

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Willow Grove Union Elementary School District

CDS Code: 35-67579

School Year: 2021-22

LEA contact information:

Linda Smith

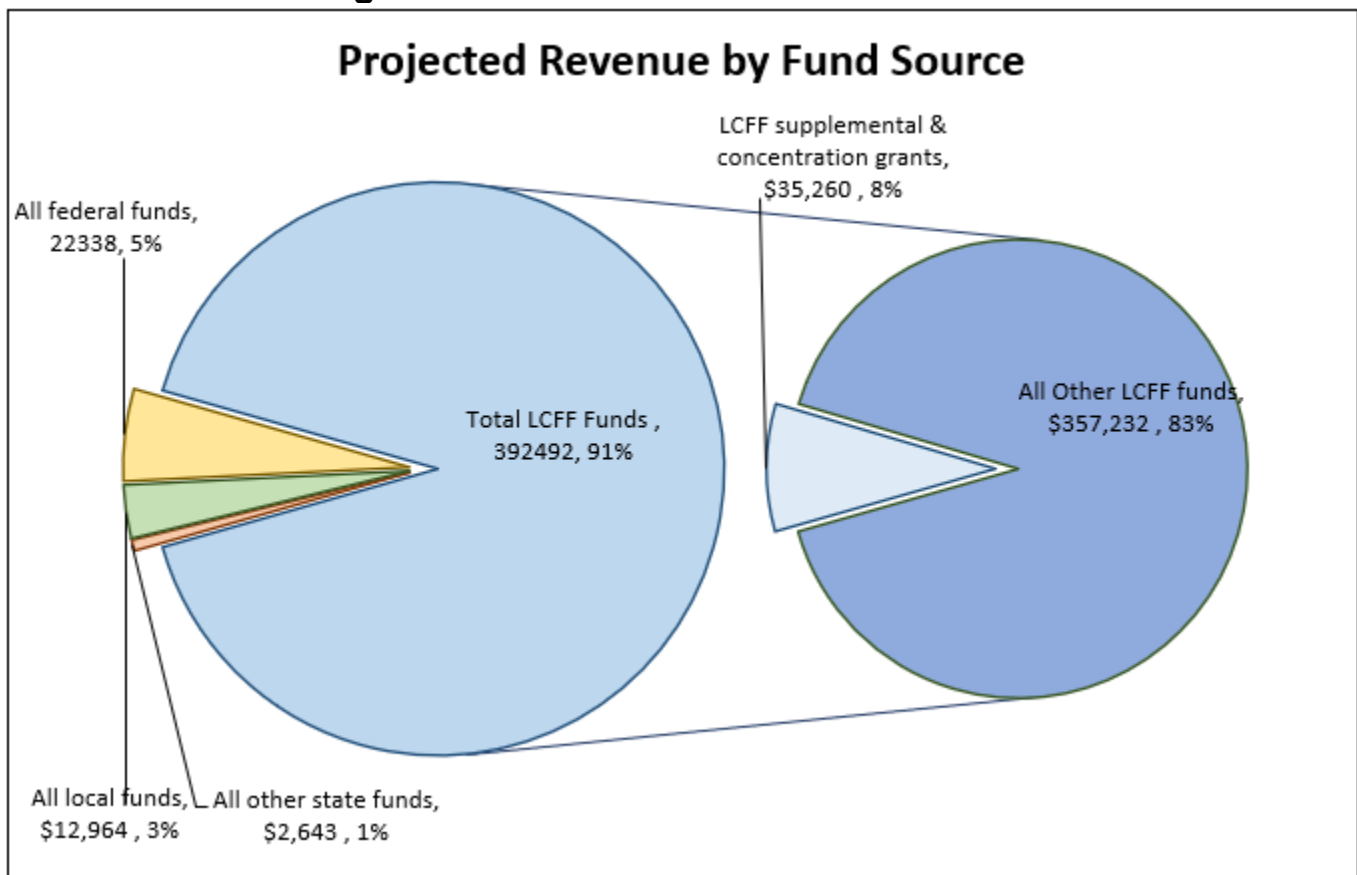
Principal/ Superintendent

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831-628- 3256

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

Budget Overview for the 2021-22 School Year

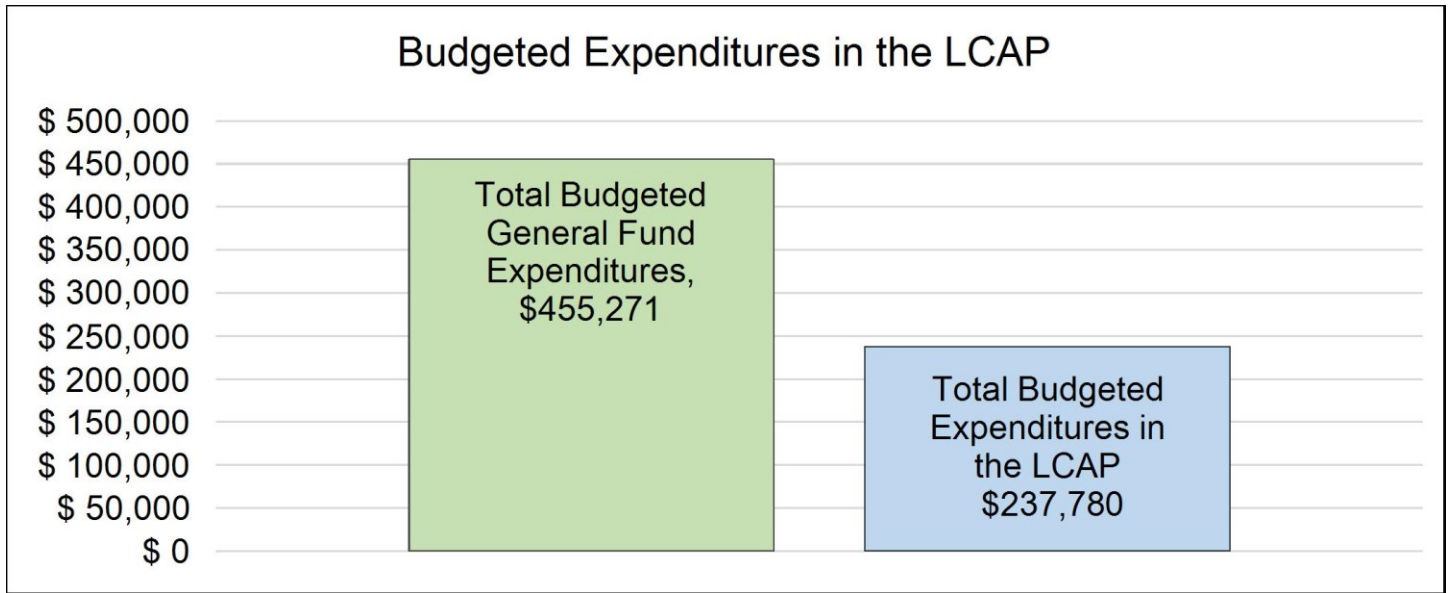


This chart shows the total general purpose revenue Willow Grove Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Willow Grove Union Elementary School District is \$430,437, of which \$392,492 is Local Control Funding Formula (LCFF), \$2,643 is other state funds, \$12,964 is local funds, and \$22,338 is federal funds. Of the \$392,492 in LCFF Funds, \$35,260 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 Willow Grove Union 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.

Willow Grove Union Elementary School District plans to spend \$455,271 for the 2021-22 school year. Of that amount, \$237,780 is tied to actions/services in the LCAP and \$217,491 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

