classroom online training and to be paid for their time. Students with special needs were offered additional time in the resource center if they had an IEP, and with small group support if they were struggling in other ways. The EL coordinator provided support to English Learners and their families. We were fortunate that there was very little active COVID cases among staff or students.

Continuity of Instruction

Should there be another Shelter in Place or other health reason that students cannot come on campus, we designed a comprehensive and rigorous program for all students which includes daily student contact with the teacher. This is an updated and rigorous distance learning program, supported by legislation, to require daily interaction with a teacher, and monitor attendance, work completion, and engagement. Feedback on work will be provided and grades will be given in the format the school usually uses. All teachers will be provided with training on delivery of online lessons as well as how to effectively engage learners at home. Each class will work together as one cohesive group with daily lessons both recorded and in person with the teacher. Instructional time may be live with a teacher or a recorded lesson from the class teacher or a teacher from another class. Each grade level will design a coordinated schedule for all students at that level. The grade level curriculum will continue with essential standards-based lessons, social emotional learning activities, and strong teacher support. During this time students will receive grades and feedback just as if they were in the physical classroom. Students will also continue to receive lessons from specialist and support teachers. We will have classes available through our virtual learning company, Acellus. Teachers will assign students to these classes as appropriate. We will also offer a variety of supports for students who may struggle with areas of the curriculum.

Teachers design lessons and assignments through a learning management system such as Seesaw for primary and Google Classroom for intermediate grades. Teachers are using Zoom for delivery of in-person instruction with peers, and phone calls, email, and texts to followup with students and families.

The district provided professional development in the learning management systems, online classroom, and essential standards with a focus in math. Time is provided to teacher for collaborative grade level planning. Instructional assistants are trained in using zoom to provide small group virtual support.

Frequent feedback and progress reports will be provided to students and families. A parent portal was created using a web designer for one stop access to assignments, submit student work, and check schedules.

Supplemental support and curriculum to mitigate learning loss and accelerate as needed includes: Lexia Core5 Reading; IXL Math; Dreambox, Renaissance Learning, and Acellus Learning Academy.

Access to Devices and Connectivity

All Apple Blossom students were provided with a Chromebook, district email, one step access to all apps and programs on the Chromebook through Clever, and hotspots as needed. Teachers and Principal let the district technology coordinator know which families needed hotspots. He also supports parents with chromebook issues, and access to apps when the need arises.

Pupil Participation and Progress

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of the LEA. A daily schedule is made for the class. Synchronous minutes are detailed and the teacher provides classwork in the form of reading, writing, completing math problem sets, research and other standard assignments to meet the additional required minutes that will be completed asynchronously. Student Classwork and assessments will be submitted via Seesaw and Google Classroom. This work will be evaluated and feedback provided. Daily schedules will reflect the required number of minutes as required by law. Daily engagement will be recorded.

Distance Learning Professional Development

Teachers were offered a variety of paid professional develop time during the summer and continuing through the school year if they choose to use the hours provided. In agreement with the teacher union, the professional development day was moved from January to before the school year begins, adjusting the start date by one day. PD on this day included: focus on essential standards with road maps or pacing guides, resources for assessment, and using the online learning management systems. Paid PD via teacher choice included: Sonoma County Office of Education - Best Practices in Online Teaching; Disrupt Conference; Google Classroom Certification Training; Zoom training, and other teacher self selected training opportunities such as SIPP Online.

Staff Roles and Responsibilities

Instructional Aides will be trained in technology tools and platforms that they will be supporting students with. If a Hybrid Model is implemented, Instructional Aides will be assigned to multiple duties due to the additional recess and lunch times being offered to ensure social distancing and student safety. Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Food service personnel are working different hours and providing food bags one day a week with a full week of lunches. Teachers roles are shifted to instruction via virtual platforms including providing social emotional services through online interface to support engagement with the learning process.

Supports for Pupils with Unique Needs

Grade level teachers are collaborating with common schedules and planning. This allows for opportunities for flexible grouping and regrouping of students into targeted learning groups to mitigate specific learning loss and/or to provide more long term support with the ELA and math support teachers providing the virtual instruction. Students can also be assigned to Lexia Core 5 Reading, and IXL math for more individualized instruction. Acellus also provides targeted support as assigned and monitored by the teacher. The school counselor is meeting with each class on a bi-weekly basis to provide social emotional guidance and will also meet individually with students as needed.

Access to technology and Hotspots was provided to all students as needed.

Students with special needs are having their services provided virtually and in small groups by the Education Specialists and assistants. IEP Assessments will be conducted in person with appropriate PPE in a designated room. During distance learning, the service minutes may be adjusted to reflect the minimum instructional minutes. Related services will also be provided virtually.

The EL Coordinator works with teachers, provides ELD in small virtual groups, contacts families, and provides tutoring as needed. She also translates. The school has 6% EL with a full time coordinator.

Additional Supports

Our community has been heavily impacted by natural disasters including fires, floods, and the coronavirus pandemic. Exposure to natural disasters can lead to increased symptoms of anxiety, depression, and post traumatic stress disorder (PTSD) that impact children's education, health, and wellbeing. The District is part of a Federal Grant with the Sonoma County Office of Education (SCOE) and West Sonoma County school districts are using the Substance Abuse and Mental Health Services Administration (SAMHSA) Project to support students and families who may benefit from additional services related to recent disasters. The SAMHSA Project will offer evidence-based care to students, third grade and above, impacted by the 2017 and 2019 fires, 2019 floods, and/or the coronavirus pandemic.

