

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Bolinas-Stinson Union School District
CDS Code:	21653006024137
LEA Contact Information:	Name: John A. Carroll Position: Superintendent Phone: 415 868 1603
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	\$3,988,853
LCFF Supplemental & Concentration Grants	\$66,370
All Other State Funds	\$250,083
All Local Funds	\$791,859
All federal funds	\$343,519
Total Projected Revenue	\$5,374,314

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$5,380,943
Total Budgeted Expenditures in the LCAP	\$793,797
Total Budgeted Expenditures for High Needs Students in the LCAP	\$25,000
Expenditures not in the LCAP	\$4,587,146

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$75,974
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-41,370
2020-21 Difference in Budgeted and Actual Expenditures	\$-75,974

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).	

LCFF Budget Overview for Parents

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CDS Code: 21653006024137

School Year: 2021-22

LEA contact information:

John A. Carroll

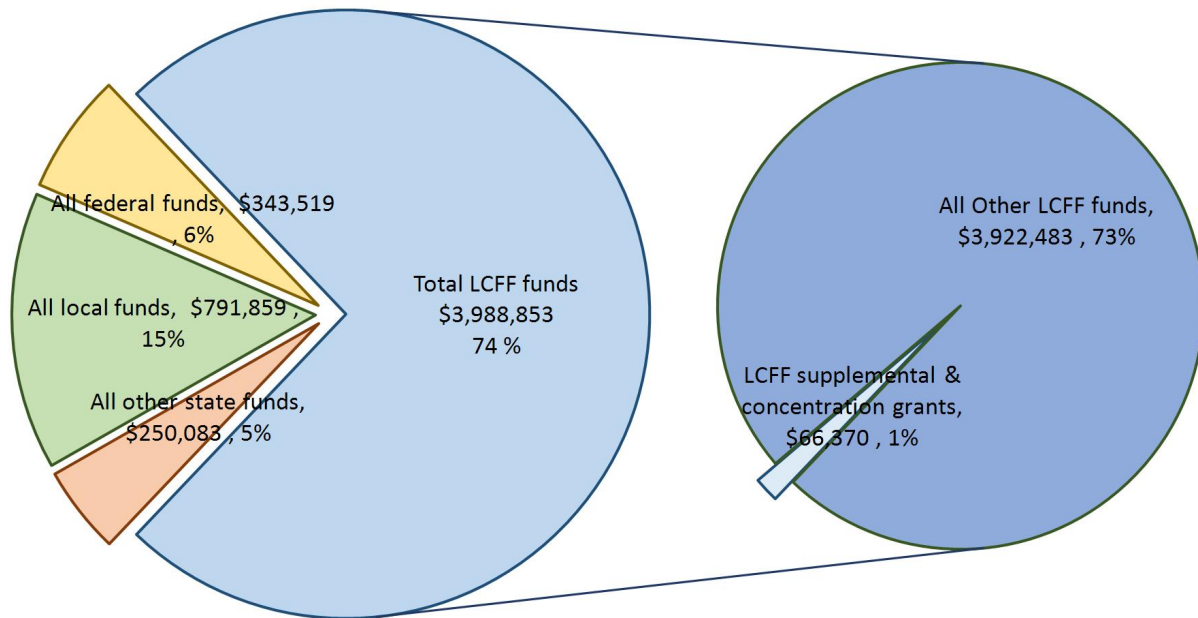
Superintendent

415 868 1603

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

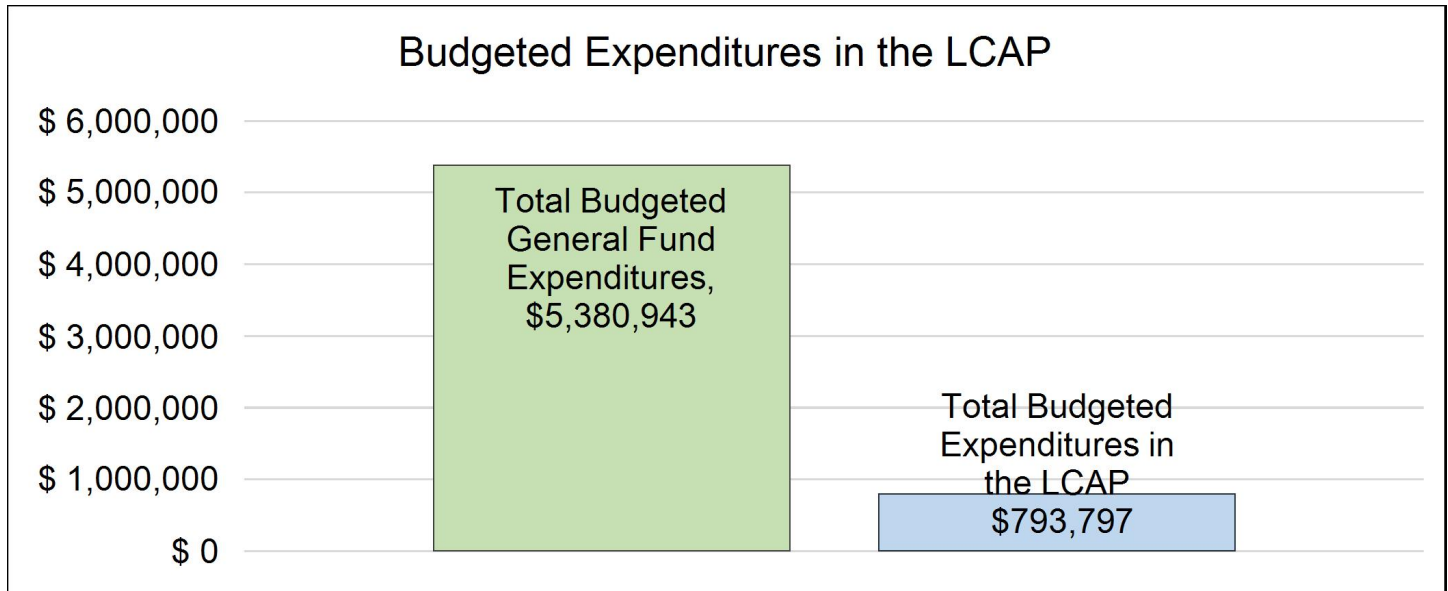


This chart shows the total general purpose revenue Bolinas-Stinson Union School District expects to receive in the coming year from all sources.