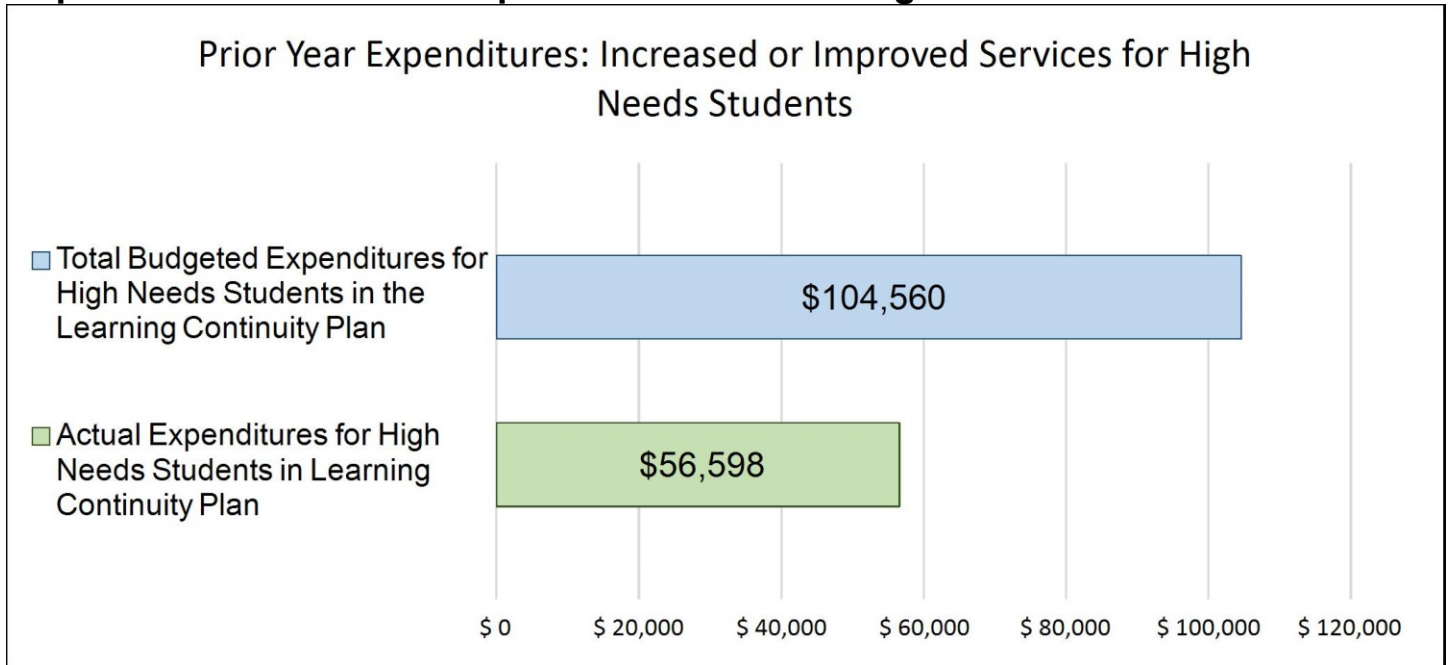
General Fund Budget Expenditures that are not included in the 2021-22 LCAP include salaries and benefits for Willow Grove employees, general operation expenditures such as operational expenses for all programs, supplies for general office business, facilities maintenance for all programs.

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

In 2021-22, Willow Grove Union Elementary School District is projecting it will receive \$35,260 based on the enrollment of foster youth, English learner, and low-income students. Willow Grove Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Willow Grove Union Elementary School District plans to spend \$39,800 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 Willow Grove Union 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 Willow Grove Union 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, Willow Grove Union Elementary School District's Learning Continuity Plan budgeted \$104,560 for planned actions to increase or improve services for high needs students. Willow Grove Union Elementary School District actually spent \$56,598 for actions to increase or improve services for high needs students in 2020-21.

The total expenditures for high needs students had a difference of \$47,962 where \$22,500 of that was projected to be spent on counseling services. These counseling services were procured without cost to the district. The second part of the budgeted funds were not all spent by the Intervention teacher due to illness.

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
Willow Grove Union Elementary School District	Linda Smith Principal/ Superintendent	principalpaws4@yahoo.com 831-628- 3256

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

1. Provide Equitable Support for All Learners

- Effective interventions at all levels to increase student achievement
- Progress Monitoring
- Implementation of ELD Standards and Support for English Learners

* Teachers will meet the California state credentialing requirements.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	Grade Jul-19 Aug-19 Oct-19 Dec-19 Feb-20 Apr-20
State CAASPP ELA assessment, (local BPST and Renaissance STAR-360 ELA used as periodic measures throughout the year.	Reading GE SS GE SS GE SS GE SS GE SS GE SS 2 3.1 329 4.0 454 3.7 407 4.0 445 4.6 518 3.0 315 2 Early Lit Early Lit 1.9 176 1.9 173 2.1 208 1.9 168 2 Early Lit Early Lit 1.8 162 1.8 162 2.5 251 2.1 208
Individual Learning Plans	3 2.8 291 3.4 374 - - - - 3.4 366 3.3 355 4 3.5 387 3.7 411 3.9 434 4.2 468 3.8 421 4.1 455
ELL students will show 5% qualifying for reclassification.	4 4.8 544 4.6 519 4.9 554 4.9 558 5.3 603 4.5 505 4 - - 3.0 316 3.8 419 4.3 482 3.8 421 1.7 149
Middle School Dropout rate will remain at 0%	5 3.5 379 3.6 393 3.3 354 5.3 611 4.0 448 3.0 319
SARC Report on Teacher Credentialing	7 6.4 748 6.4 747 - - - - 7.1 849 5.0 561 7 - - - - - - - - 5.7 659 7.1 850 8 - - - - - - - - 4.2 469 4.0 454
	Math

Expected	Actual
<p>19-20 90% of students at the end of 2019-20 will be reading at or above grade level in ELA. All students will show growth.</p> <ul style="list-style-type: none"> Individual Learning Plans / differentiated instruction will continue to be developed and refined for each student not scoring at grade level. <p>* ELL students will show 15% qualifying for reclassification in 2019-20.</p> <p>* Middle School drop out rate will remain at 0%.</p> <p>* Maintain 100% of teachers will meet the California state credentialing requirements.</p>	<p>2 2.2 422 2.6 458 3.0 501 4.1 604 4.4 623 3.0 507 2 1.8 367 1.6 351 1.8 371 2.2 425 2.4 445 1.7 366 2 2.2 419 2.6 459 2.6 459 2.9 490 3.4 547 2.6 462 3 2.6 416 2.2 416 - - - - 3.7 572 3.7 567 4 >7 776 >7 786 >7 825 >7 823 >7 808 >7 818 4 4.0 592 4.2 613 4.2 609 4.2 613 4.2 612 4.1 603 4 - - 4.4 624 4.4 623 5.0 670 4.2 614 5.3 685 5 4.7 648 4.8 652 5.3 683 6.1 729 >8 796 7.0 764 7 6.8 758 >10 862 - - - - >10 842 9.0 813 7 - - - - - - - >10 828 8.7 809 8 - - - - - - - 7.3 774 >11 844</p> <p>Early Literacy Grade GE SS GE SS 2 1.1 703 1.2 716 2 0.7 637 2.0 797</p>
<p>Baseline Scores not posted due to low numbers of students per grade (less than 5).</p> <p>45% of students were at or exceeded grade level as measured by STAR-360 or BPST.</p> <p>All Students below grade level had an individual learning plan.</p> <p>Five students out of seven possible ELL students, rose a level in the CELDT testing during 2016-17. No students were reclassified.</p> <p>Middle School Drop out rate is 0%</p> <p>50% of teachers are credentialed in areas taught.</p>	<p>Students showed improvement in their Reading scores from July through February, showing 9 out of 9 students within or above grade level (100%). (Two students were new in February.) Math scores, likewise for July through February, showed improvement in Math scores, with 9 out of 9 students within or above grade level (100%). (Two students were new in February.) Unfortunately after the close of the schools for COVID, 80% of the students showed a definite decline in their scores for Reading and 60% a decline for Math. Differentiated instruction and support were provided to the students in all grade levels throughout the year. During the Distance Learning (March - June), this differentiated instruction and support was in the form of phone calls to the students at home, materials sent home/received and corrected with notes sent back to students, and through Google classroom for a few who had internet.</p> <p>Individual Learning Plans were continually developed and refined for each student not scoring at grade level. These learning plans were further evaluated for appropriate content to be given to</p>

Expected	Actual
	<p>students during their Distance Learning after the state shut-down of in-class learning at school.</p> <p>ELL reclassification: no students were tested due to the fact that all students were at home. Most of our students did not have appropriate connection to the internet at home.</p> <p>Middle School Drop Out Rate: 0%</p> <p>100% of teachers are credentialed in areas taught.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Literacy (Including Specific to ELL's)</p> <p>A. Full implementation of the curriculum. Embed the ELD framework components into all areas of instruction. Purchase new curriculum and yearly consumables, provide staff development on curriculum in ELA with the ELD framework components included in the daily instruction. Continue implementation.</p> <p>B. Increase student talk, academic conversations, and meaningful collaboration in classrooms.</p> <p>C. Continue to track strategies such as regrouping and small group instruction, used in the 2018-19 school year for their effectiveness with students. Identify a means for students to move more fluently in grouping.</p> <p>D. Assess, understand, and educate parents on their student's lexile levels. Offer parents opportunities to assist student's growth in literacy.</p>	<p>4000-4999: Books And Supplies Lottery \$1,854</p> <p>4000-4999: Books And Supplies REAP \$500</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$300</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$56</p>	<p>4000-4999: Books And Supplies Lottery \$1,804</p> <p>4000-4999: Books And Supplies REAP \$1,403</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$300</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$56</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide differentiated support with leveled and informational texts.</p> <p>E. Continue to use academic vocabulary and writing strategies that support access for all.</p> <p>Interventions</p> <p>A. Continue to ensure that all students that are receiving intervention time have access to Science (NGSS) and Social Studies.</p> <p>B. Assess the effectiveness of the expanded learning Extended Year program (189 days) that is planned.</p> <p>C. Assess and provide extra as appropriate, the additional time and support, during the school day, that ELL students are receiving to increase language proficiency</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,000.</p> <p>2000-2999: Classified Personnel Salaries REAP \$8,244.</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$853</p> <p>3000-3999: Employee Benefits REAP \$2,455.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,201</p> <p>2000-2999: Classified Personnel Salaries REAP \$8,321</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$876</p> <p>3000-3999: Employee Benefits REAP \$2,275</p>
<p>Progress Monitoring</p> <p>A. Maintain formal reviews of student progress, using all data collected through programs or assessment, every 8 weeks.</p> <p>B. Publish the student progress review and recommendations to the Board once a quarter.</p> <p>C. Teachers will increase, from the 2018-19 level, their use of formative assessments as indicated in their record log.</p> <p>D. Continue using a benchmark testing system in which all students are assessed with a standards aligned assessment three times a year. (Benchmarks should include grade appropriate ELA, Math, and Science standards)</p>	<p>STAR 360 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1500</p>	<p>STAR 360 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1500</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.

