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
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Plan Summary [2021-22]

General Information

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

The Ravendale-Termo Elementary School District is a K-8 District with one K-8 School, Juniper Ridge Elementary School, located in Termo, CA- approximately one hour North of Susanville, CA in Lassen County. The school site serves approximately 12 students in transitional kindergarten through eighth grade (CALPADS Snapshot 1.17). During the 20-21 school year, the twelve students represented grade levels from Transitional Kindergarten through Eighth Grade. One certificated teacher works with the twelve students with the assistance of a full-time classified employee that provides transportation via the District's vans, cooks meals for the students, provides occasional custodial duties and also serves as an instructional aide for the students. As an educational entity, Juniper Ridge Elementary School is a community of students, teachers, parents and staff who value education and support the development of the students in the community. This small school site offers students the ability to learn in a structured atmosphere where students can reach their full potential, becoming independent and responsible 21st Century Learners. The Ravendale-Termo School District has an unduplicated pupil of 91.67% with an enrollment at CBEDS (10/7/20) of twelve. At the end of the year, we finished with seven students. 0% of our students are designated English Learners and we had a 0% reclassification rate this year. The District's Foster Youth Services Coordinator helps provide academic tutoring, mentoring and counseling services as need to all foster youth enrolled in the District- although none were enrolled as verified by the Foster Youth Count on

the Snapshot. The District's Homeless Liaison ensures that Homeless Student needs are met with full enrollment rights afforded homeless students, participation in all school activities and support as needed with accessing the academic program- no homeless students were enrolled as verified by the snapshot.

The school partners with the Lassen County Office of Education for Regionalized RSP services such as Speech Therapy, Adaptive PE, School Psychologist, Physical Therapy, and Counseling. For RSP students that need support in the classroom, the District will contract with a neighboring district for part-time RSP teaching support for an appropriate number of hours or days depending on the needs of our students with IEP services. At this time, this service is not necessary.

Reflections: Successes

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

The Ravendale-Termo Elementary School District has been focused on improving the academic programs for all our K-8 students while providing an inclusive, supportive environment that nourishes the physical, social, mental and emotional well-being of every one of our students. Staff took an active role at the start of the 2020-2021 school year to identify ways to improve how we track student absenteeism and was making active gains on communicating with parents and students about overall absences, the negative effects on education due to absences and ultimately, on the impacts to the school district dashboard each year. The classroom teacher makes contact with absent students' parents each day and works with parents to make sure that the impact on learning is lessened by the absence. Suspensions remained at 0% again this past year as no students were suspended from the school.

In March of 2020, the district shut down normal operations for the remainder of the year. All schools in the county were shut down as were most in the state. Instead of completely closing school, the staff at Juniper Ridge Elementary School devised a way to use their size in their favor. With only a handful of families, a plan was devised that provided "in-person" instruction to each individual family at least one day per week. Our van driver would pick-up one family each day and bring them to the school which allowed the teacher to work with them and kept them connected to the school setting. Cleaning and sanitizing were accomplished between families and groceries were sent home with each family on a weekly basis so that students would still have lunches and snacks provided by the school. Staff found this to be a beneficial means to keep track of student learning and monitor the social/emotional state of our students as they were grappling with the pressures of the pandemic.

When plans for reopening school were developed in August of 2020, the Ravendale-Termo School District did something that most schools in California couldn't do- we found a way to open and stay open. District Administration worked with County Health Officials, staff, parents and our board of trustees to develop a plan that was safe and provided equitable access to daily instruction. The members of the district are very proud that our staff was present for 100% of the school year and the school remained open for all 180 days of school during the 2020-2021 school year. No other school in Lassen County was able to keep all grade levels in school for the entire year!

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.

