

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Lagunitas Elementary School District
CDS Code:	21653590000000
LEA Contact Information:	Name: John Carroll Position: Superintendent Phone: (415) 488-4118
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	\$2,829,623
LCFF Supplemental & Concentration Grants	\$61,704
All Other State Funds	\$182,765
All Local Funds	\$1,172,580
All federal funds	\$71,888
Total Projected Revenue	\$4,256,856

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4,369,301
Total Budgeted Expenditures in the LCAP	\$329,817
Total Budgeted Expenditures for High Needs Students in the LCAP	\$139,918
Expenditures not in the LCAP	\$4,039,484

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$35,814
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$39,212

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$78,214
2020-21 Difference in Budgeted and Actual Expenditures	\$3,398

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).	\$87,500 Transfer Out of General Fund to Cafeteria Fund to ensure meal access for students. Not included in the LCAP: Staff salary, other operating expenditures and administrative costs.

LCFF Budget Overview for Parents

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

CDS Code: 21653590000000

School Year: 2021-22

LEA contact information:

John Carroll

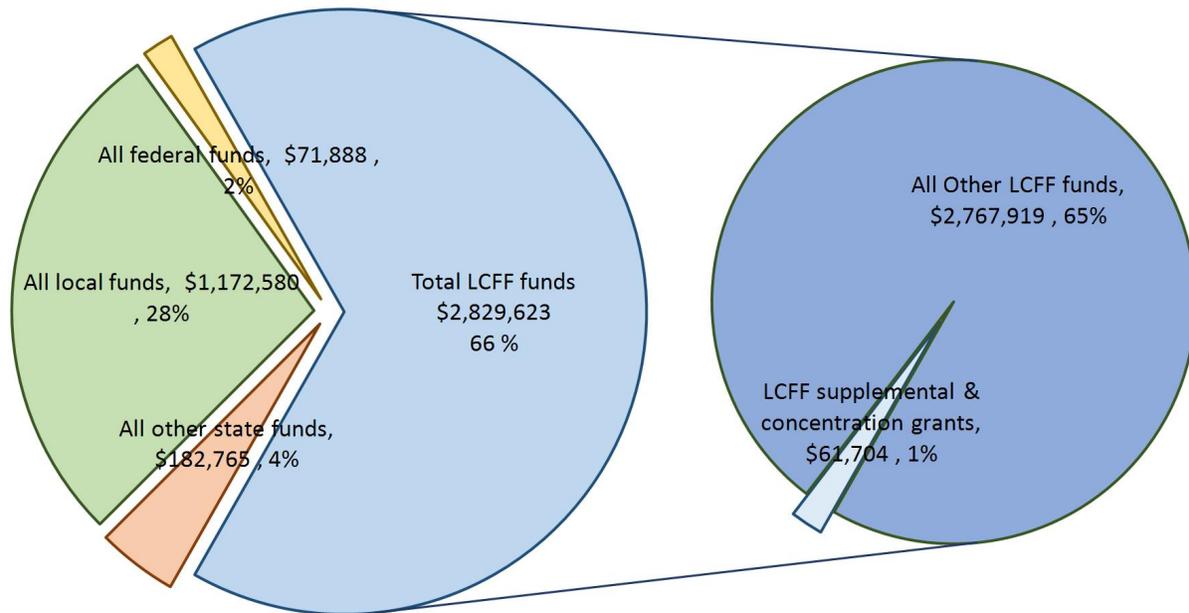
Superintendent

(415) 488-4118

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

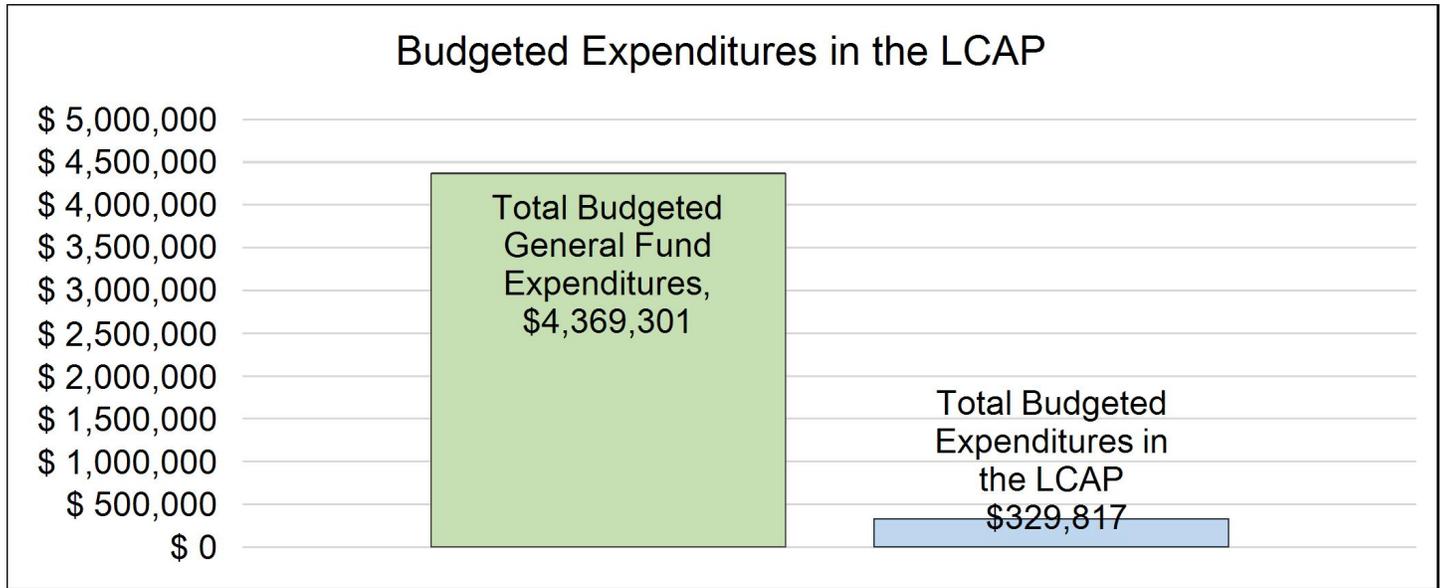


This chart shows the total general purpose revenue Lagunitas Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Lagunitas Elementary School District is \$4,256,856, of which \$2,829,623 is Local Control Funding Formula (LCFF), \$182,765 is other state funds, \$1,172,580 is local funds, and \$71,888 is federal funds. Of the \$2,829,623 in LCFF Funds, \$61,704 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 Lagunitas Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Lagunitas Elementary School District plans to spend \$4,369,301 for the 2021-22 school year. Of that amount, \$329,817 is tied to actions/services in the LCAP and \$4,039,484 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