The total revenue projected for Bolinas-Stinson Union School District is \$5,374,314, of which \$3,988,853 is Local Control Funding Formula (LCFF), \$250,083 is other state funds, \$791,859 is local funds, and \$343,519 is federal funds. Of the \$3,988,853 in LCFF Funds, \$66,370 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 Bolinas-Stinson Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

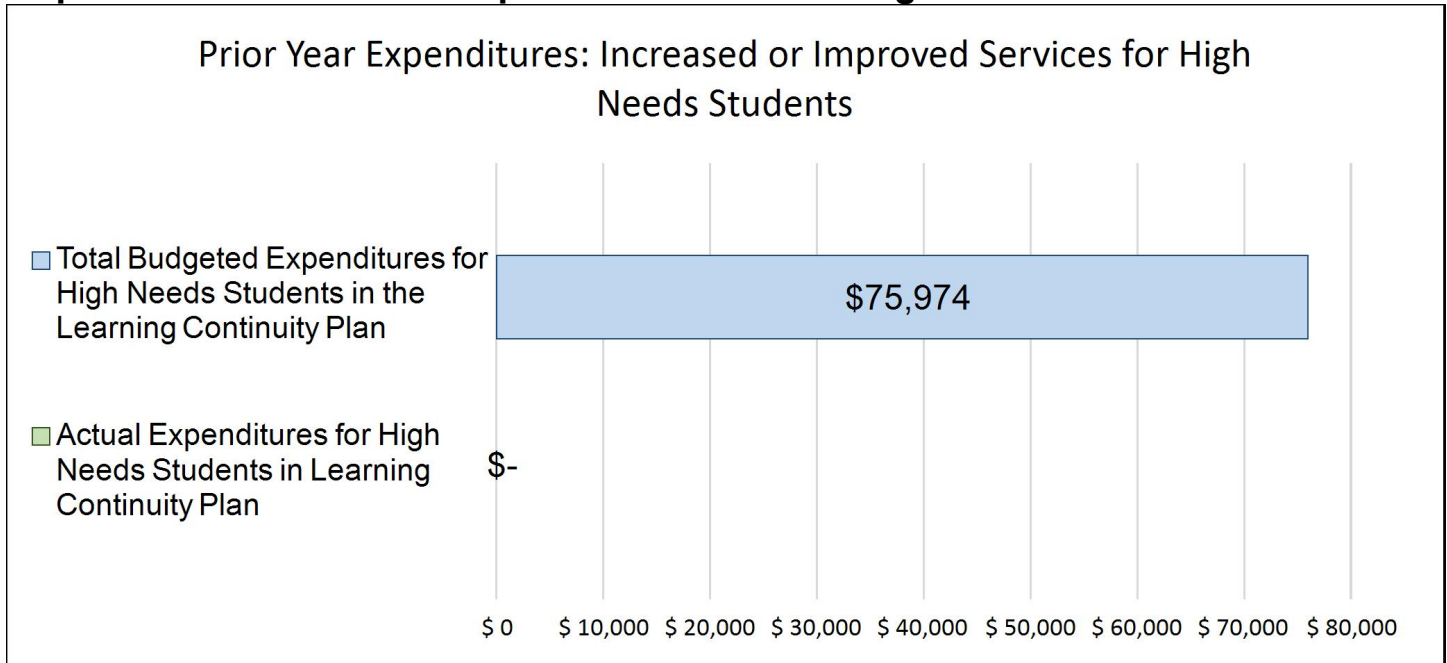
Bolinas-Stinson Union School District plans to spend \$5,380,943 for the 2021-22 school year. Of that amount, \$793,797 is tied to actions/services in the LCAP and \$4,587,146 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Bolinas-Stinson Union School District is projecting it will receive \$66,370 based on the enrollment of foster youth, English learner, and low-income students. Bolinas-Stinson Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bolinas-Stinson Union School District plans to spend \$25,000 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 Bolinas-Stinson Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Bolinas-Stinson Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Bolinas-Stinson Union School District's Learning Continuity Plan budgeted \$75,974 for planned actions to increase or improve services for high needs students. Bolinas-Stinson Union School District actually spent \$ for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Bolinas-Stinson Union School District	John A. Carroll Superintendent	jcarroll@bolinas-stinson.org 415 868 1603

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

Maintain parent participation in school programs (especially among families of English Learners and those who participate in the free and reduced lunch program) and expand opportunities for parents to participate in classroom activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of parents participating in school activities. Self Reflection tool 19-20 Continued benefit with improved parental involvement, improved core subject achievement among English Language Learners Has the percentage increased, decreased or stayed the same. Baseline Baseline will be re-established in 2017-18 Self reflection tool data from 2017-2018	<p>The Self-Reflection Tool showed that a substantial increase in parent participation occurred during the 19-20 school year especially after March 2020 when 80 parents begin participating in a new Task Force approved by the Board of Trustees. The modest improvement in parent participation prior to the COVID-19 Pandemic, notably in school wide events and site council and foundation membership cannot account for the dramatic increase in participation in re-opening efforts.</p> <p>Moreover, that profound increase in parent participation should be seen as an effect of the school closure and not as a result of the districts efforts to increase parent participation under normal conditions.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire additional teacher to ensure grade-level instruction in core academic areas and to provide additional outreach to parents at all grade levels. Designated Intervention teacher (differentiated assistance).	1.0FTE additional certificated staff 1000-1999: Certificated Personnel Salaries Federal Funds 134,341 Principal salary portion dedicated to outreach 1000-1999: Certificated Personnel Salaries LCFF Funding 122,572 District Secretary salary dedicated to community outreach 2000-2999: Classified Personnel Salaries LCFF Funding \$11,769	1.0FTE certificated staff 1000-1999: Certificated Personnel Salaries Federal Funds 89004.66 Principal salary portion dedicated to outreach 1000-1999: Certificated Personnel Salaries LCFF Funding 122,572 District Secretary salary dedicated to community outreach 2000-2999: Classified Personnel Salaries LCFF Funding 11,769
Compare parent participation rates against historical data and re-assess efforts as indicated.	Clerical salary- portion for updating data 1000-1999: Certificated Personnel Salaries Property Taxes \$500	Clerical salary- portion for updating data 1000-1999: Certificated Personnel Salaries Property Taxes \$500
Host parent and community forums to discuss significant issues and to inform decision making. Record and apply information from those events in order to inform decision making.	Superintendent and Principal's time in organizing events and analyzing feedback 5000-5999: Services And Other Operating Expenditures Property Taxes \$16,000	Superintendent and Principal's time in organizing events and analyzing feedback - see summary 5000-5999: Services And Other Operating Expenditures Property Taxes \$16,000
Offer Spanish classes to all staff to improve communication with Spanish speaking families.	Approximately \$300 per employee 1000-1999: Certificated Personnel Salaries Property Taxes \$3,000	300 2000-2999: Classified Personnel Salaries Property Taxes 300.00

Goal Analysis

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

The District used all funds and added funds for Actions/ Services.