The SAMHSA Project Evidenced-Based Care Approach:

1. Screening of all children for disaster-related risk using the PsySTART tool

2. Assessing higher risk children for trauma-related symptoms
3. Provision of 4-sessions of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) resilience skills to children with trauma symptoms and their parents/caregivers
4. Provision of full TF-CBT model to all children and their parents/caregivers who need more support than resilience skills alone

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessments purchased to monitor student progress and potential learning loss.	2,500	2,753	Yes
Professional development provided for use in Acellus and other tools for distance learning to assess and mitigate student learning loss.	2,500	4,105	Yes
Professional development and support for teachers and instructional assistants to use small groups in the virtual environment was provided.	3,500	0	Yes
Additional time to translate was provided.	600	0	Yes
Time for teachers, ELD Coordinator, Education Specialists, Math and Reading Support teachers to collaborate was implemented.	0	0	Yes

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

There were no substantive differences. Item 3 has no separate cost, see item 2.

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 students in Grades 3 - 5 were administered the STAR Renaissance Learning assessments in ELA and Math in early May, 2021. Overall students scored on average 55% proficient in Reading and scored overall 20% proficient in Math. The significant learning loss is in the area of mathematics. Teachers received professional development in math curriculum planning during the year, and will apply their learning in the next school year. Pupil learning loss was addressed daily in small groups led by instructional assistants, the reading and math intervention teachers. The results show that we will need a strong focus on math support in the next school year.

Grade level teachers have collaborated to work towards teaching with greater emphasis of the "essential standards" in ELA and Math. This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. All students will be assessed with the District Assessments and adopted curriculum at the start of the school year to develop a plan to meet the

needs of each individual student. Teachers will create differentiated learning plans for those few students who may need additional accommodations to their instruction in ELA and Math.. Teachers as well as Instructional Staff will work with individual or small groups of students to regain the student's loss of learning and support the English Learners. The teachers use both formative assessments, evaluation of daily work, and formal assessments and projects with rubrics to continually revise and adjust instruction to accelerate or mitigate learning loss.

Teachers have weekly collaboration time to evaluate student work and group or regroup virtual small group support and intervention by the teacher or support specialists in ELA and math. Teachers also evaluate student progress on asynchronous software based learning activities.

Pupil Learning Loss Strategies

For all students including English Learners; Low-income pupils; Foster youth; Pupils with exceptional needs; and Pupils who are experiencing homelessness the primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Effectiveness of Implemented Pupil Learning Loss Strategies

Students will be assessed on a regular basis as well as daily connection and check ins on their progress. Communication between all staff supporting these students will be frequent and regular. Data will be collected and analyzed by grade level teams in an ongoing basis and will be used to plan instruction.

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 counselor scheduled time to visit with each class. This was challenging as the counselor was only available 1.5 days a week. Students who demonstrated anxiety, poor attendance, or other identified emotional concerns had some opportunity to visit with the counselor. Teachers applied ToolBox lessons via zoom. The SAMHSA project served a few students identified through their checklist. This was a challenging area and the school has made plans for summer professional development for school/teacher leaders to be trained in the peaceful playground whole school approach via Soul Shoppe curriculum.

Apple Blossom schools applies ToolBox principles to social emotional learning and behavior support. All teachers and many instructional assistants have been trained. TOOLBOX™ is a simple and practical metaphor directing children to the experience and awareness of 12 innate "Tools" that already exist inside them. Opening the door to authentic relationship to self and others, TOOLBOX naturally encourages social equity through empathy, understanding, and 12 skills or practices to navigate the complexities of everyday life.

It's a research-based, community-tested Kindergarten through sixth grade social and emotional learning (SEL) program that builds and strengthens children's inherent capacity for resilience, self-mastery and empathy for self and others through its curricula, methods, and strategies.

The power of ToolBox resides in the moment-to-moment invitation to the "common language" and "practices" of ToolBox. A strength/asset-based vocabulary shared among children, educators, and parents that gives children their own solutions using the 12 strategies and practices of ToolBox.

The 12 Tools are: Breathing Tool; Quiet/Safe Place Tool; Listening Tool; Empathy Tool; Personal Space Tool; Garbage Can Tool; Taking Time Tool; Please & Thank You Tool; Apology & Forgiveness Tool; Patience Tool; and Courage Tool.

All returning Apple Blossom students have received the ToolBox language and skills and know how to access their toolbox. Teachers support students' continued application of toolbox strategies in the virtual learning environment through class meetings and in the moment guidance.

Many Apple Blossom teachers have also received training in Trauma Informed Practices. Our educators monitor and support mental health and address trauma by: Creating safe environments and conditions. Being available, compassionate, and connecting visually or auditorily with students on a regular basis. They provide routines and structures to assist students with self-regulation. They prioritize health and well-being for students.

When teachers identify students and families who need more support they are referred to The School Counselor who works with students and families and provides additional resources as referrals. The EL Coordinator works closely with ELAC families.

School Counselor will meet with each class on bi-weekly basis to provide lessons on ToolBox. and other social/emotional concepts and skills.