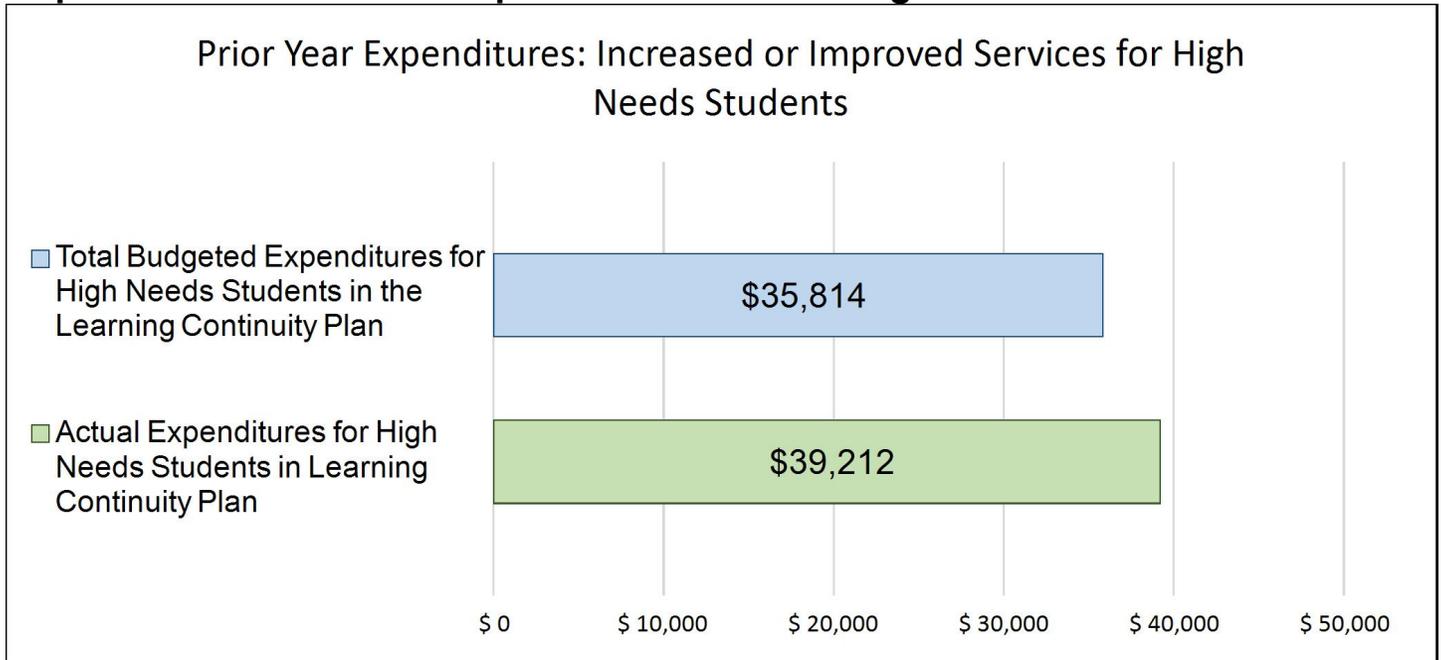
\$87,500 Transfer Out of General Fund to Cafeteria Fund to ensure meal access for students. Not included in the LCAP: Staff salary, other operating expenditures and administrative costs.

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

In 2021-22, Lagunitas Elementary School District is projecting it will receive \$61,704 based on the enrollment of foster youth, English learner, and low-income students. Lagunitas Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lagunitas Elementary School District plans to spend \$139,918 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 Lagunitas Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Lagunitas Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Lagunitas Elementary School District's Learning Continuity Plan budgeted \$35,814 for planned actions to increase or improve services for high needs students. Lagunitas Elementary School District actually spent \$39,212 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
Lagunitas Elementary School District	John Carroll Superintendent	www.lagunitas.org (415) 488-4118

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

Continue to develop and implement articulated expectations for student achievement at developmentally appropriate levels from kindergarten through grade 8 in mathematics and reading. Ensure that benchmarks are consistent with the expectations of the different programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Student progress toward standards as reported using a standards-based reporting in each program.</p> <p>CAASPP scores, local assessments consistent with program pedagogy and ELL proficiency rates and Local Reflection tool.</p> <p>Monthly parent meetings - parent survey tool</p> <p>19-20 Measurable improvement in literacy, mathematics and ELL proficiency rates. Improvement in results of from the Local Reflection Tool. CAASSP Scores. F&P Reading Scores. Math course placement in grade 9- after graduation.</p> <p>Maintain level of parent participation and engagement that informs school decisions.</p>	<p>The Standards-based report card was not used with fidelity due to changes in the instructional model brought about by COVID-19 related school closures. The school remained in substantially in Distance Learning Mode from March 15, 2020 well into the 20-21 school year. Staff re-focused professional development efforts away from project based learning toward training related to remote instruction and safety. Other assessment tools such as the CAASPP and ELL Proficiency testing could not be used as reliable measure of improved literacy or math.</p>

Expected	Actual
<p>Baseline Local reflection tool data from 2016-2017 ELL proficiency rates as of June 21017 Individual CAASPP scores for students who took the test.</p> <p>Monthly parent engagement - The Open Classroom Parent group attended by teachers and parents</p> <p>Montessori - PTO - monthly meeting</p> <p>Middle School parent group - monthly meeting</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Update final (amendable) standards based reporting system in grades 6-8 to ensure that staff develops essential standards in accordance with the Common Core State Standards.</p>	<p>Professional Development on SBG, PBL 1000-1999: Certificated Personnel Salaries Base \$10,198</p> <p>Professional development on SBG, PBL for all MS / Principal - Benefit cost. 3000-3999: Employee Benefits Base \$3,000</p> <p>REAP - Salary 1000-1999: Certificated Personnel Salaries Base \$6,923</p> <p>REAP-Benefits 3000-3999: Employee Benefits Base 10,198</p>	<p>Professional Development: Safety, distance learning. 1000-1999: Certificated Personnel Salaries Base</p> <p>REAP - Salary 1000-1999: Certificated Personnel Salaries Base \$6,923</p> <p>REAP-Benefits 3000-3999: Employee Benefits Base 10,198</p>
<p>Continue to implement and update reading and math program and assessments.</p>	<p>Professional development and release time for teachers - Salary Cost 1000-1999: Certificated Personnel Salaries Base \$5,000</p>	<p>Professional Development only. (Certificated) Distance Learning and safety. 1000-1999: Certificated Personnel Salaries Base \$5000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Professional development and release time for teachers - Benefits Cost 3000-3999: Employee Benefits Base \$5,000 Instructional Materials & Supplies - Lottery funding 4000-4999: Books And Supplies Lottery \$4,500 Instructional Books, Materials & Supplies 4000-4999: Books And Supplies Mandated Cost Funds \$3,400	Associated Benefits 3000-3999: Employee Benefits Base \$5,000 Instructional Materials & Supplies - Lottery funding 4000-4999: Books And Supplies Lottery Instructional Books, Materials & Supplies 4000-4999: Books And Supplies Mandated Cost Funds
Employ specialist to provide enhanced reading assessment and intervention for students who have not met essential learning outcomes in reading. Principal will oversee student referral process.	IA - Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 27939 IA - Benefits 3000-3999: Employee Benefits Supplemental and Concentration 8619	IA (Paraeducator Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$27,293 Paraeducator Benefits 3000-3999: Employee Benefits Supplemental and Concentration

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 Lagunitas School District made a dramatic shift away from planned actions and services that would have been appropriate for in-person learning in the second half of the 2019-2020 school year. Instead, the LEA put substantial energy and resources into training staff and providing the instructional resources necessary to provide a remote learning program designed to meet the basic academic needs of all students.

For example, the LEA committed to providing reliable internet connections and computers for all students and supported teachers as they selected on-line learning tools and programs.