During the school shut down, many funds were used to provide extra paper staff used as well as expenses with copying materials for students to have at home. Additionally, funds provided materials for students to use from home such as pencils, color markers, crayons, paper, rulers, reading books/novels and other items as needed for units of study. Additional computer programs were purchased for students to use while on their Chromebooks at home. Masks, face shields, gloves and other protective materials were purchased. Chromebooks were sent home for students to use if they had internet connection. Many of these will need to be replaced after being in the student homes for the extended period of time.

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

The successes were few and challenges were the reigning issue for students. We had one student who really excelled at home and enjoyed doing the work with the teacher on Google-Meets. This student was familiar with computer programs and has very good language skills so that instruction could be delivered over the virtual class process successfully. For the remainder of the students who are English Language Learners or have to rely on very undeveloped language skills, the process of learning remotely was very difficult. It is difficult to express the meaning of many terms or words without uninterrupted discussion and/or supportive tools at hand. Instruction done in person can be much more effective for students because the student is more engaged personally. The student can be engaged more quickly and are less distracted when in-person.

Many of our students either do not have internet or have it at such a low level that it is not adequate for working consistently for instruction to remain focused and successful. Several of the homes have more than one student who is trying to access the internet at the same time which leads to one or more of the siblings having to get off the internet so that at least one student can complete their class. The schedules of teachers at different schools (high school, elementary school) wanting to provide student instruction at the same is problematic for these students.

One other unintended success (in a sense) was that the teachers learned much more about the home lives of their students by being on-line and accessing the environment of the students. One student had a rooster crowing, a new calf and a litter of relatively new kittens all in the house (nearby) while she was online. It was challenging to talk over the calf and the rooster that day.

Goal 2

* Professional Development and Implementation (Common Core/EL/Technology/NGSS)

* Staff will be provided with quality professional development, including EL, Technology, and the 4C's (Creativity, Critical Thinking, Communication, Collaboration), in order to implement Common Core/NGSS Standards and EL Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Usage of new curriculum and development /implementation of individual student plans for increasing student achievement. 100% of walk-throughs will show:</p> <ul style="list-style-type: none"> • use of ELA adopted materials. • standards based instructions • instruction appropriate to student level 	<p>Classroom walk-through observations showed the teachers' use of ELA adopted materials to be aligned with standards based instruction 100% of the time. These observations also showed that the instruction was appropriate to student level and the result of student planning. This was true for the classroom teachers as well as the Intervention teacher.</p> <p>STEM-Scopes was not used by the school as originally thought. Other programs were reviewed and discussed. Science mini-class assemblies were used with an outside science instructor from a local high school throughout the portion of the year where students were in-person. Teachers used instruction of terms and materials relevant to the assemblies prior and after the events for student learning.</p> <p>STAR-360 assessments were used 100% by teachers and intervention staff to coordinate specific planning and instruction for students. The upper grade teacher showed the results of the student assessment information from the STAR-360 with the students for actual goal planning and awareness. In tandem with the STAR-360 results, the adopted ELA curriculum was also used</p>

Expected	Actual
<p>19-20</p> <ul style="list-style-type: none"> Report percentage of the walk through observations that show use of instruction taking place as a result of the student assessment planning. <p>* Include science in the routine walk-through tool used to gather a baseline of implementation of trial program of STEM- Scopes. 100% of walk-throughs will show the use of ELA adopted curriculum and state standards.</p> <ul style="list-style-type: none"> Use the student assessment information from STAR-360 and the adopted/developed curriculum to assess the strengths and weaknesses of each student and design a plan of instruction. <p>Baseline</p> <p>Use classroom observation tool and conferencing with staff to evaluate the transfer/use of Professional Development and indicate next steps for growth or depth related to a.) the use of curricular text/materials and, b.) the plan for individual student progress when deficiencies are shown in the assessments.</p>	<p>to assist in assessing the strengths and areas of concern for each student thus developing a plan of prioritized instruction.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Common Core PD (CCSS, EL, Tech, NGSS)</p> <p>A. Teachers will continue to seek and attend training specifically designed to increase the implementation of standards and practices associated with Math and ELA.</p>	<p>Travel & Conference 5000-5999: Services And Other Operating Expenditures Title II \$300</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries LCFF \$1,000</p>	<p>Travel & Conference 5000-5999: Services And Other Operating Expenditures Title II \$388.</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries LCFF \$4,975</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>B. Teachers will continue to refine and to document in their curriculum maps the EL Framework components that are being used for instruction and student plans for increasing achievement. Continual assessment of the effectiveness of these plans for students.</p> <p>C. Administrator and teachers to research and recommend and, if purchased in time, participate in professional development of and implement the Board approved NGSS model of instruction. (Integrated or traditional)</p> <p>D. Teachers increase use of technology within instruction. (ST Math, Footsteps, Renaissance, Power Point, Google classroom strategies).</p>	<p>3000-3999: Employee Benefits LCFF \$216</p>	<p>3000-3999: Employee Benefits LCFF \$228</p>
<p>CCSS Materials</p> <p>A. Purchase instructional materials aligned with CCSS based on need, as materials become available.</p> <p>1. Continue to identify and prioritize grade level needs based on student needs and state guidelines and research</p> <p>2. Assess the effectiveness and refine curriculum mapping of the materials.</p> <p>Increase Use of Technology</p> <p>A. Continue to use a technology program for maintaining grades and access to them by students and parents for grades 4th - 8th..</p>	<p>Textbooks 4000-4999: Books And Supplies LCFF \$1,500.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$1,000.00</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p>	<p>Textbooks 4000-4999: Books And Supplies LCFF \$1,988</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,786</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$1,835</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Continue to prioritize and reassess the identified action plan, with secured budget expenditures, in alignment with the planned infrastructure, hardware, and software needs.</p> <p>2. Continue to identify and monitor further appropriate training needed to integrate Instructional Technology strategies within the curriculum established.</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.

During the school shut down, professional development and travel/conference funds were used to provide extra paper staff used as well as expenses with copying materials for students to have at home. Additionally, funds provided materials for students to use from home such as pencils, color markers, crayons, paper, rulers, reading books/novels and other items as needed for units of study. Additional computer programs were purchased for students (math, language arts) to use while on their Chromebooks at home. Masks, face shields, gloves (PPE) and other protective materials were purchased. Chromebooks were sent home for students to use if they had internet connection. Many of these will need to be replaced after being in the student homes for the extended period of time. Additional funds were used to support the students in distance learning with substitute time since we had a teacher out on maternity leave earlier than anticipated.

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

The purchase and use of the STAR-360, ST Math, IXL and Footsteps continued as a success for our students and were used as appropriate by 100% of the staff. Assessments such as the BPST, STAR-360 and ELA program assessments were used every 6-8 weeks to determine student growth and the needs for further instructional planning. Once the school closed for COVID, these were no longer able to be given. However, during the last few weeks of the school year, the staff had the students take the assessment from home (if there was internet) or from the school outside if no internet was available at home. It gave us a picture of the learning loss that had taken place and how to plan for the future of instruction for next year. Students had been making steady progress up until the closure but after that they endured a loss, for most students. Staff was involved in the review of the new Framework for Health as well as new Science materials. The staff has chosen a new Science program by Houghton for all grades to be implemented during the 2021-22 school year. Through the end of the year, there were several computer programs which were new for the distance learning. Staff spent time getting to understand how to best use Google-Meets and all of the other possibilities associated with the computer virtual teaching.