Additional Supports

Our community has been heavily impacted by natural disasters including fires, floods, and the coronavirus pandemic. Exposure to natural disasters can lead to increased symptoms of anxiety, depression, and post traumatic stress disorder (PTSD) that impact children's education, health, and wellbeing. The District is part of a Federal Grant with the Sonoma County Office of Education (SCOE) and West Sonoma County school districts are using the Substance Abuse and Mental Health Services Administration (SAMHSA) Project to support students and families who may benefit from additional services related to recent disasters. The SAMHSA Project will offer evidence-based care to students, third grade and above, impacted by the 2017 and 2019 fires, 2019 floods, and/or the coronavirus pandemic.

The SAMHSA Project Evidenced-Based Care Approach:

1. Screening of all children for disaster-related risk using the PsySTART tool
2. Assessing higher risk children for trauma-related symptoms
3. Provision of 4-sessions of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) resilience skills to children with trauma symptoms and their parents/caregivers
4. Provision of full TF-CBT model to all children and their parents/caregivers who need more support than resilience skills alone

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.

Attendance was overall positive. Students that were not engaged or not attending had phone calls and emails to parents from the teacher. Then the office followed up and if needed the counselor and principal. In a few cases special plans were created to support unique needs of the student and family.

This was most challenging for families who were not responsive. Opening day care was helpful, as the students who were not attending were given priority to have support for completing schoolwork and attending zoom sessions could receive it.

Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (AERIES) each day. For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance for distance learning is met through the following:

participating in the daily class meeting
evidence of participation in online activities
completion of regular assignments
completion of assessments
contacts between any THUSD staff member and a student or their parent/guardian

Teachers will take attendance as required by AB 98 and any other state or federal mandates. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered reengagement process.

The District/School provides outreach to all pupils and their parents and guardians, including in Spanish, when pupils are not meeting compulsory education requirements or if the school determines the pupil is not engaging in instruction and is in danger of learning loss. The District/School implements the following tiered reengagement process:

Reengagement Process

Tier 1

Teachers document daily attendance during distance learning or the hybrid model.
The School Manager or assistant will make daily phone calls for each day a student is marked absent by the teacher.
Teachers or the attendance clerk will attempt to make contact with the student and parent.
Attendance information will be available for parents through the Student Information Portal.

Tier 2

Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk and school principal.
As part of the re-engagement strategy, the school site principal will attempt to reach out and determine the cause for the absence and will:
Ensure that communication with the parent is working, phone dialer, emails, and internet access;
Determine if there is a breakdown in communication and make any corrections; and
Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
The parents will be informed that continued absences from distance learning could include:
A conference with the principal;
Other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions; and
Discussion of the intervention of the student being removed from Supported Home Study or Home Learning.

Tier 3

If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance, then a follow-up Student Attendance Review Board meeting will be held. The school administrator may develop an Attendance Plan that includes

Teacher engagement

Both reward and consequences for further attendance;

Review of the family circumstance for outside connection with health and social service

Make a recommendation to transitioning the student to full in-person learning.

Analysis of School Nutrition

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

The following plan was implemented. One change to the original plan was the students did not have lunch on campus. Therefore, the pickup was revised from one day a week to two days a week so the lunches could be picked up on the hybrid attendance day. Students who stayed in distance learning could choose which day to pick up their lunch. This program was successful, although participation rate was lower than in a normal year.

The district provided nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning.

The District provided lunch for students when distance learning started on August 19th and continued to do so when in-person instruction begins. Service and delivery methods will be modified to avoid large groups and ensure all health and safety protocols are followed.

Lunch was provided for pick up every Tuesday in front of the Multi Use Room. Food Services Staff will get the names of student/s from the adult in the car. They will go inside and return with a bag of 5 lunches for each student. The bag will be placed in the trunk or back of the car. The Food Services Employee will enter the student information into the database. Parents of reduced pay or full pay will have access to make a deposit online to pay for meals.

Once the School moves towards in person learning, the students will pick up lunch on their attendance days for the week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

There were not additional actions.

Overall Analysis

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

There were many lessons learned during our reflection and analysis. Providing small group support for students with unique needs (socio-economic disadvantaged, English Learners, students with disabilities, foster and homeless youth) was very effective, both during full attendance and during distance learning. The students benefited from attention, individualized support and tutoring. The after-school EL primary homework/Lexia Reading program that the parents requested, was highly successful and produced growth in reading as shown on the Lexia assessments. The actions also stem from feedback from parents in the May, 2021 survey. The lessons learned from the analysis and experience of the LCAP and Learning Continuity and Attendance Plan including our experience and data from analysis of student work and STAR assessments yielded the following actions in the 21-22 through 23-24 LCAP: Actions in the LCAP 2021-24 include: continue to provide 1:1 devices to all students; continue to provide hotspots to families and staff who need them; increase counselor time to .8 to address social emotional issues; provide professional development to support learning recovery; budget for extended day learning opportunities and tutoring; increase small group reading support time; increase teacher time for math small group support.

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

The STAR Renaissance assessments were administered in early May. Reading proficiency is above 50%. Math proficiency hovers at 20% and is a cause for concern. This resulted in increase to math support teacher. using ELO funds. Students will be assessed in early fall using grade appropriate assessments for primary and intermediate grades including STAR, phonics assessments, Lexia Core5 Reading program, IXL and other researched based assessments, including teacher formative and in class assessments and observations. The reading and math support teachers will assess and provide small group instruction and support to the classroom

teachers, an SST coordinator will work with teacher and parents to collaborate and identify students who need more supports, and the school maintains a large instructional assistant staff to push into classrooms to support students under the guidance of the classroom teacher.