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

The LEA was very successful in ensuring that all students were able to (and did) participate in a remote learning program that had been implemented under emergency conditions. On- line attendance stayed above 90% and was often in the 95%- 97% range. Teachers' reporting showed that many students were able to access the program well enough to maintain basic skills. Challenges included the need to assess numbers of students who needed computers and/or more reliable internet connections and getting teachers trained(from remote locations) in instructional models that were new to them. The LEA did not receive significant relief from state agencies that continued to express the need to add or modify compliance and reporting tasks, compromising the time support staff and administrators could spend on work more directly related to the LEA's mission.

Goal 2

Improve the school's social climate so that students understand connections between their own physical and emotional health and the health of the community and the planet.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Suspension and expulsion rates should be maintained at current low levels.</p> <p>Chronic absenteeism rate should remain at current low levels.</p> <p>Middle School Drop out rate should remain at zero.</p> <p>Student survey should demonstrate that emotional challenges related to school attendance have improved over the prior year and that actions listed under this goal are mentioned as positive or popular with students.</p> <p>Students in grades K-6 will participate in food cultivation, preparation and waste management. Garden coordinator will assess student understanding of how those activities relate to overall wellness.</p>	<p>Suspension rates remained at low levels.</p> <p>There were no expulsions</p> <p>There were no drop-outs</p> <p>Student survey was not given in 2019-2020</p> <p>Students in grades K06 did participate in food cultivation, preparation and waste management until the school closed to in-person instruction in mid March 2020.</p> <p>Remote attendance was high</p>

Expected	Actual
<p>19-20 Suspension and expulsion rates should be maintained at current low levels.</p> <p>Chronic absenteeism rate should remain at current low levels.</p> <p>The attendance rate will remain very high.</p> <p>Middle School Drop out rate should remain at zero.</p> <p>Student survey should demonstrate that emotional challenges related to school attendance have improved over the prior year.</p> <p>Students in grades K-6 will participate in food cultivation, preparation and waste management. Garden coordinator will assess student understanding of how those activities relate to overall wellness.</p>	

Expected	Actual
<p>Baseline Expulsion rate is zero. Two students were suspended in the prior year (2016-2017)</p> <p>Chronic absenteeism rate is zero.</p> <p>Attendance rate is very high.</p> <p>Middle School Drop out rate is zero.</p> <p>8.1% of students surveyed reported circumstances or incidents that involve emotional challenges during 2016-2017.</p> <p>51% of students reported having a positive view of incidents or activities related to this goal.</p> <p>Students in grades K-6 participated in food cultivation, preparation and waste management.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue the garden program and facilitate integration with core subjects in all grades.</p>	<p>Garden Coordinator Salary - Grant 2000-2999: Classified Personnel Salaries Garden Grant Goal \$10,000</p> <p>2000-2999: Classified Personnel Salaries General Funds \$875</p> <p>Garden Coordinator Benefits - portion not covered by grant 3000-3999: Employee Benefits General Funds \$1,300</p>	<p>Garden Coordinator- did not re-hire during pandemic. 2000-2999: Classified Personnel Salaries Garden Grant Goal 1,598</p> <p>Portion of maintenance staff time dedicated to keeping the garden alive 2000-2999: Classified Personnel Salaries General Funds</p> <p>Garden Coordinator Benefits - portion not covered by grant 3000-3999: Employee Benefits General Funds 177</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Garden Materials & Supplies 4000-4999: Books And Supplies General Funds \$221 \$650	Garden Materials & Supplies 4000-4999: Books And Supplies 78
Assess student and staff achievement of wellness goals and adjust programs as necessary. Implement year 2 of PBIS climate survey, re-form wellness committee.	Principal Time- Salary 1000-1999: Certificated Personnel Salaries General Funds \$2,000 Principal Time - Benefits 3000- 3999: Employee Benefits General Funds \$500 Superintendent services (Superintendent is contracted from another LEA) 5800: Professional/Consulting Services And Operating Expenditures \$5,000	Program was not implemented in 2019-2020 due to school closure NA NA
Continue the successful Middle School Social Emotional Learning program and continue to monitor student interest staff support.	Cost of Social Emotional Learning Program 5000-5999: Services And Other Operating Expenditures General Funds \$6,000 Counseling Services - portion of the cost 5000-5999: Services And Other Operating Expenditures Parcel Tax Funds \$4,000	Cost of Social Emotional Learning Program (Truncated) 5000-5999: Services And Other Operating Expenditures General Funds \$6,000 Counselinf Services 5000-5999: Services And Other Operating Expenditures Parcel Tax Funds \$5,000

Goal Analysis

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

Funds allocated for any program requiring physical attendance at school from March 15 through June 15 were not implemented in full and in some cases were not implemented at all. The garden program essentially ended on March 15 and the coordinator resigned. Facilities staff did basic maintenance so that the garden would not die completely. The PBIS student survey was not implemented in the spring as planned because with school being closed it didn't seem reasonable to try to measure student perception of school.

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

The section above (Description of how funds were not implemented) says a lot about the challenges the LEA faced especially in the spring of 2020. An on-going challenge that should be noted whenever possible was the presence of state compliance mandates which changed very little and even increased as other conditions changed dramatically including a puzzling requirement to complete an LCAP Annual Update months after the conclusion of a school year during a global pandemic and after the LEA was required to complete redundant documents such as the COVID Operations report. The successes the LEA can be proud of are getting nearly every student connected to on-line learning with a 95% attendance rate and getting staff prepared for what would be wild ride the following year.

Goal 3

Implement literacy support program for students who have not achieved grade level proficiency in reading and who are not meeting standards in writing.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Teacher observation</p> <p>Referrals to tier 2 intervention</p> <p>Percentage of ELL students referred to tier 2 intervention. (should be similar to the ratio of ELL students to the total enrollment)</p> <p>Progress measured by F&P Scores, Orton-Gillingham or other teacher/ program selected measures.</p> <p>Observation by intervention specialist.</p> <p>Level reading library</p> <p>Adequate materials and supplies - teacher selected and approved by staff and administration</p>	<p>In 2019-2020 Teacher observation indicated that despite school shutting down, many students remained at grade level in reading. State testing data was insufficient to measure student progress and the COVID-19 pandemic made it difficult to get an accurate idea of student reading levels.</p> <p>Attendance rates as noted under Goal 2 were well above 80%.</p> <p>Implementation of leveled libraries was, as a result of the pandemic, not as robust as we would have liked. However, remote instruction and assessment continued. The LEA anticipates significantly more data at the conclusion of the 2020-2021 school year after students being in school for several weeks. We hope you look forward to that year's annual update which could come any time during the next 3 or 4 years.</p> <p>The Reading Intervention program was discontinued and students in need of support were assigned to work on-to-one and in small groups with RSP Assistants which the LEA believes was very effective.</p>