Goal 3

School Culture and Engagement

- * Maintain a positive school culture and system of support for student personal and academic growth
- * Continue positive school climate
- * Improve student attendance
- * Increase parent education and involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator School Climate Survey, Chronic absenteeism in CalPads Parent participation in School events and meetings (documented by sign-in and observations)</p>	<p>Our chronic absenteeism for 2019-2020 year, pre COVID, was 0%. However, COVID changed all of that with students being at home and not all being able to connect. Several students couldn't be reached and were not doing their school work or able to connect when teachers would call. Many home visits were made by the principal trying to correct any problems but the efforts were met with minimal success.</p> <p>Our suspension and expulsion rate are both 0%.</p> <p>Using the School Climate Survey, students reported that they were glad to be back at school (100%), they felt they were getting the help that they needed during school time with their work (95%), they felt that school staff listened to them and cared about them (100%), and they were not bullied at school (90%), they like learning from home (10%), they felt safe at school (78%) -- This has dropped due to the fact that after students started coming back to school across the country, the school shootings started to</p>

Expected	Actual
<p>19-20 *Reduce chronic absenteeism rate by an additional 5%</p> <ul style="list-style-type: none"> Maintain suspension rate at 0% Maintain expulsion rate at 0% Increase the number of students feeling safe at school by .5% (School Climate Survey) Continue to provide more opportunities to engage and involve parents <p>Baseline Baseline will be 2017-18 School developed climate survey. (2017-18 baseline is 100% for students feeling safe at school) Chronic absenteeism is at 47% (10 students who were absent 10% of the school year or more.) Suspension rate 0% Expulsion rate 0% Parent participation rate at school events and meetings is 10%</p>	<p>happen again. Students voiced that they think it is very easy for someone to come onto our campus and so they don't feel as safe. This is being considered by our school board for review towards making the campus safer.</p> <p>Chronic Absenteeism is 12% (Due to COVID concerns) Suspension Rate is 0% Expulsion Rate is 0% Parent participation rate at School meetings is 100%.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>School Climate A. Continue administrative support to oversee School Climate/Culture programs, Attendance, Expulsions and SARB. 1. Continue with system for truancy letters to assist with lower truancy rates.</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration \$700.00</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,030.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. Continue implementation and annual review of system for evaluating effectiveness of programs</p> <p>3. Continue to review systems and procedures for Student encouragement.</p>		
<p>Student Engagement (Attendance)</p> <p>A. Begin reduced Administrative Support</p> <p>1. Continue the plan to increase the attendance rate and provide tracking of efforts and regular reporting to the Board</p> <p>2. Analyze current status and create a plan to reduce truancy and chronic absences</p> <p>B. Monitor progress of the academic supports, including tutoring by teachers in class, other support.</p>	<p>Support staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,020.00</p> <p>Materials 4000-4999: Books And Supplies Supplemental and Concentration \$600.00</p> <p>3000-3999: Employee Benefits LCFF \$416</p>	<p>Support Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,965.</p> <p>Materials 4000-4999: Books And Supplies Supplemental and Concentration \$897.</p> <p>3000-3999: Employee Benefits LCFF \$526.</p>
<p>Increase Parent Involvement</p> <p>A. Monitor and analyze parent involvement goals.</p> <p>B. Provide parents with resources aligned to current education topics.</p> <p>C. 5-6 Parent Nights will include parent meetings to review portions of the LCAP, school information, future planning for the school. Further time will be used to involve parents in math, reading, language development, science and other elements of their students' education.</p>	<p>Materials and supplies 4000-4999: Books And Supplies Base \$400.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Base \$520.</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.

During the school shut down, many funds were used to provide extra paper staff used as well as expenses with copying materials for students to have at home. Additionally, funds provided materials for students to use from home such as reading books/novels, paper packets for units of study and other items as needed for additional learning in science, social studies and vocabulary. Consumable science and social studies materials were purchased for home use during this distance learning. Computer programs were purchased for students to use while on their Chromebooks at home. Masks, face shields, gloves and other protective materials were purchased. Chromebooks were sent home for students to use if they had internet connection. Many of these will need to be replaced after being in the student homes for the extended period of time.

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

Some parent events were held in the fall of 2019 and even into the beginning of 2020. Parent Nights were held in the evenings for Literacy on one night and Math on another night. Parent meetings were held with all parents during these evenings with discussions regarding the strengthening of language skills, importance of future learning (i.e. college interests), and the importance of parent involvement with the students and the school. We celebrated the fact that 98% of parents were in attendance at each of our parent evenings. Parents helped to plan our calendar for the successive year at the meetings as well. All of our girls and their mothers were involved in a series of Girls Inc. learning sessions to promote the relationship building the mothers and daughters, and between the mothers for support. The activities also included health and nutrition sessions. Because of the state shutdown due to COVID-19, we were unable to complete this series but do plan to bring it back as soon as the Health Department (CDPH) allows for this type of involvement of non-staff adults on campus again. This was certainly a very important challenge to the students and families to discontinue this activity. The learning suffered by our students during this state shutdown of the schools was very critical. We were able to quickly communicate with all parents by phone regarding the process for lessons and learning for students to do remotely. Packets were made for the students appropriate to their grade level, and these were distributed to the parents at the schools site (without any personal contact by staff). Some students could use the Chromebooks sent home by the school but most could not access the internet from their homes.. Many of the homes, where the school was able to work with the local business for installing the internet for families, were ultimately unable to use the internet because of band width not being enough for more than one student to be on the device at a time. Several of the homes had more than one student needing to access the classroom at the same time. Many of the homes had high school students who were expected to also be on their devices and working with the teachers at the high school. The remote learning for our students was very difficult and we had to mostly rely on the paper packets of learning that went home weekly. The teachers called each student on the phone to try and assist with the work that the students needed to accomplish. This was also problematic since many of the homes only had phones for the parents who were sometimes at work or not able to answer if with a smaller child etc. Sometimes we could not get any work from some students and it was so disheartening to see them slip in their skills.

Our chronic absenteeism continued at a very low rate until the lock down for the pandemic.

Goal 4

Recruit and maintain high quality teachers who will meet the California state credentialing requirements.

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 SARC Report on teacher credential 19-20</p> <ul style="list-style-type: none"> 100% of teachers will be appropriately credentialed The teacher evaluation instruments shall reflect the knowledge, skills, and abilities of Highly Qualified Teachers <p>Baseline 50% of teachers are credentialed in areas taught.</p>	<p>100% of teachers are fully credentialed.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. Maintain 100% highly qualified, fully credentialed teachers B. Strategically place teachers; ensure that students needs are matched with teachers expertise</p>	<p>Certificated alaries 1000-1999: Certificated Personnel Salaries Base \$124,000.00</p> <p>3000-3999: Employee Benefits Base \$35,328</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$131,974</p> <p>3000-3999: Employee Benefits Base \$33,887</p>

Goal Analysis

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

All funds appropriated for teachers were expended at the level appropriate.

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

We were able to keep our credentialed teachers from the previous school year.

Goal 5

Ensure equitable and well maintained facilities

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 SARC and yearly walk through inspections 19-20</p> <ul style="list-style-type: none"> Maintain facilities in good repair. Continue to address any needs from Keenan or Fire Dept. walk through. <p>Baseline Met equitable and healthy standards of service for facilities through Keenan and County Fire Inspection in 2016-17.</p>	<p>Our FIT report continued to be very good.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. Maintain a 3% of the budget for routine maintenance. Act on Bond funding if found to be feasible.</p> <p>B. Analyze current equipment and inventory needs. Review replacement plan for equipment. Follow AMBAG Plan for energy cost savings.</p>	<p>Deferred Maintenance 6000-6999: Capital Outlay Base \$10,804.00</p>	<p>Deferred Maintenance 6000-6999: Capital Outlay Base \$10,995.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
C. Continue use of the facilities check system established to produce a priority list of facilities needs to be accomplished.		

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 benches around the play yard were in disrepair and becoming a hazard so they were replaced.

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

We were fortunate to hire local workers in this local rural community who were able to complete the job very well.

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
Intervention Teacher to meet with students three times a week for 30 minutes each with the goal of improving the skills of English learners, homeless, and low income students in reading, comprehension and vocabulary. This shall not take the place of their regular language arts time in the classroom.	\$15,800	\$15,858	Yes
Classroom aide for TK's and lower grade students	\$25,960.	\$21,984	Yes

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

In-person instructional programs continued as planned. The difference in the classroom aide was due to illness.

Analysis of In-Person Instructional Offerings

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

Our school was very fortunate this year since we were able to have our students in-person all year. With the exception of a few students who stayed home due to illness periodically, our students were at school. The difficulty was with the students who had to stay home for a specific time to quarantine for the COVID related illness of a family member. These students were sometimes able to do distance learning and sometimes not depending on the ability of the parent to follow through and the internet services for the homes. This rural community is not designed for supporting the internet services to all homes very easily. Even when the students have internet, the band width doesn't allow for more than one person to be on successfully at a time.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The counseling and parenting class will increase services to the families at our school. The cost is tentative at this time.	\$18,000	\$0	Yes
Updated Chromebooks will be purchased for all students	\$7,000.	\$7,328	Yes
Upgraded technology items to assist with teaching through distance learning and in-class learning will be purchased.	\$6,000.	\$6,000	Yes
Purchase of online materials to use within the classroom or with distance learning	\$4,800.	\$4,898	Yes

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

There was no cost for the counseling since the school was able to receive the services through a local community organization for no cost. They had a grant which covered their cost for us. Other items proceeded as projected.

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.