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

More outreach was required due to the the extended school closure and the substantially increased need to include community members and staff in decisions relating to implementing a distance learning, hybrid and eventually a return to in-person learning. One of the major challenges was simply that administrative staff had to work more which was accomplished by extending hours, days and work year calendars. Classified and Certificated staff also had to adjust work schedules and be flexible in their work.

In action 3 - instead of doing community forums, we ended up doing something much more extensive - beyond the scope of what was planned.

Goal 2

Implement reading and mathematics programs that are articulated from grade to grade, consistent with the common core and designed to ensure grade level proficiency based on local and state standards. There will be no teacher missassignments.

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
<p>Metric/Indicator</p> <p>Teacher mis assignments</p> <p>Standards-based Report Card data</p> <p>Teacher-driven assessment</p> <p>CELDT scores</p> <p>Reclassification of EL students</p> <p>CAASPP scores</p> <p>Local Reflection tool</p> <p>Participation in a broad course of study including music, art and PE</p>	<p>There were no teacher missassignments.</p> <p>The standards-based report card indicated that many students continued to learn and grow throughout the pandemic. Teacher-driven assessments were not reliable indicators of quantifiable student academic growth. When school re-opens for in-person learning, the focus was on affective domains so some learning loss probably occurred with some students. However, all have benefited from a robust in-person program now at 5 days per week. CAASSP SCORES were not provided during the school closure.</p>

Expected	Actual
<p>19-20 Students will demonstrate improved mastery of content in math and reading as measured by local formative reading assessments, local formative math assessments, standards based report cards and test results.</p> <p>There will be no teacher misalignment.</p> <p>ELPAC scores will improve at similar rates anticipated in the previous year. Progress shown on the local reflection tool will be maintained.</p> <p>Students will be reclassified at a rate that is consistent with their ability. We will monitor long term ELs</p> <p>All students will continue to participate in a broad course of study including VAPA, PE as measured by growth against the report card - k-8 standards based.</p> <p>Baseline There were no teacher mis assignments</p> <p>Standards based report cards are being piloted in 2016-17 and will be updated at the end of the year.</p> <p>Teacher reporting indicates that the vast majority of students are meeting standards in math</p> <p>CASSPP scores from 2016 were high and showed a significant increase in ELA. In Math scores were high and increased.</p> <p>Local reflection tool showed ratings of above 3 in all areas.</p> <p>All student at Bolinas Stinson receive instruction in all courses including PE, Music and Art.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Use and adjust reading assessments; use assessment information to inform instruction for individual students.	No additional cost- teacher time during the work day 5000-5999: Services And Other Operating Expenditures Property Taxes 18,000 3000-3999: Employee Benefits Property Taxes 25,075 1,000	No additional cost. 5000-5999: Services And Other Operating Expenditures Property Taxes \$18,000 3000-3999: Employee Benefits Property Taxes 0
Staff will update assessments as necessary to ensure that they accurately measure student attainment of essential outcomes. Staff will also use assessment data to support students at all levels.	Staff time for PD and during meetings 1000-1999: Certificated Personnel Salaries Parcel Tax 69,526	Staff time for PD and during meetings 1000-1999: Certificated Personnel Salaries Federal Funds 38958.74
Provide on-going staff development opportunities for instructional staff in standards-based grading, response to intervention and reading and math	Staff time for collaboration 1000-1999: Certificated Personnel Salaries Parcel Tax 69,000	Staff time for collaboration 1000-1999: Certificated Personnel Salaries Parcel Tax 69,000
The LEA will provide an Instructional Assistant for each classroom to ensure that all students get necessary support to meet common core state standards.	Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 182,885	Instructional Aides- Added FTE for COVID 19 response 2000-2999: Classified Personnel Salaries Supplemental and Concentration 554833

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 funds for actions were implemented.

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

Considering the impact of the school closure in March of 2020, the LEA staff was reasonably successful in continuing progress toward reading and mathematics programs that are articulated from grade to grade, consistent with the common core and designed to ensure grade level proficiency based on local and state standards. Teachers continued to collaborate remotely and less frequently than they would have had school been conducted in-person. Local assessments in reading and math continued remotely.

Goal 3

Continue to support student engagement and creativity and problem solving skills by providing robust, diverse and in-depth instruction and integration in the arts and other subjects.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teacher observation Standards-based report card Number of problem/ project based activities available to students. 19-20 Students will demonstrate improved levels of understanding in the arts and in connections between arts concepts and essential understandings in other curricular areas as measured by data from a standards based report card. The chronic absenteeism rate will improve so that the LEA will not qualify for Differentiated Assistance support and the dropout rate will remain at zero.	Students demonstrate improved levels of understanding in the arts and in connections between arts concepts and essential understandings in other curricular areas as measured by data from a standards based report card. The chronic absenteeism rate improved so that the LEA did not qualify for Differentiated Assistance support and the dropout rate remained at zero.

Expected	Actual
<p>Baseline</p> <p>Baseline data to be gathered in spring of 2017</p> <p>Standards based data to be gathered in 2017</p> <p>At least 10 project/ problem based activities were available to students in 2016-2017</p> <p>favorable attendance rate, chronic absenteeism rate of 0% and Middle School Drop out rate of 0%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement new class configurations to provide greater opportunities for collaboration among students and teachers while guaranteeing dedicated single-grade instruction in core academic subjects.	<p>Cost of additional grade-level teacher (repeated from Goal 1, Action 1) 1000-1999: Certificated Personnel Salaries Federal Funds 347,000</p> <p>Instructions assistant for each classroom 2000-2999: Classified Personnel Salaries Property Taxes 100,000</p> <p>Benefits 3000-3999: Employee Benefits Property Taxes 169,000</p> <p>Property Taxes 78,000</p>	<p>Cost of additional grade-level teacher (repeated from Goal 1, Action 1) 1000-1999: Certificated Personnel Salaries Federal Funds 66206.85</p> <p>Instructions assistant for each classroom 2000-2999: Classified Personnel Salaries Property Taxes 349016.92</p> <p>Benefits 3000-3999: Employee Benefits Property Taxes 228614.43</p>
Continue to provide visual and performing arts instruction to all students every week and employ a certificated employee to lead collaboration and integration efforts.	Art Teacher 1000-1999: Certificated Personnel Salaries Parcel Tax 159,000	Art Teacher 2000-2999: Classified Personnel Salaries Parcel Tax 96228.68