Expected	Actual
<p>19-20 Increase in numbers of students who have met grade level expectations in reading in accord with state standards. Teachers in each program will, as they deem appropriate, use leveled reading scores to measure student growth. Students who have been identified as needing extra support will be assessed by to determine grade level achievement in reading and will demonstrate growth as measured by locally established reading scores and teacher observation. All teachers will be fully credentialed to provide instruction in their subject areas and there will be no missassignments. The attendance rate will be 90% or above.</p> <p>Baseline Teachers reported that the majority of students were at appropriate levels and making gains in reading.</p> <p>12% of students in grades K-6 were referred to tier 2 intervention with the reading intervention specialist.</p> <p>Of all students referred to tier 2 intervention 16% were ELL.</p> <p>All students referred to tier 2 intervention made substantial progress in reading and some made two years of progress as measured</p> <p>Intervention specialist reported that intervention had been successful with all participants.</p> <p>All classrooms have the teaching materials and supplies that they need to teach all grade levels</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide continuing staff development for teachers in reading instruction and continue to contract with Bay Area Writing Project (BAWP) to provide teachers with coaching and researched-based support for writing instruction within the classroom.</p>	<p>Cost of Teachers Salary 1000-1999: Certificated Personnel Salaries General Funds \$5,000</p> <p>Cost of Teachers Benefits 3000-3999: Employee Benefits General Funds \$2,500</p> <p>Cost of Principal Time - Salary 1000-1999: Certificated Personnel Salaries Base \$6,000</p> <p>xc 3000-3999: Employee Benefits Base \$1,300</p> <p>Cost of Supt. time 5000-5999: Services And Other Operating Expenditures Base \$5,215</p> <p>Cost of BAWP consultant in 19-20 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds \$2,250</p>	<p>Cost of Teachers Salary 1000-1999: Certificated Personnel Salaries General Funds \$6,580</p> <p>Cost of Teachers Benefits 3000-3999: Employee Benefits General Funds \$1,345</p> <p>Cost of Principal Time - Salary 1000-1999: Certificated Personnel Salaries \$3,996</p> <p>Cost of Principal Time - Salary 3000-3999: Employee Benefits Base \$816</p> <p>Cost of Supt. time 5000-5999: Services And Other Operating Expenditures Base \$\$3,948</p> <p>Cost of BAWP consultant in 19-20 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds \$2,000</p>
<p>Update leveled libraries as needed</p>	<p>Cost of Books - From One Time Funding 4000-4999: Books And Supplies General Funds \$1,000</p> <p>Cost of Books 4000-4999: Books And Supplies Lottery \$1,000</p>	<p>Cost of Books - From One Time Funding 4000-4999: Books And Supplies General Funds \$778</p> <p>Cost of Books 4000-4999: Books And Supplies Lottery \$3,801</p>
<p>Provide targeted instruction for students who are significantly below grade level in reading. Reading specialist will work directly with students who qualify for tier 2 intervention to ensure that they achieve grade-level reading within the same school year. The Principal will oversee the whole intervention program and oversee the student referral process.</p>	<p>Cost of reading intervention specialist. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>Reading coach/ consultant 5000-5999: Services And Other</p>	<p>Cost of RSP Assistants to support intervention 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>Reading Coach Consultant 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Operating Expenditures General Funds \$8,000</p> <p>IA Salary - Amount of \$26,995 already included under Goal 1, Action 3 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p> <p>Teacher Benefits of \$20,000 already included under Goal 1, Action 3 3000-3999: Employee Benefits Supplemental and Concentration</p> <p>Portion of Principal salary already included in Goal 4 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,000</p>	<p>Operating Expenditures General Funds \$8,000</p> <p>IA Salary - Amount of \$26,995 already included under Goal 1, Action 3 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p> <p>Teacher Benefits of \$20,000 already included under Goal 1, Action 3 3000-3999: Employee Benefits Supplemental and Concentration</p> <p>Portion of Principal salary already included in Goal 4 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</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.

Due to changes in staffing and school closure, the LEA did not continue its work with a Bay Area Writing Project so the funds allocated for the BAWP consultant were re-allocated for training staff in distance learning methods. Funds allocated for the (classified) intervention specialist were re-allocated for salaries and benefits for RSP Assistants (Paraeducators) who provided academic support for students who needed additional help to achieve grade-level standards in reading and math.

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

Changes in staffing caused by resignations, retirements, etc. provided an opportunity to re-structure support services for students. The LEA was successful in hiring paraeducators who were able to provide in-person and later remote instruction in 2019-2020. Shifting delivery models on short notice was especially challenging but teacher and parent feedback, especially about intervention services was positive.

Goal 4

Continue to use instructional strategies and materials that are consistent with the Common Core State Standards and with the Next Generation Science Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Teacher identification of CCSS and NGSS aligned materials and learning objectives.</p> <p>Standards based reporting in Middle School</p> <p>Montessori Report cards</p> <p>Open classroom teacher observations</p> <p>CAASPP data</p> <p>Number and description of Project/ Problem based learning activities</p> <p>Class Schedule to reflect a broad course of study including visual and performing arts, PE and electives.</p>	<p>Students continued to participate in learning activities aimed at deep understanding of core concepts rather than on phatic coverage of broad curricula as evidenced by the standards-based report care used in the Middle School and Montessori programs and by teacher observation/ conferences in the Open Classroom program.</p> <p>Project/ problem based learning activities were provided for all students but had to be amended significantly after the school closed on March 15. CA</p> <p>100% of students will continue to benefit from participation in myriad courses including academics, VAPA and PE as measured by the student schedule. Participation continued after the school closure with teacher-driven and monitored PE and VAPA offerings organized weekly by the site Principal.</p>

Expected	Actual
<p>19-20 Students will continue to participate in learning activities aimed at deep understanding of core concepts rather than on phatic coverage of broad curricula.</p> <p>Project/ problem based learning activities will be provided for all students.</p> <p>100% of students will continue to benefit from participation in myriad courses including academics, VAPA and PE as measured by the student score schedule.</p> <p>Baseline Teachers have implemented CCSS and NGSS materials and objectives.</p> <p>2017-2018 will be the baseline year for standards based reporting.</p> <p>CAASPP data shows that 17% of participants have not met standards in ELA and 32% have not met standards in math. There were not enough participants in the Open Classroom to generate composite CAASPP scores.</p> <p>Project/ Problem based learning occurs in all programs but has not been documented centrally.</p> <p>k-5 - all students receive instruction in a broad course of study to include VAPA and PE and electives</p> <p>Middle school - all students receive broad course that includes VAPA, PE and electives including teacher made electives</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Middle School teachers with staff development in project based learning.	Consultant Cost Already Reported under Goal 3, 5000-5999: Services And Other Operating Expenditures Mandated Cost Funds \$7,050 Cost of Principal Time - Salary. Reported under Goal 3 1000-1999: Certificated Personnel Salaries General Funds Cost of Principal Time - Benefits. Reported under Goal 3, 3000-3999: Employee Benefits General Funds	No additional cost Cost of Principal Time - Salary. Reported under Goal 3 1000-1999: Certificated Personnel Salaries General Funds Cost of Principal Time - Benefits. Reported under Goal 3, 3000-3999: Employee Benefits General Funds
Review Common Core math curriculum at all grade levels and provide opportunities for teachers to collaborate on the development of shared standards in math at each grade level.	Cost of Principal Time - Salary 1000-1999: Certificated Personnel Salaries General Funds \$21,500 Cost of Principal Time - Benefits 3000-3999: Employee Benefits General Funds \$3,000 1000-1999: Certificated Personnel Salaries General Funds \$900 Instructional Benefits - Teachers 3000-3999: Employee Benefits General Funds \$15,000 CCSS & NGSS aligned materials 4000-4999: Books And Supplies Lottery \$4,350	Cost of Principal Time - Salary 1000-1999: Certificated Personnel Salaries General Funds \$15,860 Cost of Principal Time - Benefits 3000-3999: Employee Benefits General Funds \$3,242
Ensure that science curriculum is consistent with NGSS. Provide training for teacher and Science Aide in NGSS.	Science Instructional Assistant Salary Cost 2000-2999: Classified Personnel Salaries General Funds \$23,000	Science Instructional Assistant Salary Cost 2000-2999: Classified Personnel Salaries General Funds 0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Science Instructional Assistant Benefit Cost 3000-3999: Employee Benefits General Funds \$3,625 Science Teaching Position - portion of salary cost 1000-1999: Certificated Personnel Salaries Parcel Tax Funds \$1,410 Science Teaching Position - portion of salary cost 3000-3999: Employee Benefits Parcel Tax Funds \$5,600 \$2,240	Science Instructional Assistant Benefit Cost 3000-3999: Employee Benefits General Funds 0.00 Science Teaching Position - portion of benefits cost? 1000- 1999: Certificated Personnel Salaries Parcel Tax Funds 0.00 Science Teaching Position - portion of salary cost 3000-3999: Employee Benefits Parcel Tax Funds 0.00