Our distance learning was solely for students who were home because of illness or being quarantined. The continuity of instruction for our students who were in person was excellent. For the students who had to be home, the time was usually very limited for 90% of the students. Those students were able to either do work packets or be on Google Meets with the teacher. Many of our students do not have good connectivity for internet. Even though they may have internet, the band width is not enough to support the multiple students in the home at one time. Some of our students do not have internet because they are in such a rural area that there are not connecting towers from which to receive the signals.

Our staff were able to receive excellent professional development and support from the sessions provided by the Tulare County Office of Education who put on a wonderful conference regarding internet support for staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The instruction with individual or small groups of students by the Intervention Teacher to raise the student academic scores from the learning loss to their current grade level. This Intervention Teacher is in addition to the goal in the Continuity of Learning section.	\$21,000	\$0	Yes

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

The total amount budgeted for the intervention instruction was not used due to staff illness. Students received additional assistance from the regular teacher, a classroom aide and the administrator.

Analysis of Pupil Learning Loss

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

The issue of pupil learning loss is one which we have been attempting to manage since before the pandemic. We have many students who come in and out of this school and we are constantly working to identify their learning accurately so that our instruction is targeted to their needs. We have been very successful with our process of assessing and providing intervention or small group instruction as well as regrouping during instruction to assure success of our students. Through our experience with the students attending this school, the needs are very similar between the low income /homeless/ English learners. For this reason we provide our students with increased vocabulary experiences and academic conversations within their daily reading and other subject activities. They receive the full implementation of the curriculum. We integrated the ELD framework components into all areas of instruction. (This is beneficial for low income students as well since we find they are lacking in vocabulary experiences.) The staff continues to administer the scheduled assessments (STAR-360) in Math and Language Arts for all students regularly throughout the year. These are given about every 6 weeks and are used for students to track their growth as well as for staff to reteach or change groupings where needed. These individual learning plans embed strategies targeted to each students' unique needs. Individual and small group instruction are used to reach specific skills needed for academic progression, especially with phonics in reading. The Intervention Teacher plans with the Administrator and teachers in developing a program specific to each students' needs. The students meet with this instructor a minimum of 3 times a week to work on the planned intervention strategies. This intervention work/instruction is not the same as the classroom instruction but meant to support the classroom learning through whatever means are appropriate for the students. Some students who have a deficit in particular vocabulary skills benefit from pre-teaching of some vocabulary and concepts

prior to the classroom lessons. Some students are assisted with instruction which extends the learning of vocabulary, phonics, or skills which will boost their success within the regular classroom. The ongoing work with these students is informally assessed weekly to determine if any changes need to be made to the instructional practices. In addition, assessments show that our special education students achieve at all subject matter at expected rates of learning on IEPs at least 88% of the time.

Analysis of Mental Health and Social and Emotional Well-Being

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

The social and emotional well being of our students is a concern of the staff during this time of uncertainty. As they manage the instruction, either within the classroom or online, the students access academic content while building essential self-management skills, resilience, and connections. They don't always understand that this is what they are doing but they manage to learn the new methods and are surprised at the newness each time some little aspect of learning or assignment is completed.

The students have expressed how happy they are to be having school "in-person" at our school. It was very difficult for the students to learn or even access the distance instruction. They missed the interaction between students and with the teachers. We have seen a tremendous improvement with the students' demeanor since being in school this year.

The emotional well being of the staff is of utmost importance during this time as well. It is critically important to have staff wellness a priority so as to be able to establish a positive, safe, and supportive learning environment for all. Teachers are the life line to our students for the varied instruction and learning scenarios. The staff is meeting regularly to keep in touch with how each adult is doing emotionally and to review any changes in the school programs, instruction of students, the mental well-being of the students, and any other issues that arise. Teachers attended a virtual conference that addressed the mental health of students during this time of COVID-19.

The staff use Staff Meeting time, or other meeting time if necessary, to address the impacts of COVID-19 on the students. They have discussed the mental health needs of particular students and have requested mental health services. The local Health & Human Services response was that they might be able to have a staff person visit the rural schools once a month. (Our school is one of 5 rural schools.) Since this response was not what we thought would meet the needs of our students, the school administrator has contacted a local non-profit that has offered counseling services for students in the community. We have been able to proceed with counseling services and have plans to add a parenting class for mothers to be held at our school site. Currently the teachers are using some SEL strategies and lessons from on-line resources to use with the students.

Staff is currently working directly with each family as issues arise. With only about 13 families, this is a better alternative for our parents since we can individualize concerns and assistance for them.

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.

Our parents are very willing to come and participate in events, discussions, and parent-teacher conferences at our school site. We usually experience about a 99% attendance rate at these functions. The challenge really has been that we can only meet with them at a distance. So discussions over the fence at the front of the school or at a distance in the parking lot have been the best we could offer this year. However, we have met many times using these methods to keep communication open and get parent input on planning and school issues. We have been able to respond to one of our families that needed counseling assistance. this year which was such a help to the students in the family as well as the parents.

Analysis of School Nutrition

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

Willow Grove School does not have a large enough kitchen to provide meals to students. However, we have partnered with the local high school district where parents may go and pick up meals for their children every week. Willow Grove school is working with the San Benito Food Bank to provide some food to go home with all of our students on a regular bi-monthly basis. Parents go to the Food Bank and pick up food bags on their scheduled days. The schedule is communicated to parents through conversations with Willow Grove School staff. Health and safety protocols are followed for the safety of everyone involved at the Food Bank and the food distribution centers at the schools.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	PPE items	\$1,000.	\$1,030	No
School Nutrition	Food for students and families	\$500	\$530	Yes
Mental Health and Social and Emotional Well-Being	Counseling for students and parent training sessions	\$4500.	\$0	Yes

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

There was not a cost associated with the counseling services since the community organization had a grant to cover the cost at this time.

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.

The in-person learning for the 2020-21 school year has been crucial to the learning process of our students. Too many of our students have a hard time with accessing the internet from home. The rural area has many barriers to this type of education. Internet is not available to many of our students and even a "hot-spot" won't suffice since there are too many areas where no service can reach. We have land owners who refuse to allow towers to be built on their property which affects the possible service availability for many people. We know that we need to have our students all in school whenever possible.

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

The school will continue to assess and reassess all students throughout the year so that the needs of students can be met on a regular basis. With the reassessment comes reteaching, intervention and alternate grouping of students which provides for more student success. Since at least 85% of our students are students with unique needs, we have a plan to do this assessment with all

students on a regular basis. Intervention focuses on the skills need to be successful in student learning by pre-teaching some vocabulary and/or concepts so that students are more prepared for the teacher lesson.

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

The only difference which may occur in ensuing years, is that the counseling may have a cost at some point if there are not grant funds to continue to support the counseling.

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.

A specific emphasis at Willow Grove School is placed on the ability of students to be at or above grade level in Reading/ Language Arts, and Math. Since there are less than five students at any one grade level, growth patterns and scores for grades and/or students are not shown on the California School Dash Board. Parents are seen as an important link in each students' success and the growth of the school in this rural community. Parent teacher meetings have been held regularly where the needs of the school are discussed with possible solutions. The development of the LCAP goals and actions are discussed and developed after several types of meetings with staff and parents. These are managed during special school planned evening functions as well as individual conversations with parents during parent conferences, parent pick-up, and phone conversations. All staff, including the Principal, teachers, Intervention teacher and the Administrative Assistant are in attendance with the parents in these discussions. All of our goals and actions are reflective of what has worked for our rural school through feedback from all the stakeholders and results from previous assessments with all of our students including those with unique needs.

The information from the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan made it very clear that we need to have our students in school at all times as much as possible. It is possible for us to keep the campus safe with distancing, washing and sanitizing as well as mask wearing for all students and staff. Our students have shown that they cannot do well in a distant learning platform due to the lack of internet towers and band width available to them. They also need the support of trained staff for English vocabulary and hands-on instruction, particularly for maximum learning in math and science.