Dashboard indicators and test score results are always going to be a challenge for a district as small as Ravendale. This past year, although we participated in the abbreviated CAASPP testing that occurred in the spring, we only had a total of five students participate in the testing as the majority of our twelve students were in grades K-2. The stakeholders in the district are accustomed to demographic data and test score data not being reported out due to our small numbers to protect the privacy of our students. Although this is very different from most schools, our parents are used to more engagement and one-on-one attention from the classroom teacher and staff.

Our greatest struggle right now is to obtain a better source for broadband access. The district has been working with the BIIG grant for the past two years to secure better internet that can accommodate the latest uses of technology, but it is a slow process. Even with large state agencies and support behind this endeavor, the steps to completion are incredibly slow.

LCAP Highlights

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

The 2021-2024 LCAP continues the District's focus on securing and training high quality staff to deliver quality first instruction. The District is purchasing new Science curriculum and continues to invest time and energy into training staff to use curriculum in all core subjects in the most effective manner. Another focus of this plan is to provide students with a safe and welcoming environment. The following are specific examples to highlight our efforts:
1. Recruit and retain quality teaching staff for our small school.
2. Improve campus safety concerns to better serve students and staff.
3. Provide students with tools to support their learning in the classroom.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The Ravendale-Termo Elementary School District engaged stakeholders throughout the spring and discussed the eight state priority areas set by the State Board of Education.

With only twelve students in the Juniper Ridge Elementary School setting, participation from a variety of stakeholder groups was limited, obviously. Discussions held on 11/18/20, 12/15/20, 1/20/21, 2/17/21, 3/17/21 and 4/21/21 helped generate ideas as the eight state priority were reviewed and available data was shared with those present. Superintendent provided a review and ongoing updates of the LCAP process to the Board of Trustees and the community during monthly board meetings to review the timeline and share the data collection points (matrices)to be used for each of the eight priority areas addressed in the LCAP as required by Ed. Code. During these times, the Superintendent reminded parents and those in attendance about the opportunity to submit comments and/or to participate in the LCAP process throughout the school year.

There were no bargaining units to consult with, however, both the single teacher and aide at the elementary school were consulted with regarding their ideas. Also present were two board members, the district superintendent, the District CBO, and a member from the community. Additionally, all students were consulted regarding the learning programs being used in the school setting. Student population, being as small as it was, did not prompt establishing a DELAC or ELAC, so the only parent group to consider in the process was that of the School Site Council.

4/28/21- SELPA Meeting- District Staff consulted with the SELPA Director regarding their Actions and Services for students with disabilities- prior to the approval of the LCAP.

The LCAP plan was shared in a public hearing on June 16, 2021 along with a public hearing for the budget. No written comments were received at/after the hearing.   The only questions received during the public hearing centered on the adoption of the new science curriculum. Final approval of the plan was completed on June 23, 2021.

A summary of the feedback provided by specific stakeholder groups.

Summary feedback received from staff, students, parents and community members maintained four key components for the future LCAP:
1. Our improved attendance rates this past year are a reflection of an increase effort to provide door-to-door transportation for our students. Continued efforts need to be made to provide this enhanced service for all students. This feedback was particularly from the school staff, but agreed to by parents as well.
2. Improved academic offerings will enhance student learning and promote positive engagement. New science curriculum, intervention materials and summer school offerings are just a few of the improved services that students can take advantage of for better academic outcomes. Students shared their interests in having more ways to learn including additional options for working with technology.

3. Instructional aide support position is needed. The district needs to continue to search for good, reliable aides that can help with the learning environment at Juniper Ridge Elementary School. The one, additional person can help facilitate smaller groups of individualized instructtion as well as provide the teacher with flexibility to offer more variety in the instructional day for students of all grade levels. The school classroom teacher and van driver shared this feedback mostly.
4. As the district is not part of the National School Lunch Program and is not currently able to take advantage of free-lunch for all, the district needs to continue to provide funding to the cafeteria for all students to be able to participate in the daily meal and snack program at the school. District Administration and the board of trustees were the drivers behind this particular action.