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Mixed Media 2000-2999: Classified Personnel Salaries Parcel Tax 80,000 49,000 3000-3999: Employee Benefits Parcel Tax 30,000	Mixed Media Specialist 1000- 1999: Certificated Personnel Salaries Parcel Tax 83831.95 3000-3999: Employee Benefits Parcel Tax 75267.76
Provide professional development in project based learning for teachers.	Professional Development 5000- 5999: Services And Other Operating Expenditures Property Taxes 4,500	Professional Development 5000- 5999: Services And Other Operating Expenditures Property Taxes 4,500
Maintain current favorable attendance rate, improve chronic absenteeism rate so as not to qualify for Differentiated Assistance Program and maintain Middle School Dropout rate at 0%.	Cost of clerical time needed to keep accurate attendance records. 2000-2999: Classified Personnel Salaries Property Taxes 3,500	Cost of clerical time needed to keep accurate attendance records. 2000-2999: Classified Personnel Salaries Property Taxes 3,500

Goal Analysis

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

Actions and services were implemented more or less as planned.

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

Initial gaps in service delivery occurred at the start of the school closure and instruction had to be shifted to allow for distance learning.

Goal 4

Continue to develop an environmentally sustainable school culture in which student can see the connection between their own health, the health of the community and the planet.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School Climate Survey Teacher Observation Suspension and Expulsion 19-20 Students will have more frequent experience in accessing curriculum in an outdoor setting and thus making use of the natural world in building understanding in all subject areas. Survey data and teacher observation can be used to measure progress toward this goal. Suspension and expulsion rates will be maintained. Baseline Baseline survey data shows that students believe that school climate could be improved and that adults could do more to demonstrate that they care about students as individuals. The suspension rate was 2 and the expulsion rate was 0.	<p>The Climate Survey scheduled for Spring 2020 was not given.</p> <p>Students did not more frequent experiences in an outdoor setting unless such experiences were self-directed during the school closure. Teachers received feedback that some students participated in outdoor learning experiences but those were not measured or quantified in any way.</p> <p>Suspension rate was zero and there were no expulsions.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue or modify a social emotional learning program.	Program Costs 5000-5999: Services And Other Operating Expenditures Property Taxes \$8,000	Program Costs 5000-5999: Services And Other Operating Expenditures Property Taxes 8,000
Provide funding for outdoor/ garden oversight and integration into all subjects.	Portion of teacher's salary to support garden program 1000-1999: Certificated Personnel Salaries Property Taxes \$35,800 Benefits 3000-3999: Employee Benefits Property Taxes 27,000 Materials and Supplies 4000-4999: Books And Supplies Property Taxes 4,800	Portion of teacher's salary to support garden program 1000-1999: Certificated Personnel Salaries \$35,800 Benefits 3000-3999: Employee Benefits Property Taxes 27,000 Materials and Supplies 4000-4999: Books And Supplies Property Taxes 4,800
In conjunction with the ecology & outdoor science committee, Implement Wellness Committee objectives that will be developed for the year.	Fund 13 5000-5999: Services And Other Operating Expenditures Property Taxes \$500 Portion of Administrative time to facilitate committee meetings. 1000-1999: Certificated Personnel Salaries Property Taxes \$2,000	Funds not spent as planned 5000-5999: Services And Other Operating Expenditures Property Taxes 000 Funds not spent as planned 000

Goal Analysis

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

A strategic goal of increasing outdoor learning experiences was not fully realized because the school closed to in-person instruction in the early spring. However, planned spending related to staffing and materials was implemented as planned. While students did not access the garden program for the full school year, the garden was maintained.

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

A strategic goal of increasing outdoor learning experiences was not fully realized because the school closed to in-person instruction in the early spring. Significant re-development of the school garden occurred over the summer and into the fall. Committees dedicated to sustainability did not function fully after the school closure and individuals dedicated their time to pandemic-related measures. Notably the school lunch program (not funded under this section but related to the goal) adapted and continued to provide healthy meals to all students.

Goal 5

Increase long term student and family engagement and kindergarten readiness by offering a preschool (4-year old program)

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: Local Priority- Kindergarten Readiness

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Preschool Enrollment	Enrollment increased as the program expanded its age requirement to include 3-year olds.
Grade K teacher report of Kindergarten readiness.	Grade K teacher did not report Kindergarten readiness using the KSEP.
Parent satisfaction survey	High level of parent satisfaction was evident through feedback until the school closed in March.
19-20 Enrollment similar or higher than prior year adjusted for number of eligible students.	
Grade K teacher report of Kindergarten readiness using the KSEP and other assessments.	
High level of parent satisfaction as per survey	

Expected	Actual
<p>Baseline 2017-2018 will be the baseline year</p> <p>Grade K readiness report will be made in 2018-2019 one full year after program implementation.</p> <p>Survey data to be gathered in spring of 2018</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ Preschool Lead Teacher/ Director	<p>Preschool Director Salary 1000-1999: Certificated Personnel Salaries Property Taxes 170,000</p> <p>Preschool Instructional Assistant Salary 2000-2999: Classified Personnel Salaries Property Taxes 73,000</p> <p>3000-3999: Employee Benefits Property Taxes 32,000</p> <p>Preschool Materials and Supplies 4000-4999: Books And Supplies Property Taxes 56,000</p> <p>Property Taxes 5,000</p>	<p>Preschool Director Salary 2000-2999: Classified Personnel Salaries Property Taxes 75945.36</p> <p>Preschool Instructional Assistant Salary 2000-2999: Classified Personnel Salaries Property Taxes 43939.78</p> <p>3000-3999: Employee Benefits Property Taxes 54389.52</p> <p>Preschool Materials and Supplies 4000-4999: Books And Supplies Property Taxes 1417.13</p>
Employ Paraeducator for Preschool program to support English Language Learners and students who participate in the free and reduced lunch program.	<p>Preschool Instructional Assistant Salary 2000-2999: Classified Personnel Salaries Property Taxes 92,400</p> <p>Preschool Instructional Assistant Salary 3000-3999: Employee Benefits Property Taxes 32,000</p> <p>20,000</p>	<p>Preschool Instructional Assistant Salary 2000-2999: Classified Personnel Salaries 43939.78</p> <p>Preschool Instructional Assistant Benefits 3000-3999: Employee Benefits Property Taxes 21885.38</p>

Goal Analysis

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

All funds were implemented as planned.