To continue our support we will continue to monitor and assess our students to address grade-level growth due to the circumstances of COVID 19. There will be opportunities to address skills acceleration consistently and effectively. Our data also demonstrates a need to continue to focus on supporting EL students and providing higher-level options and challenges for our mid and high-level students. We will examine site-level data to determine best practices and consider piloting a skills acceleration practices group that can serve as a model for sites statewide in the future. Specific actions and metrics relating to student achievement outcomes, including unduplicated and EL students, will continue to be monitored and refined.

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.

There are no substantive differences.

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.

There were many lessons learned during our reflection and analysis. Providing small group support for students with unique needs (socio-economic disadvantaged, English Learners, students with disabilities, foster and homeless youth) was very effective, both during full attendance and during distance learning. The students benefited from attention, individualized support and tutoring. The after school EL primary homework/Lexia Reading program that the parents requested, was highly successful and produced growth in reading as shown on the Lexia assessments. The actions also stem from feedback from parents in the May, 2021 survey. The lessons learned from the analysis and experience of the LCAP and Learning Continuity and Attendance Plan including our experience and data from analysis of student work and STAR assessments yielded the following actions in the 21-22 through 23-24 LCAP: Actions in the LCAP 2021-24 include: continue to provide 1:1 devices to all students; continue to provide hotspots to families and staff who need them; increase counselor time to .8 to address social emotional issues; provide professional development to support learning recovery; budget for extended day learning opportunities and tutoring; increase small group reading support time; increase teacher time for math small group support.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,466,083.00	2,892,350.00
Base	2,072,665.00	2,451,559.00
LCFF Base	100.00	1,380.00
Lottery	6,000.00	5,474.00
Other	0.00	35,069.00
Special Education	160,717.00	179,547.00
Supplemental	183,141.00	177,068.00
Title I	43,460.00	42,253.00

* 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	2,466,083.00	2,892,350.00
1000-1999: Certificated Personnel Salaries	1,509,146.00	1,810,900.00
2000-2999: Classified Personnel Salaries	214,772.00	249,268.00
3000-3999: Employee Benefits	597,493.00	673,446.00
4000-4999: Books And Supplies	25,272.00	39,857.00
5000-5999: Services And Other Operating Expenditures	76,340.00	71,453.00
5800: Professional/Consulting Services And Operating Expenditures	43,060.00	47,426.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,466,083.00	2,892,350.00
1000-1999: Certificated Personnel Salaries	Base	1,272,069.00	1,533,860.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	27,185.00
1000-1999: Certificated Personnel Salaries	Special Education	118,451.00	134,289.00
1000-1999: Certificated Personnel Salaries	Supplemental	93,038.00	85,386.00
1000-1999: Certificated Personnel Salaries	Title I	25,588.00	30,180.00
2000-2999: Classified Personnel Salaries	Base	175,232.00	206,598.00
2000-2999: Classified Personnel Salaries	Supplemental	39,540.00	42,670.00
3000-3999: Employee Benefits	Base	495,732.00	562,002.00
3000-3999: Employee Benefits	LCFF Base	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	7,884.00
3000-3999: Employee Benefits	Special Education	42,266.00	45,258.00
3000-3999: Employee Benefits	Supplemental	50,563.00	49,012.00
3000-3999: Employee Benefits	Title I	8,932.00	9,290.00
4000-4999: Books And Supplies	Base	19,172.00	34,383.00
4000-4999: Books And Supplies	LCFF Base	100.00	0.00
4000-4999: Books And Supplies	Lottery	6,000.00	5,474.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	67,400.00	67,290.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	1,380.00
5000-5999: Services And Other Operating Expenditures	Title I	8,940.00	2,783.00
5800: Professional/Consulting Services And Operating Expenditures	Base	43,060.00	47,426.00

* 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	2,168,555.00	2,566,531.00
Goal 2	297,528.00	325,819.00

* 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	\$63,640.00	\$68,031.00
Distance Learning Program	\$207,350.00	\$117,723.00
Pupil Learning Loss	\$9,100.00	\$6,858.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$280,090.00	\$192,612.00

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	\$63,640.00	\$68,031.00
Distance Learning Program	\$207,350.00	\$117,723.00
Pupil Learning Loss	\$9,100.00	\$6,858.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$280,090.00	\$192,612.00

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
Twin Hills Union School District: Apple Blossom School	Barbara Bickford, Ed.D Superintendent	bbickford@twinhillsusd.org 707-823-0871

Plan Summary [2021-22]

General Information

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

Apple Blossom School is nestled in the beautiful rolling hills of western Sonoma County. The school environment is friendly, supportive, and safe for the TK-5 students. Families are welcome at school and parents are valuable partners in the education of our students. About 65% of students reside outside of the district boundaries. They commute from nearby communities. Apple Blossom serves 355 students in these student groups: 23.4% Hispanic or Latino; 69% White; 6% Two or More Races; .3% African American; .6% Asian. Generally about 25% of students are socioeconomically disadvantaged, 5% are English Learners, and 10% students with disabilities. The rigorous and engaging academic program is enhanced by an abundance of enrichment programs including music, art, gardening, and a Maker Learning Center. An 80% guidance counselor supports students social emotional learning. Teachers received Toolbox and SoulShop (Peaceful Playgrounds) training which is implemented in all classrooms to support social emotional learning. A reading teacher, math intervention teachers, EL instructional assistant, and classroom aides all work together with teachers to support the needs of unduplicated students. Lexia Core5, Dreambox, and IXL Math provide computer assisted instruction and all classrooms have iPads or Chromebooks available. In 2020-21, all students had access to a personal Chromebook and this practice will continue.