Together, all stakeholders found these four items to be of the greatest importance for continuing to offer a meaningful educational environment for our students.

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

Parents and school staff influenced the inclusion of enhanced transportation services and the need for an instructional aide to help support student activities and learning. With so many families reeling from the effects of the pandemic, the ability to not have to worry about how your kids were going to make it to school is a strong motivator for the continued use of more van routes and door-to-door service. The instructional aide is sorely needed to have one more set of eyes and ears for our students- particularly when we have a larger number of younger students who tend to need more individualized attention each day.

New science curriculum, more online or computer-based learning and the use of more intervention materials were a product of feedback from our students and staff. The ability to use Chromebooks and other technology to provide small group instruction provides greater flexibility for our teacher to spend one-on-one time with more students. More effort was made by staff and administration to find programs that would work with the limited bandwidth and that would provide reliable feedback to better inform day to day instruction.

Free lunches for our students continued to be a strong priority for our board and administration. For some of our students, it is recognized that the meal they receive while at school might be their most well-rounded meal of the day. The importance of not limiting this was essential in creating a nurturing environment where students can succeed.

Goals and Actions

Goal

Goal #	Description
1	The District will maintain and build upon all students' access to a broad course of study taught by a fully credentialed teacher that has received professional development in the implementation and utilization of the state standards with students learning in a facility that is safe and properly maintained. (Priorities 1, 2 and 7)

An explanation of why the LEA has developed this goal.

An analysis of the input from stakeholders has not identified any concerns or needs within state priorities 1,2 or 7. The data provided by the metrics will allow the district to monitor the maintenance of this goal and help identify and potential gaps created by a lack of progress. The actions have been selected based on input from stakeholders and their proven effectiveness in maintaining the positive outcomes of this goal. The Ravendale-Termo Elementary School District has developed this maintenance goal around Basic Services, Course Access and Implementation of CCSS because the areas of focus have seen, consistent and steady improvement and are no longer in the same category as some of the areas that we are focused on in previous goals. Basic Service metrics have been met since the implementation of the LCAP and are not viewed by stakeholders as a concern. Our facility is in good repair, our teacher is appropriately credentialed and our students each have the necessary materials for their studies. Course Access goals have been met through the implementation of grade level, appropriate placements for our students whether they be a general education student, an English Learner, a foster youth, homeless student or a student with disabilities. Our School Information System provides a check & balance system for our registrars to make sure that all students are enrolled in the appropriate courses and school administrators monitor textbook distribution, usage and lesson planning for grade level content in all appropriate areas. Teaching staff utilize standards-based curriculum and attend annual training designed to reinforce use of current state standards. With an adoption of new NGSS curriculum across all grade levels, the district is now current and up-to-date on all textbook adoptions. Parent involvement has traditionally been strong at Juniper Ridge Elementary School. The District continues to get good participation from parents when we administer the CA Healthy Kids Survey. Through the survey, parents have reported that they approve of the activities in the school and are generally supportive of programs. Lastly, parents regularly participate in a Community Advisory Committee through our local SELPA, providing an opportunity for parent involvement in the Special Education arena.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A- All Schools in Good or Exemplary Condition	1A- 100% of schools were in good or exemplary condition (FIT/SARC)				100% of schools in good exemplary condition (FIT/SARC)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: FIT/SARC					
1B- All teachers appropriately assigned and credentialed Metric: SARC/LCOE Credential Monitoring Report	1B- 100% of teachers were appropriately assigned and credentialed in 2020-2021 school year Metric: (SARC/LCOE Credential Monitoring Report)				100% of teachers will be appropriately assigned and credentialed (SARC/LCOE Credential Monitoring Report)
1C- All classrooms will have sufficient instructional materials Metric: SARC/Board Resolution	1C- 100% of classrooms had sufficient instructional materials in the 2020-2021 school year Metric: SARC/Board Resolution				100% of classrooms will have sufficient instructional materials (SARC/Board Resolution)
2A- Implementation of State Standards/Local Evaluation Tool Metric: Local Survey Tool	2A- Survey results from administrative walk-throughs show that staff is implementing state standards 100% of the time with Math, ELA and Social Studies. 50% of science lessons have been delivered using CCSS.				100% of lessons delivered in all subjects will be done using current state standards and current curriculum.
2B- English Learner Program Metric	2B- Not relevant as we do not have any				English Language Learner parents will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: Local Survey Tool	English Learners or a DELAC.				show that the district is operating in the "core" phase for all measurements in the English Learner metric.
2C- Staff input related to professional development needs Metric: Local Survey Tool	2C- Survey results from staff reflect that the district is in "initial implementation" phase for ELA/ELD and "full implementation" phase for Mathematics related to professional development. The staff felt we were in "initial implementation" phase for all other core subject areas.				Survey results from staff will show that the district is in "full implementation" phase for professional development in ELA/ELD and Mathematics, and "initial implementation" for staff development in all other core subject areas.
7A- Student access to a broad course of study throughout school year. Metric: Local Measure; SIS	7A- 100% of our students had access to and participated in a broad course of study throughout the 2020-2021 school year. 7th and 8th grade students had access to a foreign language course taught by a credentialed teacher. 100% of our students				100% of enrolled students will have access to and participate in a broad course of study. 7th and 8th grade students will have access to a foreign language course and 100% of our students will have access to a computer in order to learn technology skills