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

The tuition-free preschool had another successful year in 2019-2020 and ran with robust enrollment close to the licensing maximum throughout the year. When the school closed at the onset of the COVID-19 pandemic, services to students declined significantly. The preschool staff including support staff continued to work remotely but (especially for the school's youngest children) the loss of in-person instruction proved to be a challenge that could not be overcome in a meaningful way.

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
Some students with disabilities that profoundly inhibit success in distance learning are scheduled to meet with support staff in person under safe conditions to receive targeted instruction and assessment.	0		No

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

Hiring paraeducator to support learning hub.

Analysis of In-Person Instructional Offerings

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

include stakeholder engagement

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of student computers	0		No
Purchase of staff computers and distance learning technology for staff	0		No
Teacher discretionary funding for technology/ remote access	0		No

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

Analysis of the Distance Learning Program

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of 1.6 FTE paraeducator including to monitor connectivity hub	75973.74		Yes

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Stakeholder engagement emphasis....

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

respond to this

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.

respond to this

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

respond to this

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.

respond to this

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,183,168.00	2,145,220.94
	21,000.00	79,739.78
Federal Funds	481,341.00	194,170.25
LCFF Funding	134,341.00	134,341.00
Parcel Tax	407,526.00	324,328.39
Property Taxes	956,075.00	857,808.52
Supplemental and Concentration	182,885.00	554,833.00

* 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	2,183,168.00	2,145,220.94
	104,000.00	0.00
1000-1999: Certificated Personnel Salaries	1,112,739.00	505,874.20
2000-2999: Classified Personnel Salaries	543,554.00	1,179,472.52
3000-3999: Employee Benefits	315,075.00	407,157.09
4000-4999: Books And Supplies	60,800.00	6,217.13
5000-5999: Services And Other Operating Expenditures	47,000.00	46,500.00

* 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	2,183,168.00	2,145,220.94
		21,000.00	0.00
	Property Taxes	83,000.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	35,800.00
1000-1999: Certificated Personnel Salaries	Federal Funds	481,341.00	194,170.25
1000-1999: Certificated Personnel Salaries	LCFF Funding	122,572.00	122,572.00
1000-1999: Certificated Personnel Salaries	Parcel Tax	297,526.00	152,831.95
1000-1999: Certificated Personnel Salaries	Property Taxes	211,300.00	500.00
2000-2999: Classified Personnel Salaries		0.00	43,939.78
2000-2999: Classified Personnel Salaries	LCFF Funding	11,769.00	11,769.00
2000-2999: Classified Personnel Salaries	Parcel Tax	80,000.00	96,228.68
2000-2999: Classified Personnel Salaries	Property Taxes	268,900.00	472,702.06
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	182,885.00	554,833.00
3000-3999: Employee Benefits	Parcel Tax	30,000.00	75,267.76
3000-3999: Employee Benefits	Property Taxes	285,075.00	331,889.33
4000-4999: Books And Supplies	Property Taxes	60,800.00	6,217.13
5000-5999: Services And Other Operating Expenditures	Property Taxes	47,000.00	46,500.00

* 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	288,182.00	240,145.66
Goal 2	365,486.00	680,791.74
Goal 3	971,000.00	907,166.59
Goal 4	78,100.00	75,600.00
Goal 5	480,400.00	241,516.95

* 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		
Distance Learning Program		
Pupil Learning Loss	\$75,973.74	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$75,973.74	

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		
Distance Learning Program		
Pupil Learning Loss	\$75,973.74	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$75,973.74	



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
Bolinas-Stinson Union School District	John A. Carroll Superintendent	jcarroll@bolinas-stinson.org 415 868 1603

Plan Summary [2021-22]

General Information

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

Bolinas-Stinson is a unique one-school district housed on two campuses on the western edge of Marin County. Enrollment for the last 10 years has held steady at about 100 students in grade pre-K through 8. The Stinson Beach campus houses a tuition-free public preschool for 3 and 4 year-olds as well as kindergarten and first grade. The Bolinas campus houses grades 2-8.

Bolinas-Stinson's school culture is influenced by a demographics and a funding system that are not obvious on the surface. The district is locally funded (deep basic aid) and therefore offers one of the highest per-pupil spending ratios in Marin County. However, the strong property tax base does not mean that its students are all wealthy. Perhaps one of the most telling features of the LEA is that nearly half of its

students qualify for the federal free and reduced lunch program in a community where even the most modest of homes sell for over a million dollars. This is due in large part to the presence of very expensive vacation homes within district boundaries. The school features a vibrant arts program, very small class sizes, fully-qualified staff and overt commitments to experiential learning, social emotional growth and racial equity. The school has deep support from its community and truly reflects the values of its residents. Students come from a wide variety of social, economic and ethnic backgrounds and the school strives to create a climate that is inclusive, engaging, academically challenging and supportive of each child as an individual learner.

Reflections: Successes

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

From the California School Dashboard website: "Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard." LEA staff thus remains perplexed that reporting the success and/or progress based on a review of the California School Dashboard has been included in the LCAP template for the 2021-2022 school year. Local data is more meaningful than the cipher provided by the Dashboard but is by no means robust due in large part to the school being in remote learning mode for several months in a year when a wide variety of local assessments were put on hold. When examining efforts (as distinct from measurable results) the LEA can be proud of a few things:

The District has made excellent progress in maintaining a data-based formative reading assessment allowing staff to identify student in need of additional support in a timely manner.

Implementation of a consistent math program continued even amid the profound challenges presented by the COVID-19 pandemic.

The LEA's transition to and implementation of a remote learning program was moderately successful. In a district not known for early adoption of digital technology, teachers and support staff pivoted quickly and student "attendance" during distance learning was reasonably strong. The district faced an enormous hurdle in the area of internet connectivity and struggled to ensure that all student had access to remote learning activities.

As the proverb says, "necessity is the mother of invention." The LEA truly rose to the occasion when efforts at remote instruction put a spotlight on the profound dearth of internet access in the community. After putting in sincere effort and a lot of hard work by procuring hot spots, exploring the idea of dish-based connectivity and nearly giving up hope, a grassroots connectivity committee succeeded in gaining support (financial and otherwise) for a system that would provide not only deeply discounted internet connectivity for students but also a viable path to affordable internet service to a remote community that has had a long-term need.

Of equal importance was the LEA's success in opening safely for in-person instruction far ahead of most districts in the state. The LEA enjoyed a profound level of stakeholder input and was able to open some classes in November and then grow the in-person program to five days per week for all students early in 2021. (Well, "enjoyed" might not be exactly the right word but the LEA was able to turn clear public sentiment into action in short order.)