Reflections: Successes

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

Local data indicate that 58.6% of students in grades 3-5 are proficient in Reading, based upon the STAR Renaissance research-based assessment. The dashboard indicates that the all students category, students are 15.7 points above the standard. English Language Arts was a strength in both spring 2019 and spring 2021 assessments. We maintain a high attendance rate and very low chronic absenteeism. Apple Blossom School has a very low suspension rate: the focus on ToolBox, Peaceful Playground, and trauma informed practices is significant. We successfully navigated distance learning with development of a web portal for teachers and parents to access and submit assignments, we distributed hotspots to families in need, and reopened school in a hybrid model safely and effectively.

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.

Apple Blossom continues to have an achievement gap between White students and students in all other subgroups. The 2019 LCFF Evaluation Rubrics/Dashboard place all students in the green range for ELA. Socioeconomically disadvantaged students achieved in the green range. While the group declined by 5.8 points, they are 15.7 points above the standard. Socioeconomically disadvantaged and Hispanic students placed in the orange range declining by 9.6 and 11.6 points respectively. English Learners are too few to report color, yet they scored 2 points above the standard and increased by 9.7 points. In Math all students moved from the green range to yellow, declining 8.5 points. Socioeconomically disadvantaged students had a large increase in 2018 and reduced this increase by 4 points. They are in the orange range. Hispanic students also moved from yellow to orange and declined by 13 points. A large team of teachers and administrators received professional development in the new Be A Reader and Be A Writer ELA curriculum and in social emotional learning via Toolbox, which is implemented school-wide. Teachers are trained in ELA and Math common core state standards, NGSS, and in student engagement. They meet in grade level teams to develop and plan instruction. While there was growth in math, it is not sufficient. This spring, teachers and administration met to identify areas of need in math instruction and determined that more practice in basic math procedures is needed to support the problem solving and concepts instruction. IXL math will be implemented in the intermediate grades to provide targeted practice. We are using ESSER funds to increase a .4 credentialed math intervention teacher to .7 FTE to support below proficient learners in math. Teachers received significant and systemic training in math practices during the 2019-20 and 2020-21 school years. We anticipate an increase in math scores in the next CAASPP administration.

LCAP Highlights

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

Key features of the Apple Blossom School LCAP include provision for providing social emotional learning support for all students. We increased counselor time from one day a week to four, have a reading specialist, math intervention coordinator, and certificated PE teacher. We have a small English Learner group and maintain a full-time EL Coordinator to support the students and their families. Apple Blossom provides two Education Specialists with small caseloads to support students with disabilities. Class size is low and instructional assistants are assigned to all classrooms for part of the day. Teachers are provided time to collaborate with grade level teams on a regular basis. We emphasize professional development and support teacher learning and leadership.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

The LEA (Apple Blossom School) provided many opportunities for parents, teachers, and community members to be involved in gathering data and information.

During the 2020-21 school year, parents were surveyed multiple times as we planned distance learning and a return to hybrid model. The last survey in April, 2021 focused on the elements of the ELO expenditure plan to support learning recovery, and about the eight priority areas, to develop the 2021-22 LCAP. Principal Van Gardener met with the parent council to review plans and determine actions for 2020-21.

ELAC Parents completed the survey in Spanish. The EL Coordinator facilitated ELAC meeting that reviewed what actions the ELAC parents wanted.

Principal Van Gardner met with the teacher leadership team, whose members are part of the Twin Hills Teachers Association, and discussed goals and actions at staff meetings.

The LEA/Apple Blossom School consulted with SELPA as part of the Performance Indicator Review process.

Principal met with classified staff to review LCAP goals and actions.

Principal, Student Study Team and Intervention Coordinator, Reading Teacher, and Grade Level Teams review data: STAR Reading assessment, DIBELS, report cards; CAASPP results, and CELDT/ELPAC results. This year, student work was also closely reviewed due to distance learning and less formative assessment data available. Data is used to provide information on performance of significant subgroups.

Bimonthly report to the Board of Trustees by school principal includes actions taken to support and improve student learning, parent involvement, social emotional learning activities, and extracurricular opportunities.

Superintendent met with classified management to review LCAP goals and actions.

Board Meeting for Public Hearing of LCAP and Budget: June 24, 2021

Board Meeting for Approval of LCAP and Budget: June, 29, 2021

A summary of the feedback provided by specific stakeholder groups.

Discussions with parents at Education Foundation Meetings (principal) and information from the surveys show that overall parents are very satisfied with the academic and enrichment programs available at Apple Blossom School, even with distance learning followed by a hybrid model. There were many comments about the positive school culture. Parents in the survey and the parent council identified the following

areas to consider for learning recovery and/or enrichment and improvement of programs: Increase reading and math support; staff the maker space; staff the garden position again, increase counselor time to more than one day a week, add foreign language instruction. ELAC parents were very positive about the academic opportunities for their children. Even in this difficult year, of parents completing the survey: 93% state AB provides a high quality education; 94% state their child feels safe and connected to AB school; 94% state their child has access to standards aligned textbooks and technology resources; 95% report the buildings and grounds are clean and safe; 92% report receiving enough communication; and 86% report they are encouraged to participate and give input.