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	had access to a computer in order to learn technology skills that are needed for career and college readiness. (SIS)				that are needed for career and college readiness.
7B- Unduplicated student access to a broad course of study and supports. Metric: Local Measure; SIS; Meeting Notes: Schedules	7B- 100% of our unduplicated students had access to a broad course of study and were provided support in many forms, including: small group instruction, one-on-one support with an instructional aide, supplemental coursework with technology and individualized tutoring as needed.				100% of our unduplicated students will have access to a broad course of study and will be provided support in many forms, including: small group instruction, one-on-one support with an instructional aide, supplemental coursework with technology and individualized tutoring as needed.
7C- Students with exceptional needs enrolled in grade-level appropriate courses and using grade-level materials. Metric:	7C- Not relevant as we do not have any students with disabilities enrolled this year.				100% of our students with exceptional needs will be enrolled in and participate in a broad course of study. 100% of our students with disabilities will be working with grade-level materials in both the RSP and general education classrooms. As necessary, when

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					appropriate, students with disabilities may use foundational, skill--building materials that may be from other grade levels.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Update security for buildings	Install updated door locks, window tinting and security cameras for improved security of school site. Purchase and install blinds in the hallway windows and purchase floor cleaning machine for improved sanitation throughout the entire school.	$21,500.00	No
2	Professional Development	Provide professional development for teaching staff which will include Fraction Concepts and Google Classroom.	$1,100.00	Yes
3	Science Curriculum	Purchase new NGSS Science Curriculum for all grade levels.	$20,000.00	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 demonstrate growth towards meeting or exceeding standards in English Language Arts, Mathematics and English Language Proficiency. (State Priorities 4 and 8)

An explanation of why the LEA has developed this goal.