The LEA's unique tuition-free preschool was successful in expanding to include 3-year-olds, filling in a significant gap in early childhood services in the community. The special COVID safety requirements for preschool, which are more restrictive than those for other grades made the implementation of the expanded program more difficult and staff met the challenge and was able to offer the highest quality program possible as quickly as possible.

This section of the "L"CAP cannot come close to describing what a challenging school year 2020-2021 has been. As the year draws to a close, the Bolinas-Stinson School Community should feel a legitimate sense of pride for having navigated the year as well as we did and gotten to a point where school even feels close to normal as summer arrives.

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.

Absent an updated California Dashboard, the examination of which is mandated by the same bureaucracy that has not updated it, the LEA relies heavily on verifiable observations of classroom practice and informal reports from staff. While academic achievement remains important, concerns about affective growth (social emotional learning) and mental health took center stage. The pandemic prevented the LEA from gathering reliable information about school climate and much time in the spring was spent in providing programs and activities that would support student resiliency. Moving into the 2021-2022 school year, we believe more work needs to be done in that domain. Additionally, ensuring equity for members of historically underserved student groups will require on-going attention beginning with gathering reliable data. Though standards-based curricula and reliable assessment tools are in place, the LEA should also focus on their continued implementation post-pandemic and with a relatively new faculty.

LCAP Highlights

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

The latest version of the state-mandated "Local" Control Accountability Plan ("L"CAP) features a brand-new state mandated template along with the same ironic title readers have come expect. (Readers should not be hornswoggled by template language and get the false impression that the "L"CAP provides additional funding of any kind. Look for these "L"CAP gems this year: Recognition of the LEA's nutrition program's contribution to improved serviced to student groups, a major move to provide on-going internet connectivity for all students, social emotional health programs like counseling and a re-commitment to experiential learning in the form of field trips and the arts. And remember, just because you don't see it in the "L"CAP doesn't mean we are not going to do it. We're hoping this document gives the reader a good idea of some of the things we want to accomplish without creating a document that is so long and requires so much compliance related back up that it puts readers to sleep and keeps administrators from doing important parts of their jobs. Enjoy!

Comprehensive Support and Improvement

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

Schools Identified

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

None of the LEA's schools were eligible for comprehensive support and improvement. (That's a good thing.)

Support for Identified Schools

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

N.A.

Monitoring and Evaluating Effectiveness

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

N.A.

Stakeholder Engagement

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

By accident, the COVID-19 closure created the most robust user satisfaction survey schools have ever seen. When a critical and complex service such as an in-person public school is suddenly taken away, its users apparently feel a strong motivation to share the things they valued most about the school with administrators and trustees. This has proven to be a more efficient way to find out what school communities really want than had been strategic planning meetings, climate surveys and site council meetings. Removing a critical service elicits feedback from an enormous number of people who have not had the inclination or perhaps the time to participate in traditional feedback channels. Even the most active parents and staff, the ones who volunteered for events, joined the site council and dutifully filled out the annual survey had their frame of reference shifted. Instead of asking “How can we make school better?” they found themselves starting from scratch and asking “What has my kid lost?” What was lost quickly took center stage and drove conversations for 14 months.

Before the pandemic began, the LEA had solicited stakeholder input through a systematic "Strategic Planning" process that began in 2016 and included focus groups, surveys and community forums. Key areas of interest arose during that process and the LEA had drafted many action steps and timelines for implementation by the time the school had to close to in-person learning in March of 2020. As alluded to above, stakeholder feedback increased exponentially and an entire new (parallel) process was authorized by the Board of Trustees. The formation of a school re-opening Task Force with a suggested membership of between 12 and 17 ballooned into an advisory group whose enrollment peaked at approximately 45 members attending regularly, over one-third of LEA families being represented directly. In order to manage the process, a subsequent “Steering Committee” was formed and quickly expanded to 23 members. Decisions about a wide variety of topics (some included in the Strategic Plan and most related directly to safety and re-opening) were discussed by the Task Force and subsequently by the steering committee and brought to the Board for approval before implementation. Other considerations were brought to the (much smaller) site council or to topic-specific subcommittees such as the Connectivity Committee, the Mental Health and Wellness Committee and the Preschool Committee all of which brought recommendations to the Board of Trustees.

Though the Strategic Planning Process was largely eclipsed by the more immediate needs of the Task Force (which serves also as the Parent Advisory Committee for the purposes of this plan for our district), The Strategic Plan itself survived and re-emerged in April and is (by May 2021) beginning to get the attention it had formerly received.

A major benefit of the pandemic (and subsequent move to on-line meetings) was an increase in attendance at school board meetings (up about 400% on average) coupled with a general lack of inhibition among audience members in expressing their thoughts, feelings and ideas. It would be an understatement to say that input was more robust and animated than it had been in the days before COVID-19. Student feedback was provided in two forms, first by proxy from parents who frequently quoted or paraphrased their children's sentiments while school was closed and later by students in person when school resumed. LEA administration thought it best to keep student feedback informal because so much time had been lost to pandemic considerations and adding formal tasks for children, especially as arcane as those called for by a state-mandated compliance document did not strike us as being in the best educational or social-emotional interests of students. We hope this local judgement will be viewed favorably by those tasked with monitoring the non-local requirements of the LOCAL

Control Accountability Plan. SELPA (Special Education Local Plan Area) feedback was gleaned through the SEP plan and sought as well by the Superintendent who participated as a Board member in the SELPA's Operational Steering Committee.

This new enthusiasm for participation pushed the LEA beyond discussions about safety and re-opening and into the realm of traditional school-related topics. When school re-opened for in-person instruction, meetings continued to enjoy higher levels of attendance and the Board was able to begin to steer input directly into the Long Range Plan and thus into the state-mandated “Local” Control Accountability Plan you see before you. It is the hope of the lead “L”CAP author that specific dates for meetings referenced above will not be demanded by the authorities responsible for approving the “L”CAP; it should be sufficient to say that from late July of 2020 until March 2021 formal meetings were held on a weekly basis and input was received by the administration nearly every day. Meetings with the administration and employee bargaining units continue on a weekly basis and are currently held at 7:00 on Tuesday Mornings.

A summary of the feedback provided by specific stakeholder groups.

Lay people reading the “L”CAP for the first time in 2021 may not be aware that some of the language in state-mandated template was written in a time when consensus among stakeholders could be assumed at least on the most substantive issues. The title “Summary of Feedback...” seems to indicate that template creators may have underestimated the polarity that would be made manifest during a pandemic; a polarity that might be summarized by two contradictory notions: "Open up the school!" and "Keep us safe by staying closed!"