Goal Analysis

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

Funds allocated for the (classified) science specialist were not spent because the person in that position retired and the parent group that had provided funding for the position chose not to continue to support it. Those funds were spend in accordance with the parent groups wishes for a variety of student programs in grades 6-8. All other funds were used as allocated.

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

describe your successes and challenges.....for 19-20

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
Students who are at risk or who are not attending to school activities are contacted and required to come in to school individually under social-distancing guidelines for brief intervention and to develop plans to engage successfully.	\$5,173	\$5,233	No
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.	\$3,800	\$3,624	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.

Analysis of In-Person Instructional Offerings

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

The LEA was successful in implementing robust in-person instruction 5 days per week on April 12, 2021. Leading up to that date, extremely limited in-person instruction (4 hours per week) was implemented beginning on March 14. The most significant challenge to re-opening and then to expanding in-person instruction was twofold: First, there was significant disagreement among stakeholders and discreet stakeholder groups about how safe it was to re-open. Secondly, Marin County moved into the Purple Tier before the LEA had re-opened forcing the school to stay closed until after the winter break. Much of this information has been made available in earlier state-mandated formats. The redundant nature of demands from state and federal agencies provided an additional challenge by siphoning away valuable time from school staff, time that could have been applied to the work of re-opening itself rather than to re-reporting on it to agencies some of which appear not to have reviewed the information in earlier iterations.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of student computers	\$19,096	\$21,920	Yes
Purchase of staff computers and distance learning technology for staff	\$11,746	\$12,178	No
Staff development for distance learning	\$7,800	\$7450	No
Teacher discretionary funding for technology/ remote access	\$6,000	\$6,285	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.

Purchased additional student computers.

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.

Using available state/local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 20-21 school year in each of the following areas, applicable:

- Continuity of instruction
- Access to devices and connectivity
- Pupil participation and progress
- Distance learning professional development
- staff roles and responsibilities
- Supports for pupils with unique needs (EL, SWD served across the full continuum of placements, pupils in foster care and students experiencing homelessness).

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase in instructional assistant hours (4 positions) by one hour per week to provide tier 2 intervention for students in subgroups noted above.	\$16,718	\$17,292	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.

Include an analysis of the effectiveness of your efforts to address pupil learning loss, including for pupils who are English learners, low income, foster youth and pupils with exceptional needs and those experiencing hoimelessness.

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.

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 Emotional well being of both pupils and staff during the 20-21 school year

Analysis of Pupil and Family Engagement and Outreach

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

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 20-21 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.

Analysis of School Nutrition

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

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges in providing nutritionally adequate meals for all pupils during the 20-21 school year, whether in person or distance learning.

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.

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.

Consider how your ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 21-24 LCAP - such as health and safety considerations, distance learning, monitoring, and supporting mental health and social emotional well-being and engaging pupils and families.

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

Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 21-24 LCAP, especially for pupils with unique needs (low income, EL, SWD, foster and homeless).

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.

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	270,263.00	123,685.00
	7,890.00	4,074.00
Base	52,834.00	27,937.00
Common Core Standards Implementation Funds	2,250.00	2,000.00
Garden Grant Goal	10,000.00	1,598.00
General Funds	94,421.00	41,982.00
Lottery	9,850.00	3,801.00
Mandated Cost Funds	10,450.00	0.00
Parcel Tax Funds	11,010.00	5,000.00
Supplemental and Concentration	71,558.00	37,293.00

* 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	270,263.00	123,685.00
	2,890.00	0.00
1000-1999: Certificated Personnel Salaries	83,931.00	38,359.00
2000-2999: Classified Personnel Salaries	61,814.00	28,891.00
3000-3999: Employee Benefits	59,642.00	20,778.00
4000-4999: Books And Supplies	14,471.00	4,657.00
5000-5999: Services And Other Operating Expenditures	42,515.00	31,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	270,263.00	123,685.00
		2,890.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	3,996.00
1000-1999: Certificated Personnel Salaries	Base	28,121.00	11,923.00
1000-1999: Certificated Personnel Salaries	General Funds	29,400.00	22,440.00
1000-1999: Certificated Personnel Salaries	Parcel Tax Funds	1,410.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	25,000.00	0.00
2000-2999: Classified Personnel Salaries	Garden Grant Goal	10,000.00	1,598.00
2000-2999: Classified Personnel Salaries	General Funds	23,875.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	27,939.00	27,293.00
3000-3999: Employee Benefits	Base	19,498.00	16,014.00
3000-3999: Employee Benefits	General Funds	25,925.00	4,764.00
3000-3999: Employee Benefits	Parcel Tax Funds	5,600.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	8,619.00	0.00
4000-4999: Books And Supplies		0.00	78.00
4000-4999: Books And Supplies	General Funds	1,221.00	778.00
4000-4999: Books And Supplies	Lottery	9,850.00	3,801.00
4000-4999: Books And Supplies	Mandated Cost Funds	3,400.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	5,215.00	0.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	2,250.00	2,000.00
5000-5999: Services And Other Operating Expenditures	General Funds	14,000.00	14,000.00
5000-5999: Services And Other Operating Expenditures	Mandated Cost Funds	7,050.00	0.00
5000-5999: Services And Other Operating Expenditures	Parcel Tax Funds	4,000.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	10,000.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures		5,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	84,777.00	54,414.00
Goal 2	30,546.00	12,853.00
Goal 3	67,265.00	37,316.00
Goal 4	87,675.00	19,102.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,973.00	\$8,857.00
Distance Learning Program	\$44,642.00	\$47,833.00
Pupil Learning Loss	\$16,718.00	\$17,292.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$70,333.00	\$73,982.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,973.00	\$8,857.00
Distance Learning Program	\$25,546.00	\$25,913.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$34,519.00	\$34,770.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$19,096.00	\$21,920.00
Pupil Learning Loss	\$16,718.00	\$17,292.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$35,814.00	\$39,212.00



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lagunitas Elementary School District	John Carroll Superintendent	www.lagunitas.org (415) 488-4118

Plan Summary [2021-22]

General Information

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

The students in the Lagunitas School District come from a wide variety of backgrounds and family structures. The District has a long and rich history of self-direction and independence; for several decades it has provided non-traditional programs with an emphasis on parent and student choice from kindergarten through 6th grade in the Open Classroom and through 5th grade in the Montessori program. (There is currently no traditional program for students under grade 6.) The Middle School has undergone a recent transformation and has embraced project based learning and standards-based reporting at much higher levels. Middle School students now participate in inquiry based projects and real-life learning opportunities while preparing to enter high school.