Review of Data - School assessment indicate there is still an achievement gap with low income and EL students. Current programs and services are positively influencing student achievement,. STAR assessment data administered in grades 3-5 in May, 2021 indicate significant learning loss in mathematics. Reading scores are on par with a normal year. An increase of planned services in reading and math, and the addition of services could have a positive effect on student achievement, especially in math achievement.

ELAC parents expressed gratitude for past homework support for primary grades and wish for it to continue as we fully open next year. They would like technology training for parents, and summer school.

SELPA consultation provided support for planning to reduce suspensions for students with disabilities.

Weekly, staff leadership team meets to de-brief professional development experiences, discuss curriculum materials, share information from grade-level meetings, plan of up-coming professional development, share strategies to support underachieving students, all part of the LCAP goals and actions. The leadership teamwork contributes to development of 2021-22 LCAP actions. Time for teachers to apply professional learning and to create units continues to be a need. We offer some substitute time for grade level meeting time to plan.

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

The LCAP was influenced by stakeholder input in these ways: Funding for part -time garden coordinator and curriculum; increase math intervention support teacher to .6; add student study team coordinator duties to reading intervention teacher increasing position to 1.0; continue with EL primary homework support; budget for after-school homework support with tutoring; increase counselor from .3 to .8. Provide professional development in peaceful playground via Soul Shoppe; hire a part -time maker space teacher with a focus on STEM and science; continue to provide 1:1 chromebooks for all students. Open summer day care/camp program.

Goals and Actions

Goal

Goal #	Description
1	To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals. Provide strong, inclusive instructional leadership that uses data in decision-making.

An explanation of why the LEA has developed this goal.

This goal was developed based upon data, using the Dashboard released in Fall 2019 and May 2021 local assessment data, as well as stakeholder input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support UPC students. The 2019 LCFF Evaluation Rubrics/Dashboard place all students in the green range for ELA. Socioeconomically disadvantaged students achieved in the green range. While the group declined by 5.8 points, they are 15.7 points above the standard. Socioeconomically disadvantaged and Hispanic students placed in the orange range declining by 9.6 and 11.6 points respectively. English Learners are too few to report color, yet they scored 2 points above the standard and increased by 9.7 points. In Math all students moved from the green range to yellow, declining 8.5 points. Socioeconomically disadvantaged students had a large increase in 2018 and reduced this increase by 4 points. They are in the orange range. Hispanic students also moved from yellow to orange and declined by 13 points. Teachers will benefit from continued professional development in student engagement strategies, mathematics curriculum planning, and using data to inform lesson planning. This will support all students.

We are implementing common core aligned ELA, Math, and NGSS curriculum materials that all have adoptions in recent years. We implement the adopted materials assessments and benchmarks to evaluate student learning and teacher planning in grade level teams. All teachers are highly qualified and actions include increased reading and math support, and continued 1:1 technology for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	Grades 3-5 ELA 65% Met or Exceeded Standard; Math 47% Met or Exceeded Standard. Hispanic students: ELA 60% Met or Exceeded				Increase by 5% number of students Met or Exceeded standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Standard, Math 48 % Met or Exceeded Standard.				
ELPAC/Reclassification Rate	Baseline: 32% increased one or more levels on ELPAC. Reclassification rate = 20% Establish ELPAC Baseline.				Increase by 5% number of students increasing one level on the ELPAC. Reclassification rate of 25%.
Highly Qualified Teachers	Baseline: 100% of teachers are highly qualified.				Maintain 100% of teachers as highly qualified.
Standards Aligned Instructional Materials, Teacher Survey, Parent Survey	100% of students have standards aligned instructional materials. 100% of teachers state they agree or strongly agree that Students have access to state standards across all disciplines				Maintain 100% of materials are standards aligned.
Physical Fitness Test	Baseline: 2019 Assessment 75% on average are in the Healthy Fitness Zone				Increase by 5% number of students in Healthy Fitness Zone.
Course Access	All students have access to core academic subjects (English, Math, NGSS, Social				Maintain 100% of students have access to core academic subjects.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Studies) and music, art, PE, library.				
UPC access to intervention and support.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.				Maintain high quality support programs as identified in Actions and Services for UPC and students with special needs.
Common Core State Standard Implementation, Teacher staff meeting input and Parent Survey	100% of ELA/ELD, Math, and NGSS CCSS fully implemented as documented by teacher survey or input at staff meeting.				Maintain 100% of ELA/ELD, Math, and NGSS and CCSS fully implemented as documented by teacher input via survey or staff meeting.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Teachers	1.1 Highly Qualified teachers in all classrooms	\$1,699,190.00	No
2	Reading Intervention Teacher	1.2 ELA Rtl leveled support program for intervention and challenge to meet individual student learning goals.	\$56,901.00	Yes
3	Special Education Teacher/IAs	1.3 Provide support services for students with disabilities and other students not meeting standards. One special education teacher and three instructional assistants, depending upon enrollment.	\$165,895.00	No
4	Grade level collaborative planning	1.4 Grade Level collaborative planning will occur weekly, and once a trimester may include a half day of release time.	\$8,143.00	No