Let us begin with the “open up” concept. Support for opening schools for in-person learning grew from the early days of the pandemic throughout the school year until the cries (figuratively and literally) for a robust in-person instruction reached fever pitch (figuratively). It does not feel honest to provide a summary of just that sentiment when the methods of its delivery might be equally salient. The desire to open school was expressed by its most ardent proponents in language and tone that ran the gamut from “polite and reserved” to “direct and insulting”. Regardless of tone and verbiage, the plea was sincere: many people, chiefly parents, wanted children back in school. Support for opening was far more evident than was any advocacy for a program or practice with the possible exception of employee safety.

Nearly as ardent, especially before January of 2021, were the less public demands to keep school closed. These demands were stated less colorfully with rare but spectacular exception. They eventually faded out after students returned in person but for months provided a fair counterpoint to re-opening arguments. As of May 2021, The LEA has heard no further advocacy for a return to remote instruction.

But let us not dwell on opening vs. closing. As mentioned in the section above, participation in formal and informal feedback channels remained robust well after re-opening and focused on topics that are perhaps more interesting to the readers of the “L”CAP:

Feedback indicates support the continuance of a standards-based curriculum and assessment system particularly in language arts (emphasis on reading) and math.

Racial equity is of paramount concern as well and has a great support from the Board, staff and parent community.

Closely related is an emphasis on inclusivity and addressing potential achievement gaps among English language learners.

Supporting a comprehensive arts program is still one of the key features of value to the entire school community.

Guaranteeing internet connectivity for all students and providing the tools they need to be successful in computer-based learning (whether at school or remotely) has arisen as a major objective.

Lastly, interest in improving school climate and social-emotional well-being of all students remains strong.

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

A cursory reading of the preceding section and/or of the goals and actions that follow should slake the reader's curiosity about this topic. However, stakeholder input in these areas can be found throughout the document and (we hope) will permeate the entire being of the reader much the same way as the closing number in a Broadway musical might inspire audience members to hum the tune on their way out the door, happy in their memory of the entire performance: Socio-emotional learning and health, experiential learning through the arts and field trips, support for English language learner and racial equity and on-going commitment to academic learning.

Goals and Actions

Goal

Goal #	Description
1	Support engagement in sustainability and health: The LEA will provide programs and activities to ensure students understand the connections between their learning and environmental sustainability, responsibility as community members and overall health of the planet and themselves. Support affective (social-emotional) growth and wellness for all students.

An explanation of why the LEA has developed this goal.

Since the school re-opening during the COVID 19 Pandemic, it is unclear what the impact has been on students' emotional health. Many of the LEA's robust programs and practices intended to facilitate mental health and affective growth were put on hold or altered so that their efficacy is uncertain. Social-emotional health was a primary theme that emerged through all stakeholder input channels and various action steps were suggested under this goal.

Robust stakeholder feedback confirmed the continued need to ensure the LEA gives students multiple opportunities to engage in authentic experiential activities beyond the traditional academic program especially those that will support the understanding of critical connections between learning and responsibilities to the community and the planet.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School climate survey	Baseline data to be gathered in 2022				Students will report the perception of a positive, supportive school community each year.
Number of students accessing counseling.	number of students participate in on-site or remote counseling with one fo the school's MFT therapists.				MFT Therapists will report that an appropriate number of students are accessing services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data/ analysis from school climate support partner group(s)	Data to be gathered in fall of 2021				Data from partners/ consultants such as Awakening Wisdom will indicate a positive, supportive climate.
Middle School Dropout Rate	0				Maintain 0
Suspension Rate	Total of 2 students suspended				0 Suspensions
Chronic Absenteeism	0.32				Reduce Chronic Absenteeism to a rate of 0.
Attendance rate	0.92				0.95
Expulsion rate	1 student expelled in 20-21				Reduce/eliminate expulsion rate.
Broad Course of study includes woodshop, gardening, ceramics, visual arts and PE (yoga)	100% of students have access to the rich course offerings				All students will continue to have access to all courses.
100% access to core enrichment as measured by the report cards and master schedule.	Course schedules reflect that 100% of students are accessing and be measured by their participation via report card				Maintain 100%
Student participation in field trips	Field trip participation baseline data to be determined in 2022.				Students will attend more than 4 field trips each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student participation in the garden program.	Garden program participation data to be gathered in 2021-2022.				All students will report active participation in the school garden each year.
Student participation in the healthy school lunch program	Approximately 30% of students participate in the lunch program. 100% of students who qualify for the federal free and reduced lunch program will participate.				100% of students who qualify for the federal free and reduced lunch program will participate in the school lunch program.
Measuring access to broad course of study	Student access is presently measured by report card monitoring - our baseline is ???				100% of students are able to participate in all courses - beyond ELA< Mathematics, Science and History/SS.

Actions

Action #	Title	Description	Total Funds	Contributing
1	On-site counseling/therapy services.	The LEA will continue to contract with a licensed (MFT) therapist who will work with students as needed.	\$55,000.00	No
2	Partner with school climate support consultant/ coach.	The LEA will contract with Awakening Wisdom to build a systematic and broad based approach to improving school climate.	\$8,300.00	No
3	Support the connection between physical activity and mental health.	The LEA will provide appropriate physical education support and dedicated minutes of physical activity each week for all students by employing a physical education specialist to support teachers in providing engaging physical activities.	\$84,175.00	No

Action #	Title	Description	Total Funds	Contributing
4	Fund field trips and other experiential activities	The LEA will continue financial support field trips as funding permits upon request of staff. The LEA will also support on-campus activities that provide students with experiences where their work will include problem solving and authentic audiences.	\$346,322.00	No
5	Provide a garden/ sustainability pro	The LEA will continue to feature a school garden and will develop a support structure to allow teachers to use the garden as a regular part of their instructional program.	\$15,000.00	No
6	Student nutrition	The district provides a holistic approach for physical & nutritional support of students. The LEA currently maintains a school cafeteria whose cost of operation exceeds annual federal & state reimbursement rates, requiring the district to cover encroachments with transfers from LCFF funds.	\$145,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Support engagement in sustainability and health: The LEA will provide programs and activities to ensure students understand the connections between their learning and environmental sustainability, responsibility as community members and overall health of the planet and themselves.

An explanation of why the LEA has developed this goal.