The community is very supportive of the school and many families are attracted to the district specifically because of the school's non-traditional programs and circumspection of instructional and assessment practices common throughout the rest of the state.

Because of this unique district structure, measurement of student progress has been challenging. For example, the Open Classroom Community has had such a low participation rate in state wide testing that composite scores could not be generated for several years. Many

students never take a standardized test until they reach middle school and even then, many continue to opt out. The community in general does not view this as a problem though support for standardized testing has been evident during school board meetings. Regardless of the level of community acceptance of traditional assessment methods, The LEA has a strong record of making sure that students matriculate into high school with the skills they need to be successful.

Across all three programs there is an emphasis on educating the whole child: respecting personality differences, offering choices, encouraging creativity and understanding that school is more than an academic program or a way to compare and sort students.

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." Thus LEA staff 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 therefore 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 the majority of school days during a year when a wide variety of local assessments were put on hold. When examining efforts (distinct from measurable results) however, the LEA has cause to celebrate:

The District has made excellent progress in developing a reading intervention system that allows for meaningful measurement of student achievement even in programs where traditional assessment methods have not been accepted for several years. Over the last four years, all teachers were provided with coaching in the area of reading instruction and a tier 2 intervention plan was implemented that addressed the needs of students who were determined not to have met local standards before grade 6. The intervention program was highly successful and will be expanded in the future. Additional teacher coaching and professional development should also lower the number of students who were referred for intervention.

The LEA's transition to and implementation of a remote learning program was also 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 very strong with rates in the mid 90%'s at any time from March 15, 2020 until school re-opened in person five days per week in April 2021.

The success in getting high numbers of students to participate in distance learning was due in part to a rapid effort to ensure that all students had computers and reliable internet access. That included assessing needs and providing computers and hot spots as well as monitoring participation.

When school re-opened for in-person instruction staff emphasized social-emotional growth and socialization that had been impacted negatively during the closure. Teachers reported a very positive student response to those efforts.

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 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. A persistent challenge for the LEA has been to facilitate a comprehensive adoption of curricula and valid assessments in the key areas of math and reading across programs in elementary grades. Teachers sometimes select lessons in a piecemeal manner from more than one source rather than making use of a comprehensive program and its associated assessments. While this does give the teacher latitude in lesson planning, value that may be derived from a systematic approach (including assessment results that can be used to target intervention efforts) may be lost. Developing a plan that allows for teacher autonomy and individualization of instruction (differentiation) while maintaining high standards and for all students and understanding individual levels of mastery is desirable. In a district where state-wide tests are viewed with circumspection (and in some cases with scorn), a universal method for assessing progress in reading and math is especially important. Historically, performance gaps among "student groups" has indicated that variation in achievement can be tied to race and family income. Failure to adopt a basic standard for achievement in reading and math (and related assessments) makes it easier for staff to downplay learning deficits among at-risk students simply because achievement data is unreliable and might just as well be replaced by "observation" which varies from teacher to teacher. "Student groups" are also difficult to monitor longitudinally because of the LEA's small enrollment and resultant variability in achievement among those groups based on their size alone. (A common assessment in key areas may be helpful in future reporting as well.) We're not talking about some draconian corporate testing program with pacing guides but rather a set of tools that will let a third grade teacher in one program discuss a student's reading level with a second grade teacher in either program with a shared understanding of how data is derived, what results mean and what interventions are indicated.

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 ("LCAP) features a brand-new state-mandated template along with the same ironic title readers have come expect. The parts of the document that read fluidly tend to be locally derived and are probably relevant. Any references to things that don't seem to fit with the LEA's ethos maybe mandatory and beyond the LEA's ability to control. Look for these "L"CAP gems this year such as continuing services of an outreach coordinator for English learners as well as planned efforts to improve consistency of assessment in reading and math- very important things.

Note: Long term fans and new critical readers of the "L"CAP will not be hoodwinked by any language that seems to imply the LEA will receive additional funding.

And remember, just because you don't see it in the "L"CAP doesn't mean the district is 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 language that it puts readers to sleep. One of the few truly "local" elements of the "L"CAP is the editorial freedom we have to make what is really cumbersome compliance requirement better suited to large districts funded under the Local Control Funding Formula (LCFF) into something that can provide some measure of clarity on key goals and perhaps elevity. 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.

Neither of the LEA schools is eligible for Comprehensive Support and Improvement... and yet we are asked to report on it for if we leave it blank, people will ask what it is.

Support for Identified Schools

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

This section intentionally left blank.

Monitoring and Evaluating Effectiveness

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

his section intentionally left blank.

Stakeholder Engagement

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

If you thought Lagunitas LEA stakeholders were engaged before, you should have seen them in 2020-2021: By accident, the COVID-19 closure created the most robust user satisfaction our survey our 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 with administrators and trustees the things they valued most about the school. This has proven to be a more efficient way to find out what school communities really want than had been traditional 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 parent group 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 "Long Range Planning" process that began in 2018 with focus groups, surveys and a consultant- led community forum. 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 90 members, 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 Long Range Plan and most related directly to safety and re-opening were discussed by the steering committee, then approved by the humungous Task Force and brought to the board for approval before implementation. Unsolicited input often continued in the form of post-decision protests, complaints and occasional nasty emails.

To ensure that this version of the "LCAP receives its due from those tasked with ensuring compliance at the most granular level we note here that the foregoing stakeholder input included participation from labor unions who from time to time even took a leadership role in structuring the composition of the task force and steering committee. And in the same spirit, we mention that student input was gleaned as well though not so directly as it was from parents, teachers and other adults. But seriously, imagine reaching out to elementary school students and asking for their authentic input on a state-mandated compliance task under pandemic conditions.! How would one even frame such conversation? During a pandemic when school was closed and kids were burning out on remote learning and getting cabin fever, should we have thought to convene a virtual roundtable or form focus groups? We did no such thing as that might rub salt in the wounds children had received as part of society's response to COVID-19. We relied instead on parents to tell us what their children wanted and valued. Occasionally a young voice could be heard in a Task Force Zoom meeting in the background shouting their input but such interjections were infrequent and could easily have been mistaken for demands related to home life. The superintendent did however consult with a group of middle school skateboarders at the end of the work day about 6 times per month. Those youths appeared to have strong social credibility and could be relied upon to communicate the zeitgeist of the students body if not detailed information about how the LEA might consider addressing state priority number 2. Some skaters eventually formed a group that would go on to seek (and receive) formal

approval from the LEA to construct a skatepark on school property. So some of their input was transformed in to action. And what would an "L"CAP be without input from the SELPA? Something very close to the document you see before you, close but not exactly the same. Though the authors did not reach out to SELPA staff for direct input on the content of the document, the school administration met formally with them via the Operational Steering Committee and occasionally in conversations and meetings related to special education services on which the LEA and the SELPA collaborated. Any information gleaned from those meetings that could be applied to the "L"CAP was applied with alacrity.

Other considerations were brought to the (anemic by comparison) site council. And program-specific (Open Classroom, Montessori and Middle School) considerations were discussed as they were pre-pandemic at monthly parent group meetings using remote meeting technology.