Action #	Title	Description	Total Funds	Contributing
5	Math Support via Online Programs	1.5 Dreambox, IXL and other online math programs for all students	\$26,000.00	No
6	Reading Support via Online programs	1.6 Lexia Reading program to support emerging readers will be available to all students and support EL and struggling readers.	\$3,000.00	No
7	Enrichment Programs	1.7 Provide art, music and other enrichment classes. We are bringing back a garden assistant this year. Includes a .40 FTE Maker Teacher. PE is included in item 1.1.	\$114,231.00	No
8	Professional Development	1.8 Teachers will develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	\$21,215.00	No
9	1:1 Chromebooks for All Student	1.9 Provide and implement technology devices and use technology in learning and producing student work.	\$25,000.00	No
10	Instructional Materials	1.10 Provide standards aligned instructional materials.	\$27,950.00	No
11	Counselor	1.11 A Increase to .8 Counselor provides a wide array of service to students, teachers, and staff to support the accelerated learning of students who are not proficient and to support social emotional learning including Toolbox and Peaceful Playground.	\$82,656.00	Yes
12	Instructional Assistants	1.12 Provide instructional assistant for support services to underachieving students in math and ELA.	\$8,968.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	EL Coordinator	1.13 EL Instructional Assistant, 1FTE to support EL access to core ELA and ELD standards. Supervises after school primary homework club with Lexia Reading. Translate for IEPs and parent conferences.	\$60,344.00	Yes
14	Redesignated EL student support.	1.14 Redesignated EL students receive the same rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed.	\$0.00	Yes
15	Math Intervention Program	1.15 Math Instructional Support Teacher at 0.7 FTE will support grade level math achievement and work with classroom teachers to support small groups.	\$67,570.00	No
16	Technology IA	1.16 Technology IA maintains devices, provides technical support to teachers and staff, and assists students in the computer lab.	\$8,035.00	No
17	Reading and Intervention Coordinator	1.17 Reading support and Coordination of SSTs and referrals for struggling learners.	\$36,726.00	Yes
18	After School Learning Extension	1.18 After school homework clubs and tutoring will be available for primary and intermediate students to help with learning recovery.	\$8,122.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

An explanation of why the LEA has developed this goal.

This broad goal was selected using stakeholder survey data, suspension and discipline data, and campus safety factors. The campus is clean and safe and the goal supports continued campus maintenance programs. Students, parents, and teachers report a safe and friendly environment. Campus supervisors are respectful and receive regular support from the Principal. The counselor time was increased.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey Suspension Rates	86% of students stated they felt safe at school all or most of the time. (Baseline Less than 1%) and Expulsions (Baseline 0%)				90% of students state they feel safe at school on the Healthy Kids Survey or the Youth Truth Survey. Less than 1% suspensions and 0% expulsions.
Parent Survey given in Spring provided to all parents including UPC student parents, and provided in Spanish. We chose this survey as our experience shows we have a higher participation rate of UPC student parents.	Using 2019 survey data from when students were in school time to create baseline: 75% of parents, including parents of unduplicated students and students with exceptional need, attend conferences,				Increase parent participation in conferences and activities to 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>open house, and back to school night as reported on the parent survey. 81.8% of parents stated they agree or strongly agree that Apple Blossom School encourages parent participation. I</p> <p>The 2021 Survey matched these results with 85% of parents said they will attend the activities stated above when the continue and 86% state parent participation is encouraged.</p>				
FIT Survey	All ratings are good.				Maintain Good FIT ratings.
Attendance including Chronic Absenteeism.	Using 2019-20 data for more accurate Baseline: 96.78% Chronic Absenteeism: 2.9%				Maintain attendance above 96% and reduce chronic Absenteeism to below 2%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Learning (SEL) Support Programs.	2.1 Continue to provide SEL programs and implement with fidelity: Toolbox; Lifeskills and Peaceful playground.	\$0.00	No
2	Attendance	2.2 Monitor student attendance, send truancy letters, and support families.	\$2,800.00	No
3	Social Emotional Support - PrimaryPIP	2.3 Continue to offer PIP program to students K-3. Classified Salary/Benefits Resource 9050 funded 50% by contribution from unrestricted and 50% from ELO funding, Resource 7426.	\$15,943.00	No
4	Parent Outreach	2.4 Continue parent and community volunteer program with outreach, to UPC student parents, at ELAC, and at IEP meetings.	\$19,509.00	No
5	Custodial Services	2.5 Provide Custodial Services, site and grounds maintenance	\$228,984.00	No
6	Student Safety	2.6 Provide Campus Supervision	\$78,723.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.57%	162,007

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.

PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS

Needs

5% of out of the 355 are English Learners

Actions

To Serve English Learners:

Provide a Reading Intervention teacher.

Math and ELA Support Programs

Provide Enrichment Programs

Extended Learning Opportunities

Counselor

Instructional Assistants

Expected Outcome

2% increase in students making progress in ELPAC

PRINCIPALLY DIRECTED TO SERVE FOSTER YOUTH AND LOW INCOME STUDENTS

Needs

25 % of the 355 students are socially disadvantaged students. There were no Foster Youth.