Robust stakeholder feedback confirmed the continued need to ensure the LEA gives students multiple opportunities to engage in authentic experiential activities beyond the traditional academic program especially those that will support the understanding of critical connections between learning and responsibilities to the community and the planet.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student participation in field trips	Field trip participation baseline data to be determined in 2022.				Students will attend more than 4 field trips each year.
Student participation in the garden program.	Garden program participation data to be gathered in 2021-2022.				All students will report active participation in the school garden each year.
Student participation in the healthy school lunch program	Approximately 30% of students participate in the lunch program. X% of students who qualify for the federal free and reduced lunch program will participate.				100% of students who qualify for the federal free and reduced lunch program will participate in the school lunch program.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fund field trips and other experiential activities	The LEA will continue financial support field trips as funding permits upon request of staff. The LEA will also support on-campus activities that provide students with experiences where their work will include problem solving and authentic audiences.	\$346,322.00	No
2	Provide a garden/sustainability pro	The LEA will continue to feature a school garden and will develop a support structure to allow teachers to use the garden as a regular part of their instructional program.	\$15,000.00	No
3	Student nutrition	The district provides a holistic approach for physical & nutritional support of students. The LEA currently maintains a school cafeteria whose cost of operation exceeds annual federal & state reimbursement rates, requiring the district to cover encroachments with transfers from LCFF funds.	\$145,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Support inclusivity and academic achievement for English language learners.

An explanation of why the LEA has developed this goal.

Over time the number of English Language Learners (ELL) enrolled in the LEA has fluctuated making it difficult to determine trends in outcomes. However, the minimal data the LEA has gotten in various years indicates that academic achievement may connected to ELL status. It is incumbent upon the LEA to examine this issue in more depth and ensure that its English language learners are achieving at the same level as their non- EL peers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Assessment	X number of ELL students Y number demonstrated improvement in ELPAC test scores over the prior year.				Improved CELDT scores evident in each school year.
Report of services/ access to ELL Outreach coordinator	Baseline data to be gathered in 2022.				100% of ELL students will report having received support from service provider(s)
CAASPP	18-19 baseline				
Reclassification Rate					
Implementation of standards in ELA, Math, Science and History/SS					You want to maintain and expand? Books - technology, etc...

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learners access to standards based learning	What is the baseline				where do you want to go?

Actions

Action #	Title	Description	Total Funds	Contributing
1	Update certificated staff on ELL status.	Ensure all teachers and support staff are aware of students' EL status At the beginning of the year, all teachers and paraeducators will confirm receipt of current information about the status of English language learners and will be informed of any status changes	\$5,000.00	No
2	Contract for EL support and outreach coordinator services.	Determine an appropriate structure and implement agreement(s) to provide outreach from the LEA to the families of English learner students to support inclusivity, ELPAC testing, translation, referral for services and provision of additional resources as needed.	\$50,000.00	No
3	Ensure internet connectivity for all English Learner students.	Survey families of all English Learners to determine internet connectivity at home and support as needed by contracting with internet providers to supplement the cost to families.	\$45,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Ensure all students have access to reliable internet at home and school and have access to the technological tools they need to be successful in school regardless of the instructional delivery model.

An explanation of why the LEA has developed this goal.

Stakeholder feedback and exhaustive research demonstrated the need for improved internet connectivity for all students and staff in 2020-2021. Due to the LEA's remote location it was clear that even before the pandemic, reliable internet in hampered the ability of students to access internet based learning activities. This was especially notable in student groups where access was lower than for others. In-person learning is not the sole solution to this problem as students who have trouble accessing the internet struggle to keep up with work away from campus and during closure due to fire, weather and or air quality.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey of home internet connectivity	LEA has supported installation of internet access to X% of student homes.				100% of students report affordable reliable internet access at home.
Survey of computer access.	LEA has provided access to a computer for every student who needs one.				100% of students will have access to a computer at school as needed and at home.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplement internet cost for students.	The LEA will collaborate with internet service providers new to the community to supplement the cost for home internet for foster youth and low income students.	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Provide access to computers as needed for all students.	The LEA will maintain a supply of computers sufficient to ensure that every student's technology needs are met at school and at home.	\$15,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.71%%	\$66,370

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.

The needs of foster youth, English learners and low income students were considered first in the development of goals and action steps and prior to the consideration of all other stakeholder input. The primary author of the LCAP met with other members of the school administration and discussed the inclusion and emphasis of goals related to those subgroups as outlined below:

Goal #3 Action #3: Survey families of all English Learners to determine internet connectivity at home and support as needed by contracting with internet providers to supplement the cost to families. Cost of action: \$45,000. This action is limited to our EL students.

Goal #4 Action #1: The LEA will collaborate with internet service providers new to the community to supplement the cost for home internet for foster youth and low income students. Cost of action:\$25,000 This action is limited to our LI and FY students.

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

An increase/ improvement of services for foster youth, English learners and low-income students is evident in the provision of the student, supplemented internet connectivity, access to technology. This is a 100% increase in service to our students who need more to get the same.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$473,300.00	\$5,000.00	\$756,819.00	\$65,000.00	\$1,300,119.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,156,819.00	\$143,300.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	On-site counseling/ therapy services.	\$55,000.00				\$55,000.00
1	2	All	Partner with school climate support consultant/ coach.	\$8,300.00				\$8,300.00
1	3	All	Support the connection between physical activity and mental health.			\$84,175.00		\$84,175.00
1	4	All	Fund field trips and other experiential activities	\$10,000.00		\$336,322.00		\$346,322.00
1	5	All	Provide a garden/ sustainability pro	\$15,000.00				\$15,000.00
1	6	All	Student nutrition	\$145,000.00				\$145,000.00
2	1	All	Fund field trips and other experiential activities	\$10,000.00		\$336,322.00		\$346,322.00
2	2	All	Provide a garden/ sustainability pro	\$15,000.00				\$15,000.00
2	3	All	Student nutrition	\$145,000.00				\$145,000.00
3	1	All	Update certificated staff on ELL status.		\$5,000.00			\$5,000.00
3	2	All English Learners	Contract for EL support and outreach coordinator services.				\$50,000.00	\$50,000.00
3	3	English Learners Low Income	Ensure internet connectivity for all English Learner students.	\$45,000.00				\$45,000.00
4	1	Foster Youth Low Income	Supplement internet cost for students.	\$25,000.00				\$25,000.00
4	2	All	Provide access to computers as needed for all students.				\$15,000.00	\$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$70,000.00	\$70,000.00
LEA-wide Total:	\$70,000.00	\$70,000.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Ensure internet connectivity for all English Learner students.	LEA-wide	English Learners Low Income	All Schools	\$45,000.00	\$45,000.00
4	1	Supplement internet cost for students.	LEA-wide	Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00

Annual Update Table Year 1 [2021-22]

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

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

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.