Though the Long Range Planning Process was largely eclipsed by the more immediate needs of the Task Force, the Long Range Plan itself survived and re-emerged in April as a regular active board agenda item each month.

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 points of view more often shared in private homes between the hours of 5:00 and 9:00 PM. It would be an understatement to say that input was more robust and animated than it had been in the days before COVID-19. The LEA received multiple requests for video recordings of earlier meetings, such was the community's appetite for reflecting on public discourse.

This new enthusiasm for participation pushed the LEA far beyond discussions about safety and re-opening and into the realm of Board policy, instructional practice, assessment, employee evaluation and the Long Range Plan. When school re-opened for in-persons instruction, meetings continued to enjoy high levels of attendance and the Board was able 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 LCAP; it should be sufficient to say that from late July of 2020 until April 2021; formal meetings were held on a weekly basis and input was received nearly every day.

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 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 “less than diplomatic”. Regardless of tone and verbiage, the plea was sincere: many people, chiefly parents, wanted children back in school as soon as possible for as much time as possible. Support for opening was far more evident than was any advocacy for a program or practice that might be happening at school once it re-opened.

Nearly as ardent, especially before April 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 efforts. The LEA has heard no further advocacy for a return to remote instruction, a circumstance that can be traced specifically to April 12, 2021, the date school opened five days per week.

But let us not dwell on opening vs. closing for that water has passed under our bridge. 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 new support the development of a standards-based curriculum and assessment system particularly in language arts (emphasis on reading) and math. For the first time in recent memory, heightened advocacy was heard for the acceptance of standardized testing data though historical opposition remains strong as well.

Racial equity is of paramount, though not universal concern and has great deal of support, from Trustees, to administrators to staff.

The SELPA did not provide actionable input and student feedback can be neatly summed up in one sentence: Open school and let us build a skatepark on campus.

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

The imprimatur of the stakeholder groups can be felt throughout the "L"CAP. Though their accession was not universal in every regard and may not exist at all in sections made substantially redundant by the required state template (such as in this section which more or less summarizes the preceding one). Consensus was achieved in the desire to improve consistency in assessment especially in reading and math, the need for social-emotional growth including that which might be provided by spending more time outside "in nature." All of this and more can be found in the pages of the 2021-2024 "L"CAP. Enjoy.

Goals and Actions

Goal

Goal #	Description
1	Implement a standards-based curriculum and reliable assessment system in reading in grades Kindergarten- Grade 5.

An explanation of why the LEA has developed this goal.

The LEA houses 2 unique alternative K-5 programs, Montessori and the Open Classroom. Throughout the years, each program has had autonomy at the classroom level in the selection of reading programs and/ or lessons. Though many methods for teaching reading have been used, a current, research-based program has not been implemented consistently. Moreover, reading assessment has not been conducted in a way that could be expected to yield valid, reliable results across grade levels or programs. Thus it was not always possible to share achievement data between grades and programs nor to determine with confidence which students were mastering reading skills in a timely manner and which would need additional support.

The Implementation of a reading program and related assessment system would allow staff to identify students for intervention especially before the critical grade 3 level. This concept is particularly important in addressing the needs of historically marginalized groups who might suffer learning deficits if the LEA maintains a system that might include inconsistent, subjective assessments and (potentially misguided) predictions of future progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Verification that all students in grades K-3 have participated in a valid and reliable reading assessment. Verification that students above grade 3 who were assessed to be below grade level on the same assessment	A small but unknown number of students have had access to the LEA's reading assessment tool during the 20-21 school year.				All students in grades Kindergarten- 5 are at grade level in reading by the end of 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participated in the same assessment.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Verify staff readiness for reading assessment	Ensure that all K-6 teachers have the tools and training necessary to administer the Fountas & Pinnell reading assessment that was purchased in 2019-2020.	\$4,818.00	Yes
2	Ensure Both elementary programs are using a research based reading program.	Confirm that all K-6 certificated staff are using the Reader’s Workshop program the LEA purchased in 2019-2020. Ensure that outdated, out-of-print and obsolete reading instructional practices are not being used to supplement instruction.	\$2,400.00	Yes
3	Train support staff	Provide training in Fountas & Pinnell assessments and Readers’ Workshop for Paraeducators: RSP Assistants, Intervention Aides and Program Aides. This professional development is targeted at those students who traditionally underperform	\$4,600.00	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	Ensure that all students understand standards based math principles at the appropriate grade level at a conceptual level and are prepared for middle school math in terms of standard problem solving skills and concepts.

An explanation of why the LEA has developed this goal.

The LEA houses 2 unique alternative K-5 programs, Montessori and the Open Classroom. Throughout the years, each program has had autonomy at the classroom level in the selection of math programs and/ or lessons. Though many methods for teaching reading have been used, a current, research-based program has not been implemented consistently. Moreover, math assessment has not been conducted in a way that could be expected to yield valid, reliable results across grade levels or programs before grade 6.

Thus it was not always possible to share achievement data between grades and programs nor to determine with confidence which students were mastering math concepts and skills in a timely manner and which would need additional support.

The Implementation of math programs and related assessment systems would allow staff to identify students for intervention before middle school so that they would achieve grade level proficiency (Algebra 1 or higher) before entering high school. It should be noted that the middle school math program has been extremely successful for the last 3 years in ensuring grade level proficiency by 9th grade. Deeper conceptual understanding (not emphasized in high school math programs) should support mastery in middle school and long term success in math after graduation from 8th grade.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of a standards-based math program and assessment system in grades Kindergarten-5.	Math programs and lessons are not consistent from class to class.				Full implementation of math programs K-5 and all students achieving grade level proficiency by grade 6. All students testing into grade level math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					or higher when they begin high school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Research and adopt a math curriculum/ program and assessment system for each school.	Administration and teachers will review existing math programs in grades K-5 and collaborate in selecting a program or curriculum that focuses on conceptual understanding and is consistent with state standards.	\$8,926.00	No
2	Adopt a math assessment system for grades K-5	Administration and teachers will collaborate to select an assessment system that corresponds to the curriculum/ program described above in Action Step 1. This action step may be covered in Action Step 1 if the curriculum/ program selected comes with built-in assessment tools. The system will include formative assessments that will enable teachers to determine progress approximately every 3 weeks.	\$8,926.00	No
3	Train certificated staff and paraeducators in instruction and assessment in math.	Provide on-site, remote or on-line training for all staff who will be instructing supporting and assessing students in grades K-5 in math.	\$6,250.00	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	Implement a tier-2 academic intervention system in reading and math.

An explanation of why the LEA has developed this goal.