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	229,046.00	248,730.00
Base	170,532.00	177,376.00
LCFF	4,132.00	10,503.00
Lottery	1,854.00	1,804.00
REAP	11,199.00	11,999.00
Supplemental and Concentration	41,029.00	46,660.00
Title II	300.00	388.00

* 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	229,046.00	248,730.00
1000-1999: Certificated Personnel Salaries	161,320.00	177,415.00
2000-2999: Classified Personnel Salaries	8,244.00	8,321.00
3000-3999: Employee Benefits	39,324.00	37,848.00
4000-4999: Books And Supplies	6,554.00	9,477.00
5000-5999: Services And Other Operating Expenditures	300.00	388.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00	4,286.00
6000-6999: Capital Outlay	10,804.00	10,995.00

* 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	229,046.00	248,730.00
1000-1999: Certificated Personnel Salaries	Base	124,000.00	131,974.00
1000-1999: Certificated Personnel Salaries	LCFF	1,000.00	4,975.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	36,320.00	40,466.00
2000-2999: Classified Personnel Salaries	REAP	8,244.00	8,321.00
3000-3999: Employee Benefits	Base	35,328.00	33,887.00
3000-3999: Employee Benefits	LCFF	632.00	754.00
3000-3999: Employee Benefits	REAP	2,455.00	2,275.00
3000-3999: Employee Benefits	Supplemental and Concentration	909.00	932.00
4000-4999: Books And Supplies	Base	400.00	520.00
4000-4999: Books And Supplies	LCFF	1,500.00	1,988.00
4000-4999: Books And Supplies	Lottery	1,854.00	1,804.00
4000-4999: Books And Supplies	REAP	500.00	1,403.00
4000-4999: Books And Supplies	Supplemental and Concentration	2,300.00	3,762.00
5000-5999: Services And Other Operating Expenditures	Title II	300.00	388.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00	2,786.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	1,500.00	1,500.00
6000-6999: Capital Outlay	Base	10,804.00	10,995.00

* 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	41,762.00	42,736.00
Goal 2	5,016.00	12,200.00
Goal 3	12,136.00	16,938.00
Goal 4	159,328.00	165,861.00
Goal 5	10,804.00	10,995.00

* 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	\$41,760.00	\$37,842.00
Distance Learning Program	\$35,800.00	\$18,226.00
Pupil Learning Loss	\$21,000.00	
Additional Actions and Plan Requirements	\$6,000.00	\$1,560.00
All Expenditures in Learning Continuity and Attendance Plan	\$104,560.00	\$57,628.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$1,000.00	\$1,030.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,000.00	\$1,030.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$41,760.00	\$37,842.00
Distance Learning Program	\$35,800.00	\$18,226.00
Pupil Learning Loss	\$21,000.00	
Additional Actions and Plan Requirements	\$5,000.00	\$530.00
All Expenditures in Learning Continuity and Attendance Plan	\$103,560.00	\$56,598.00

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
Willow Grove Union Elementary School District	Linda Smith Principal/ Superintendent	principalpaws4@yahoo.com 831-628- 3256

Plan Summary [2021-22]

General Information

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

Willow Grove Union School District is a small, single-school, rural district in southern San Benito County. Our student population has ranged from 14-20 students over the past few years. For the 2020-21 school year, we started the year with 15 students attending the school. The school currently has grades TK through 8th grades. We will continue with the TK program which was started last year. The total student body consists of 80% Hispanic and 20% White students. There are approximately eighty-seven percent English Language Learners at Willow Grove. The school has two students who qualify as homeless and approximately 85% of the students who attend are low-income. The single school district currently employs two credentialed full time teachers, a part time intervention teacher, a part time aide, a part time secretary and a part time Principal. Parents are very proud of Willow Grove School and are very involved with the Parent Nights, parent meetings, and their children's education.

We are in a remote area and several of our families do not have internet service. Some of this is due to financial constraints and some due to the physical terrain of our area in which the students live. Our school started to locate internet installations for students with the assistance of a local provider who installed service for several of our students. However, some students still cannot access the internet all of the time because of multiple students in the same home needing to be online at the same time. We still have two students who are totally unable to access the internet due to the physical terrain. (Some land owners will not allow towers to be built on their property.)

The LCAP supports the districts' vision of supporting students towards their individual student success in all areas of academics. A specific emphasis is placed on the ability of students to be at or above grade level in Reading/ Language Arts, and Math. Since there are less than five students at any one grade level, growth patterns and scores for grades and/or students are not shown on the California School Dash Board. Parents are seen as an important link in each students' success and the growth of the school in this rural community. Parent teacher meetings are held regularly where the needs of the school are discussed with possible solutions. The development of the LCAP goals and actions are discussed and developed after several types of meetings with staff and parents. Parent input is also garnered during special school planned evening functions as well as individual conversations with parents during parent conferences, parent pick-up, and phone conversations.

The closure of schools in March 2020 had a devastating affect on most of our students.

A week prior to the end of school, the students were given the school assessment on the Renaissance STAR-360 program. (We use this assessment throughout the school year to identify growth and areas of need for the students.) This last assessment was done over the internet on the student chrome books. For students that did not have internet and the lower grades, the students came to the school one at a time for the assessment. The scores from these tests showed a definite drop in the levels of Math and Language Arts/ Reading scores across the grade levels. The staff, parents and school board were very worried about the loss of learning as well as the emotional well-being that our students experienced since the change to distance learning in March. We were originally scheduled to open for the new school year on July 22, 2020. After discussion with staff and parents, the board met and decided to start school two weeks early this year to allow our students more time to recover their skills. Our school started the new school year on July 8, 2020 following the school's completed Reopening Plan which explained the protocols of the health and safety guidelines for staff and students. The plan allowed for the correct spacing for student desks, how to coordinate the use of individualized materials, and the protocols for parents or visitors to the school campus.

Reflections: Successes

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

Since the CAASPP was not given at the end of the 2019-20 school year, the successes are a reflection of local data, the STAR-360 assessments, used throughout the year at Willow Grove. Students showed improvement in their Reading scores from July through February, showing 9 out of 9 students within or above grade level (100%). Math scores, likewise for July through February, showed improvement in Math scores, with 9 out of 9 students within or above grade level (100%). The individual student improvements were shared with the parents at our parent conferences. These results were a result of the focused individual instruction which we are able to provide our students throughout the school year. They are in direct alignment with our 2019-20 LCAP Goals and the educational program of instruction and intervention (as determined by academic need) for all students at Willow Grove.

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.

Since the CAASPP was not given at the end of the 2019-20 school year, these identified needs are a reflection of the STAR-360 assessments used throughout the year at Willow Grove. Unfortunately after the close of the schools for COVID (March 2020), 80% of the students showed a definite decline in their scores for Reading and 60% a decline for Math (most showing a drop below grade level). During the Distance Learning (March - June), The educational instruction and support was in the form of phone calls to the students at home, materials sent home/received and corrected with notes sent back to students, and through Google classroom for a few who had internet. Many of the students who are English Language Learners or have to rely on very undeveloped language skills, the process of learning remotely was very difficult. It is difficult to express the meaning of many terms or words without uninterrupted discussion and/or supportive

tools at hand. Instruction done in person can be much more effective for students because the student is more engaged personally. The student can be engaged more quickly and are less distracted when instruction is in-person.

Many of our students either do not have internet or have it at such a low level that it is not adequate for working consistently for instruction to remain focused and successful. Several of the homes have more than one student who is trying to access the internet at the same time which leads to one or more of the siblings having to get off the internet so that at least one student can complete their class. The schedules of teachers at different schools (high school, elementary school) wanting to provide student instruction at the same is problematic for these students.

In an effort to assist the students with mitigating this learning loss, parents and staff were surveyed and engaged in conversations regarding the possible methods of assisting students to gain back their loss of skills. One of the outcomes was that the Willow Grove School Board lengthened the school year and started back in school as promptly as possible in July for the 2020-21 school year. In addition, a new paraprofessional was hired part-time to assist with the students This was documented in the Local Continuity and Attendance Plan for fall of 2021.

LCAP Highlights

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

The key features of this LCAP are an individualized plan for each student's growth, ongoing formative assessment, and a positive climate for the school community where all voices are heard and honored. These keys to success for Willow Grove students are embedded in the main goals which are as follows:

1. Provide a high quality teaching and learning environment where all students have access to standards based instruction in a safe and well maintained physical environment.
2. All students will be provided with equitable support to increase their individual student achievement including programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs.
3. Willow Grove School will continue to be supportive of its parents, students and staff in their efforts to maintain excellent attendance for their students, a positive climate and system of support for each member of the school community.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

Willow Grove U.S.D. encourages open communication between all of the parents, staff, students, community and School Board. This school district/school is fortunate to be small enough that there are optimal opportunities for all parents to be very involved with the school daily throughout the school year. We have built a culture of trust and have been able to capitalize on the fact that the parents are all available at the beginning of school and at parent pick-up every day. The parents are also very responsive to coming to the school for parent meetings where we talk about the plans for the coming year, and solicit input from the parents regarding their interests and needs in regard to their child's school and education. We have found these meetings to be much more worthwhile, productive, and desirable by parents than sending home paper surveys and notices of things that require specific input or where general parent input is sought out. Students talk individually or in groups with the teachers, staff, and with the principal. Although the Principal is open to having discussions with the students at impromptu moments for various topics or just to "check-in", there are formal/ scheduled sessions where students are brought into conversation with the principal for topics related to their school experiences and success. Student meeting dates of Oct. 15, Dec. 7, Feb. 12, April 15, May 25 provided feedback regarding the process of completing student assessments throughout the year as well as intervention. It was determined that students are invested in observing their progress and in receiving the intervention assistance if needed. Other discussion items with the students involved playground changes and improvements in activity choices as well as character building between students. Discussions have been held with teachers (2020: July 16, 23, 30, Aug. 6, 13, 27, Sept. 3, 10, 17, Oct. 1, 8, 15, 29, Nov. 12, 19, Dec. 3, 17, then 2021: Jan. 21, Feb. 23, Mar. 4, 11, 25, April 8, 22, May 5, 26, June 2) for assessing teacher stress and classroom instruction under the pandemic constraints, planning students' conferences, determining the beginning and ending of the school year, the TK program, importance of reading and activities to do at home to involve their children in extended learning, nutrition, and the availability of counseling, priorities and school calendar for 2021-2022. Parents of homeless students, EL students and low income students were all included in meetings and discussions (2020; JULY Mar. 11, 18, April 8, 22, May 5, 26) regarding parent support at home, nutrition, school schedules and parent conferences. Translations were made available to parents as needed. Board meetings are held monthly and meetings agendas are posted at the school and in town at the Post Office as well as in the monthly school calendar which is sent home with each student. The Board and all other stakeholders (parents, teachers, students, community members) drive the vision for the LCAP. The basis for the goals are discussed at Board meetings throughout the year and then developed together as the plan is being written (April, May, June). Board meetings are open forums for discussion and community members and parents are invited to attend. (Board meetings: July 21, 2020, Aug. 18, 2020, Sept. 15, 2020, Oct. 20, 2020, Nov. 17, 2020, Dec. 15, 2020, Jan. 19, 2021, Feb. 9, 2021, Mar. 16, 2021, April 20, 2021, May 18, 2021, June 15, 2021).