Actions

To Serve English Learners:
Provide a Reading Intervention teacher.
Math and ELA Support Programs
Provide Enrichment Programs
Extended Learning Opportunities
Counselor
Instructional Assistants
Expected Outcome
3% increase in students moving to proficient on the Renaissance Assessment

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

According to the BASC LCFF Calculator, the Minimum Proportionality Percentage (MPP) for 2021-22 is 4.57%. To achieve minimum proportionality we are providing increased instructional services and a counselor. These services are increasing for unduplicated students by providing additional instructional support for English Learners and for students not proficient in ELA and math. The Intervention and Support Coordinator is increased to full-time. The cost of the additional support shown when compared to the cost of like staff in the base programs as well as adding new services surpasses the required 4.57%. funds will be spent on the students attending this elementary school. The school counselor's time was increased and will continue to principally serve unduplicated students by providing academic, social/emotional, and behavioral support. Research indicates counseling services support academic achievement in elementary schools (Barna, J. Bratt, P. Professional School Counseling, 2007). A .50 FTE instructional assistant will principally serve unduplicated students by providing small group support and tutoring as directed by the classroom teacher. Our experience is that when students receive targeted support within the regular classroom, they have improved learning and work completion. Continuing to provide a full-time EL instructional assistant will principally support unduplicated students with small group instruction and an after-school EL homework support program that includes Lexia Reading (Center for Public Education: Preparing ELs for Academic Success and What Works Clearinghouse, 2009.). The 1.0 Intervention and Student Support Coordinator will continue to provide instructional support to teachers and instructional assistants who work with unduplicated students, as well as other students. The Coordinator principally supports unduplicated students by analyzing student achievement data, providing support to grade-level teams in the implementation of common core state standards and differentiation, and offers small group reading instruction (Barnet, Angela, Using Data to Inform Instruction, 2011). Local data is available to demonstrate that the programs being implemented are effective. The technology coordinator provides assistance to teachers to work with Google Drive, select Apps for student use, and implement Dreambox, Lexia Reading, and IXL Math to support student learning. Lexia Reading is a research-based computer-assisted reading program that demonstrates significant gains in reading by students below proficient. Our experience with UPC shows us that using technology increases student motivation, engagement, and time on task.

In the plan you will see the following actions as contributing which are included as part of the increased percentage:

Goal 1, Action 2,3,11,13,17 Addressing Providing Basic Services for EL, FY, LI
Goal 2, Action3,6 Addressing Social and Emotional Well Being

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,415,406.00	\$258,096.00		\$92,403.00	\$2,765,905.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,611,898.00	\$154,007.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Teachers	\$1,699,190.00				\$1,699,190.00
1	2	English Learners Foster Youth Low Income	Reading Intervention Teacher	\$20,175.00			\$36,726.00	\$56,901.00
1	3	Students with Disabilities Below proficient	Special Education Teacher/IAs	\$118,018.00			\$47,877.00	\$165,895.00
1	4	All	Grade level collaborative planning	\$8,143.00				\$8,143.00
1	5	All	Math Support via Online Programs	\$26,000.00				\$26,000.00
1	6	All	Reading Support via Online programs	\$3,000.00				\$3,000.00
1	7	All	Enrichment Programs	\$60,583.00	\$53,648.00			\$114,231.00
1	8	All	Professional Development	\$7,614.00	\$5,801.00		\$7,800.00	\$21,215.00
1	9	All	1:1 Chromebooks for All Student		\$25,000.00			\$25,000.00
1	10	All	Instructional Materials		\$27,950.00			\$27,950.00
1	11	English Learners Foster Youth Low Income	Counselor	\$35,794.00	\$46,862.00			\$82,656.00
1	12	English Learners Foster Youth Low Income	Instructional Assistants	\$8,968.00				\$8,968.00
1	13	English Learners Foster Youth Low Income	EL Coordinator	\$60,344.00				\$60,344.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	14	English Learners Low Income	Redesignated EL student support.					\$0.00
1	15	All Students with identified needs.	Math Intervention Program		\$67,570.00			\$67,570.00
1	16	All	Technology IA	\$8,035.00				\$8,035.00
1	17	English Learners Foster Youth Low Income	Reading and Intervention Coordinator	\$36,726.00				\$36,726.00
1	18	All	After School Learning Extension		\$8,122.00			\$8,122.00
2	1	All	Social Emotional Learning (SEL) Support Programs.					\$0.00
2	2	All	Attendance	\$2,800.00				\$2,800.00
2	3	All Students with SEL needs	Social Emotional Support - PrimaryPIP	\$8,000.00	\$7,943.00			\$15,943.00
2	4	All	Parent Outreach	\$4,309.00	\$15,200.00			\$19,509.00
2	5	All	Custodial Services	\$228,984.00				\$228,984.00
2	6	All	Student Safety	\$78,723.00				\$78,723.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$162,007.00	\$245,595.00
LEA-wide Total:	\$162,007.00	\$245,595.00
Limited Total:	\$162,007.00	\$245,595.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Reading Intervention Teacher	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	\$20,175.00	\$56,901.00
1	11	Counselor	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	\$35,794.00	\$82,656.00
1	12	Instructional Assistants	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	\$8,968.00	\$8,968.00
1	13	EL Coordinator	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	\$60,344.00	\$60,344.00
1	14	Redesignated EL student support.	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Apple Blossom Elem		\$0.00
1	17	Reading and Intervention Coordinator	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	\$36,726.00	\$36,726.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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