The LEA's has not had a consistent method for identifying students in need of additional support in the key academic areas of math, reading and writing. That creates problems that can put students at risk of failure to achieve benchmarks on a timetable that would allow for greater opportunities in the future. Tier 1 intervention is simply regular classroom instruction, the combined practices teachers expect will be sufficient to allow students to achieve essential standards. We recognize that a few students will need some extra help beyond the regular classroom. A Tier 2 intervention system is intended to provide that little bit of extra help those students and would be implemented in addition to (not in place of) regular classroom instruction.)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results from local and/or state assessments in math and language arts.	Baseline data will be available in 2022.				The LEA will feature an intervention system that serves approximately 10% of students ensuring grade level achievement in math and language arts each year.
Placement in 9th grade math (post graduation from the LEA)	90% + students placed in grade level math in 9th grade				All students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Use local assessment data (Goals 1&2) to determine eligibility for Tier 2 intervention.	Throughout the year, students who need extra help (based on local assessments in math and English language arts will be selected for the Tier-2 intervention program.	\$4,000.00	No
2	Employ Intervention Aides	Hire 2 paraeducators to work under the direction of the principal and the Learning Specialist to provide extra help for students in a systematic interventions program that does not remove students from Tier 1 (regular classroom) instruction.	\$91,609.00	Yes
3	Provide training for Intervention Aides	Provide training in math and language arts curriculum and assessment methods for all paraeducators (RSP Assistants, Intervention Aides and Classroom Aides)	\$5,400.00	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
4	Support affective (social-emotional) growth 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 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student access to counseling services.	10 % of students participate in on-site counseling				100% of students will report that they have access to counseling if needed.
Participation in garden/ sustainability program in grades K-5.	In 2020-2021 it was not clear how many students were able to access the garden at any point in the year.				100% of students will participate in the garden/ sustainability program.
Number of Middle School students accessing a "wellness center" or other space provided for mindfulness/ relaxation	The "wellness center" was not used during the pandemic and the program was put on hold.				All students in grades 6-8 will report that they had access to a safe space for mindfulness / relaxation on campus.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students who interact with an outdoor/ experiential specialist	New program- no participation in 2020-2021.				Classes in grades K-5 will work with the outdoor/ experiential specialist as a component of the Physical Education program.
Participation in the free and reduced lunch program.	Approximately 30% of students participated in the school lunch program when it was free to all students.				100% of students who qualify for the free and reduced lunch program will participate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Garden/ Sustainability Program	The LEA will hire a new garden co-ordinator who will collaborate with teachers in providing a garden program that will give all students authentic experiences in the school garden in order to facilitate understanding of the connection between the individual student's overall health and sustainable practices.	\$15,000.00	No
2	Counseling Services	Social emotional programs and support to offer students counseling with MFT interns or professionals on an as-needed basis.	\$31,225.00	Yes
3	Outdoor/ physical education/ experiential learning	The LEA will employ a specialist who will work with the certificated Physical Education teacher to offer outdoor education and mindfulness opportunities on campus and in the surrounding open space areas as part of a physical education program.	\$28,813.00	No

Action #	Title	Description	Total Funds	Contributing
4	Wellness Center	The LEA will partner with the San Geronimo Valley Community Center to provide space where middle schools students can have some respite during breaks in the school day.		No
5	Nutritional well-being	The district supports a holistic approach for physical & nutritional support of students and therefore offers an in-house lunch program that operates significantly in excess of its cost of operation.	\$87,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Improve services and outcomes 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 be 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
CELDT test results	CELDT results were not available at the time of LCAP approval.				Increase in numbers of students showing growth in CELDT results.
Number of ELL students receiving intervention (Tier 2)	Program to begin in 2021-2022				No correlation between ELL status and referral for intervention.
Access to ELL outreach coordinator.	Baseline to be established in 2021-2022				All ELL students will have worked with the outreach coordinator

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure all teachers and support staff are	At the beginning of the year, all teachers and paraeducators will confirm receipt of current information about the status of English language learners .	\$26,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
	aware of students' EL status			
2	Contract with an ELL Coordinator	The LEA will continue to partner with the San Geronimo Valley Community Center to secure the services of an ELL outreach coordinator who will conduct CELDT testing, update staff and serve as a liaison/ advocate for families of ELL students.	\$3,500.00	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.

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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
2.63%	1.5FTE

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 1/Action 1: Staff readiness to implement the reading assessment is critical for ensure effective services are provided to unduplicated students because previous practice- not implementing clear benchmarks contributed to a gap in achievement between unduplicated student and others. This is the most effective use of funds because without them, unduplicated students would continue to be at risk of not achieving standards in reading.

Goal 1/ Action 2: A standards based reading assessment program in both elementary programs is critical for ensure effective services are provided to unduplicated students because previous practice- not implementing clear benchmarks contributed to a gap in achievement between unduplicated student and others. This is the most effective use of funds because without them, unduplicated students would continue to be at risk of not achieving standards in reading. We would not want unduplicated students in one program to miss out on being held to standards that are in place in the other.

Goal 3/Action 1: LCAP Authors understood that students in subgroups are at greater risk of being removed from core instruction if assessment for Tier 2 intervention is subjective.

Goal 4/ Action 2: Students in unduplicated groups generally only have access to counseling at school whereas others may have greater access outside of school. Unduplicated student services can be expected to improve du to this expenditure. The LEA believe that social-emotional health concerns addressed by counselors for unduplicated students is the best use of these funds.

Goal 5/ Action 1: Regular, frequent updates about students English learner status is essential to ensure that staff charged with supporting students in that student group have the knowledge necessary to meet their needs.

Goal 5/ Action 2: Contracting an EL coordinator did not come up during stakeholder input but was included because it is important in addressing the needs of students in subgroups.

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

The cost of personnel to staff the Tier-2 intervention program and school lunch program have increased over the current school year.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$180,395.00	\$134,422.00	\$15,000.00		\$329,817.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$162,992.00	\$166,825.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Verify staff readiness for reading assessment	\$4,818.00				\$4,818.00
1	2	English Learners Foster Youth Low Income	Ensure Both elementary programs are using a research based reading program.	\$2,400.00				\$2,400.00
1	3	All	Train support staff		\$4,600.00			\$4,600.00
2	1	All	Research and adopt a math curriculum/ program and assessment system for each school.	\$8,926.00				\$8,926.00
2	2	All	Adopt a math assessment system for grades K-5	\$8,926.00				\$8,926.00
2	3	All	Train certificated staff and paraeducators in instruction and assessment in math.	\$6,250.00				\$6,250.00
3	1	All Students with Disabilities	Use local assessment data (Goals 1&2) to determine eligibility for Tier 2 intervention.		\$4,000.00			\$4,000.00
3	2	English Learners Foster Youth Low Income	Employ Intervention Aides		\$91,609.00			\$91,609.00
3	3	All	Provide training for Intervention Aides		\$5,400.00			\$5,400.00
4	1	All	Garden/ Sustainability Program			\$15,000.00		\$15,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	English Learners Foster Youth Low Income	Counseling Services	\$31,225.00				\$31,225.00
4	3	All	Outdoor/ physical education/ experiential learning		\$28,813.00			\$28,813.00
4	4	6-8	Wellness Center					
4	5	All	Nutritional well-being	\$87,500.00				\$87,500.00
5	1	English Learners	Ensure all teachers and support staff are aware of students' EL status	\$26,850.00				\$26,850.00
5	2	English Learners	Contract with an ELL Coordinator	\$3,500.00				\$3,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$68,793.00	\$160,402.00
LEA-wide Total:	\$38,443.00	\$130,052.00
Limited Total:	\$30,350.00	\$121,959.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Verify staff readiness for reading assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,818.00	\$4,818.00
1	2	Ensure Both elementary programs are using a research based reading program.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,400.00	\$2,400.00
3	2	Employ Intervention Aides	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$91,609.00
4	2	Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,225.00	\$31,225.00
5	1	Ensure all teachers and support staff are aware of students' EL status	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$26,850.00	\$26,850.00
5	2	Contract with an ELL Coordinator	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,500.00	\$3,500.00

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.