Formal consultation with the SELPA took place on April 21, 2021 with informal consultation taking place throughout the 2020-21 school year.

A summary of the feedback provided by specific stakeholder groups.

For instance, we have worked with all of the families in scheduling the breaks for our year-round calendar. We have a few EL families who travel to Mexico for extended vacations during the school year. As a result of our conversations, the school and parents were able to work out a calendar of school days where the parents agreed to use the vacation time within the school calendar for their trips. The school reworked its calendar to accommodate the days off during the breaks with the days needed for the families.

Decisions regarding the following issues have been included in the LCAP for 2020-2021 and LCAP 2021-22. Students, teachers, administration and paraprofessionals have been in discussion regarding the types of intervention and the determining academic factors that prompt this intervention for students. Teachers, parents, students and administration have discussed and provided counseling for students and parents in need. All homeless, EL and low income students and parents have been included in discussions regarding attendance, mental health issues, and interest in Science and Reading activities for students during the school year. Discussions were held with parents regarding: 1.) health and safety protocols; 2.) extra cleaning of the school; 3.) student expectations and the distribution of student work for distance learning. The staff agreed on how various materials will be stored and managed for the students in mobile 4-drawer carts (in-class) for lower grade students and bins for older students.

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

Calendar year was developed with direct input from staff, parents, and the Board. The parents were concerned about learning loss if students were out of school for too long a period of time. The Board had to take into consideration the availability of staff to teach the students in the extended year schedule and used all the information to make the best decision possible for staff, students and parents. Parents value the intervention services used with students individually and in small group. The staff, students, parents and the Board felt that these services need to be continued as direct services to students with identified needs from the periodic assessments given throughout the year. Due to the pandemic and the students not being in school during the spring of 2020, the parents, staff and students were clear that the social-emotional well being of the whole school community has been affected. Several of our families have been seriously impacted by the stress of this disruption to the normal school routine and family routines. The County Office of Education has been supportive in providing sessions on Social Emotional Well-being through SEL topics provided via Zoom to staff. The school staff and administration see this as an important structure for the whole school community to be involved in during the ensuing years for the benefit of students, staff and parents.

Goals and Actions

Goal

Goal #	Description
1	Provide a high quality teaching and learning environment where all students have access to standards based instruction in a safe and well maintained physical environment. (Priority 1 - Pupil Achievement), (Priority 2 - Implementation of State Standards), (Priority 7 - Course Access)

An explanation of why the LEA has developed this goal.

The metrics and actions described below will be implemented to ensure that the progress made within these priorities will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and legal obligations are being met. The accompanying actions have been selected because they are a continuation of a planning process and purchasing of materials, These goals reflect input from staff, students, site administrator, Board and parents. This year a teacher is retiring and a new teacher will be hired for the 2021-22 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 100 % highly qualified teachers who meet the California state credentialing requirements.	100% teachers who are appropriately credentialed and highly qualified (2020-21).				100% of teachers will be credentialed and highly qualified each year. (2021-2022)
Standards aligned instructional material for Science	0% NGSS compliant Science materials in use ((2020-21)				100% of teachers and students will be using the new Science materials beginning the 2021-22 school year and each year thereafter.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards aligned instructional material for ELA/ELD and Math.	100% All students have access to use appropriate ELA /ELD materials and Math materials (2020-2021). 100% Common Core aligned with ELA/Math				100% all students will have appropriate ELA /ELD and Math materials every year. (2021-2022)
Provide a broad course of study aligned to the standards for History/Social Science, P.E., Health and the Arts.	100% of students had access to a cross curricular and stand alone units of study. (2020-2021)				100% of teachers and students will have access to materials aligned with standards for a broad course of study. (2021-2022) (i.e. History/Social Science, P.E., Health, and the Arts)
Maintain facilities in good repair and address any needs from Keenan or Fire Dept. walk-through, using the FIT results.	100% FIT results show a standing of "good" every year. (2020-21)				100% of facilities will receive a rating of Good or better on the FIT score yearly for Willow Grove School. (2021-2022)
Implementation of state standards	100% of staff attend professional development every year. (2020-21)				100% of staff attend professional development every year (2021-2022).

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit and maintain highly qualified teachers	Willow Grove Board will search and hire teachers for the students, to maintain a staff which is 100% highly qualified and appropriately credentialed.	\$143,970.00	No
2	Well maintained facilities	Willow Grove Board will assess current conditions, plan and purchase needed materials to ensure an equitable, safe and well maintained facility for all students, staff and parents.	\$10,000.00	No
3	Purchase and implementation of Standards based materials	Willow Grove USD will purchase of NGSS aligned Science curriculum and supporting materials for all students to ensure a deeper and more successful Science education for all students. In addition, purchase updates from the English Language Arts and Math materials as needed.	\$5,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students will be provided with equitable support to increase their individual student achievement including programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs. (Priority 5 - Pupil Engagement), (Priority 4 - Pupil Achievement), (Priority 7 -Course Access), (Priority 8 - Pupil Outcomes)

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has identified the following as priorities which have been viewed as critical to the success of students at Willow Grove USD. The metrics and actions described below will be implemented to ensure that the progress is made within these priorities. Students showed improvement in their Reading scores from July through February, showing 9 out of 9 students within or above grade level (100%). Math scores, likewise for July through February, showed improvement in Math scores. Unfortunately after the close of the schools for COVID, 80% of the students showed a definite decline in their scores for Reading and 60% a decline for Math. Regular periodic assessments will be completed and will be evaluated on a regular basis with specific skill intervention assigned to ensure that every student has an equitable opportunity to develop and be successful in their academic goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR-360 for Math and English Language Arts, Individual students will show growth throughout the school year as measured by the STAR-360 and achieve at or above grade level status by the end of the school year. Students on an	STAR 360 scores are posted in this document under the Annual Update in GOAL 1 * Students showed improvement in their Reading scores from July through February, showing 9 out of 9 students within or				100% of students will show growth on the STAR-360 for each planned testing session throughout the school year. Students will be at or above grade level on the ELA and Math portions of the STAR-360 assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
IEP will use their goals as a measure of growth as well.	<p>above grade level (100%).</p> <p>* Math scores, likewise for July through February, showed improvement in Math scores, with 9 out of 9 students within or above grade level (100%).</p>				throughout the school year. (2021-2022)
<p>ELPAC assessment. Students will show at least one level of growth per school year in the ELAC testing.</p> <p>Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).</p>	<p>ELPAC was not given in 2020. It is being given in 2021 but the scores will not be available until Summer of 2021. (25% of students advanced in at least one level in the Summative ELPAC 2021.)</p> <p>Baseline will be established this year.</p>				100% of each EL student will show a growth of at least one level on the ELPAC 2021-2022.
Physical Education Test (PFT)- Students will show growth each	PFT was not given in 2020 or 2021 due to COVID concerns.				80% of students will show growth on their PFT 2021-2022.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>year on their individual scores.</p> <p>Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).</p>	<p>The baseline will begin with the scores from 2022. (0% growth in 2020-2021)</p> <p>New baseline will be established next year.</p>				
<p>Middle School Dropout rate on SARC Report</p>	<p>Middle School Dropout Rate is 0%</p>				<p>Maintain the Middle School Dropout rate at 0% (2021-2022)</p>
<p>CAASPP assessments: SBAC for ELA and Math and the California Science test.</p> <p>Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).</p>	<p>For 2021, 70% of students met or exceeded standards for ELA; 24% of students met or exceeded standards for Math.: 100% of students met or exceeded standards on the CAST.</p>				<p>For 2021-2022, 90% of students will meet or exceed standards for ELA; 80% of students will meet or exceed standards for math 100% of students will meet or exceed standards on CAST.</p>
<p>EL reclassification rate</p>	<p>15% of students were reclassified on the ELPAC in 2020-2021.</p>				<p>25% of students will be reclassified on the ELPAC in 2021-2022.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide ELA/math intervention	<p>Staff will provide one-on-one or small group intervention focused on Reading, Writing, Language and Math for identified students to reach grade level standards.</p> <p>In addition students with SPED goals will meet their goals in ELA/math. All students will show growth.</p>	\$31,800.00	Yes
2	Conduct periodic assessment of student progress	<p>Approximately every 8 weeks, the staff will use the student assessment information from STAR-360 and the adopted/developed curriculum to assess the strengths and weaknesses of each student and design a plan of instruction so as to maintain formal reviews of student progress, using all data collected through programs or assessment.</p>	\$3,010.00	Yes
3	Provide extended year round school program	<p>All staff will increase their days worked from 180 to 197 days to assist with mitigating the learning loss from Spring of 2020.</p>	\$6,000.00	Yes
4	Strengthen vocabulary skills	<p>The staff will use academic vocabulary, student frames for questions, language extension activities and writing strategies that support access for all with a specific focus on unduplicated students.</p>	\$2,500.00	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.

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	Willow Grove School is supportive of its parents, students and staff in their efforts to maintain excellent attendance for their students, a positive climate and system of support for each member of the school community. (Priority 3 - Parental Involvement), (Priority 5 - Pupil Engagement), (Priority 6 - School Climate)

An explanation of why the LEA has developed this goal.

An analysis of parental participation, student surveys and observations, as well as periodic check-ins with staff have identified a need to provide support to all aspects of our school community (i.e. students, parents, staff) to support the social-emotional well-being of all individuals. Stress and adversity can impact the limbic system (learning center) of our brains making it hard for staff and students to focus and self-regulate. The school will use behavioral data and survey data of students as well as survey data from parents and staff collected as part of a wellness check to monitor social emotional well-being of our school community. Some students have been adversely affected by the distance learning so that their attendance has dropped when coming back to in-person learning. The LEA continues to build SEL competencies for staff, students and community and will deepen partnerships within the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Different surveys for students, parents and for staff will be reviewed for use with this goal to determine social/emotional well-being and possible needs of each group within our school community,	In July of 2021, 84% of students feel safe at school. 100% of parents feel their students are safe at school.				Yearly and periodic surveys regarding social-emotional well-being will be completed by parents, students and staff to determine needs within the school community which will drive programs for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
including feeling safe and connected at school.					students, parents and staff. In 2021-22, 100% of students feel safe at school. 100% of parents feel their students are safe at school.
Chronic absenteeism and attendance rate for students	For 2018-19 attendance rate was 97% and 0% for chronic absenteeism.				Chronic absenteeism will be 0% and attendance rate will be 97% or above for the year.
Parent participation in school meetings, Family Nights, other school activities	Observations showed that our parents participated nearly 100% during pre-pandemic.				100% participation by parents
Suspension rate	Suspensions = 0%				Suspension Rate = 0%
Expulsion rate	Expulsions = 0%				Expulsion Rate = 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide staff with SEL topics of learning	Staff will integrate student support into the regular instructional day and the daily interaction with students providing specific assistive counseling or other forms of support provided as needed to students and parents.	\$4,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Community partnerships	The school will partner with community-based mental health providers for support to students and related parental issues.	\$5,500.00	Yes
3	Provide administrative support for school community	The school administrator will oversee school climate, attendance, SARB, system for truancy letters to assist with lower truancy rates, implementation and annual review of system for evaluating effectiveness of school programs and staff/student wellness, review systems and procedures for student encouragement, providing opportunities for parents to connect with the school programs of instruction, student culture and character building programs.	\$25,000.00	No
4	Staff Community Building	Staff will create community-building structures that strengthen staff relationships and peer supports (i.e. SEL informational sessions, support times together for meals, discussions and/or trainings) to continue to build a positive school climate.	\$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.

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
20.36%	\$35,260

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.

Through a coordinated process of examining data, needs assessments, and stakeholder engagement Willow Grove School prioritized the needs of English Learners, foster youth and low-income students when allocating funding in the LCAP. 85% of students who are receiving increased and improved services through the LCAP are English Learners and 85% of the students are low income.

Goal 2: Actions 2.1 and 2.4 focus on targeted interventions and vocabulary skill building. These interventions are researched based and are proven effective to increase student outcomes for low income and English Learners.

English learners, economically disadvantaged, and homeless/foster youth will be provided with support to increase their individual student achievement through research based instruction.

Goal 2: Action 2.2 Students will show growth on the STAR-360 for each planned testing session throughout the school year. These assessments given regularly throughout the year will provide a structure to ensure that students are making growth. Students having difficulty or not showing appropriate growth will be identified for further support. This will assist in facilitating that students will be at or above grade level on the ELA and Math portions of the STAR-360 assessment throughout the school year.

Goal 2: Action 2.3 Students will attend an extended year round school program. This will promote learning throughout the year without extended breaks where students can easily regress in their development of skills. This is especially critical for unduplicated students who may not have the opportunities at home to support further language development or other skills in school studies.

Goal 3 provides social emotional learning through professional development (SEL topics) which will support staff, parents and students. Social emotional development is a key to developing positive outlook on life, knowing how to interact with others and building good character. Willow Grove School is supportive of its parents, students and staff in their efforts to maintain excellent attendance for their students, a positive climate and system of support for each member of the school community.

Goal 3: Action 3.1 Staff will integrate SEL student support into the regular instructional day and the daily interaction with students providing specific assistive counseling or other forms of support provided as needed to students and parents.

Goal 3: Action 3.2 Community partnerships and involvement will allow us to expand the support for mental health partnerships for students and parents.

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

The increased and improved services requirement for Willow Grove School is 20.36 %. This supplemental and concentrated portion of funding (\$35,260) is earmarked to support homeless (30%), English learner (85%), and low-income students (85%). This funding is evident within Goals 2 and 3 of the LCAP. Specific actions support increased and improved services for unduplicated students through supplemental and concentration funding and coordinated support from state and federal funding. The unduplicated student rate for Willow Grove is 90% and Local Control Funding Formula (LCFF) monies support this group. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Currently the LEA is meeting the needs of all students including the ELL, low socio-economic, foster, homeless and students re-designated as fluent English proficient by providing a broad variety of instruction, targeted supplemental materials, and technology to enhance their learning experiences. Language, writing and reading instruction to the unduplicated students will continue to be increased by 25 minutes a day, three times a week for that targeted population. All students participate in a formal writing program within the adopted Houghton - Mifflin Language Arts program.

To improve the language building through vocabulary and experiences, field trips, assemblies, and extra-curricular activities are provided to the school. In addition there will be a longer school year (11 additional days to the usual 180). Instruction will include the use of curricular mapping and planning from the assessment (STAR-360, BPST) given every 6-8 weeks. These assessments assist the staff in watching the growth of each student on a regular basis throughout the year, adjusting instruction as necessary. This provides the targeted instruction and support in math and language arts to be current to all students' needs at all times.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$199,480.00	\$8,000.00	\$15,500.00	\$14,800.00	\$237,780.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$179,770.00	\$58,010.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Recruit and maintain highly qualified teachers	\$143,970.00				\$143,970.00
1	2	All	Well maintained facilities	\$10,000.00				\$10,000.00
1	3	All	Purchase and implementation of Standards based materials		\$5,000.00			\$5,000.00
2	1	English Learners Foster Youth Low Income	Provide ELA/math intervention	\$17,000.00			\$14,800.00	\$31,800.00
2	2	English Learners Foster Youth Low Income	Conduct periodic assessment of student progress	\$3,010.00				\$3,010.00
2	3	English Learners Foster Youth Low Income	Provide extended year round school program	\$6,000.00				\$6,000.00
2	4	English Learners Foster Youth Low Income	Strengthen vocabulary skills	\$2,500.00				\$2,500.00
3	1	English Learners Foster Youth Low Income	Provide staff with SEL topics of learning	\$3,500.00	\$1,000.00			\$4,500.00
3	2	English Learners Foster Youth Low Income	Community partnerships	\$3,500.00	\$2,000.00			\$5,500.00
3	3	All	Provide administrative support for school community	\$10,000.00		\$15,000.00		\$25,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	Staff Community Building			\$500.00		\$500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$35,510.00	\$53,310.00
LEA-wide Total:	\$35,510.00	\$53,310.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$35,510.00	\$53,310.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Provide ELA/math intervention	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,000.00	\$31,800.00
2	2	Conduct periodic assessment of student progress	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,010.00	\$3,010.00
2	3	Provide extended year round school program	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	\$6,000.00
2	4	Strengthen vocabulary skills	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$2,500.00
3	1	Provide staff with SEL topics of learning	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$4,500.00
3	2	Community partnerships	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$5,500.00

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

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[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.