Analysis of student performance data as measured by the Smarter Balanced Assessment Consortium (SBAC) English Language Arts and Math assessments have shown in past years that 50% of students tested in ELA nearly met or met expectations and 75% of students tested nearly met or met expectations on tests done in the spring of 2018. No students were tested for English proficiency as there were not any English Language Learners in our district at the time. Consequently, there were no students reclassified at that time either. Overall, students have done well- besting the state averages mostly even though there are too few students in the district to show any indicators on the CA School Dashboard. The LEA has developed this goal to continue our focus on meeting academic expectations for all of our students. The district desires to see steady, consistent growth on student academic test scores as measured annually through the CAASPP and other local means. The actions in this broad goal provides our staff and students with tools to improve over the next three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A- State Indicator/Academic Indicator: SBAC ELA and Math Performance Metric: CA Dashboard 5x5 ELA Placement Report; Local Analysis	4A- 2019 CA Dashboard: English Language Arts and Mathematics There were too few records to show results at each grade level. Overall, 50% of students in ELA and 75% of students in Math met or nearly met expectations on testing done spring of 2018.				CA Dashboard: ELA and Math: All students will maintain or grow into an ELA and Math performance group of Green or Blue.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4B- State Indicator/Academic Indicator: Percentage of Pupils who have successfully completed courses that satisfy the requirements for entrance to the UC and CSU Systems. Metric: Dataquest, CALPADS, SIS	4B- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district.
4C- State Indicator/Academic Indicator: Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE approved career technical education standards and frameworks. Metric: CALPADS	4C- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4D- State Indicator/Academic Indicator: Percentage of pupils wo have successfully completed both types of courses described in subparagraphs (B) and (C). Metric: CALPADS, SIS	4D- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 districtt.
4E- State Indicator/Academic Indicator: Percentage of English Learners who make progress toward English proficiency as measured by the English Language Assessments for California (ELPAC). Metric: ELPAC scores	4E- Not relevant as we do not have any enrolled English Learner students.				Not relevant as we do not have any enrolled English learner students.
4F- Local Indicator/Academic Indicator: English Learner Reclassification Rates.	4E- Not relevant as we do not have any enrolled English Learner students.				Not relevant as we do not have any enrolled English Learner students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: Local Reclassification Rate					
4G- State Indicator/Academic Indicator: Percentage of pupils who have passed an advanced placement exam with a score of 3 or higher	4G- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district.
4H- State Indicator/Academic Indicator: Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	4H- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district.
8A- Other Outcomes:	100% of Jr. High students (7th and 8th grade) completed coursework for French One on Odysseyware system.				100% of Jr. High (7th and 8th grade) students will complete coursework for foreign language on Odysseyware system.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classroom Instructional Aide Support	Hire a classroom instructional aide to help provide supplemental, small-group support to low-income students.	$16,326.00	Yes
2	Intervention and Supplemental Support Materials	Purchase intervention materials and provide supplemental online support with access to diagnostic testing of CA state standards.	$15,500.00	Yes
3	Technology supplies	Purchase needed technology supplies such as headphones and other peripherals for Chromebooks that will be used by our low-income students during instructional time.	$500.00	Yes
4	Targeted Summer Learning Program	Provide targeted summer school support for unduplicated students to help support those students not at grade level.	$7,449.00	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	The Ravendale-Termo Elementary School District will provide a safe and effective learning environment for every student by engaging parents, students and staff. (Local Priorities 3, 5, and 6)

An explanation of why the LEA has developed this goal.

The school climate has always been a positive one at Juniper Ridge Elementary School and the small setting operates much like a family. With very few students and staff, everyone learns to rely on one another, look out for one another and communication is much more individualized and frequent. The LEA has developed Goal three with this in mind. Student discipline issues are almost always solved without the use of suspension or expulsion and parents work with our staff to make sure that students behave appropriately while at school. The school has always provided good transportation as the rural nature of the district does not lend itself well to parents bringing their children to school each day. This past year, the school operated on an expanded bus route that provided more "door to door" transportation and student attendance was better than it had been for several years. The decision to continue some of these enhanced options was a part of the solution for the next school year. Additionally, the school has always provided a free meal to our students and has not been a part of the National School Lunch Program. With reimbursements for all students a common practice in the next year, the district will not benefit from these NSLP reimbursements to cover food costs. The district has added this service for our unduplicated costs as a contributing factor due to the fact that we do not receive reimbursements and our low-income students are hugely impacted by this service. Although we were not able to use the CHKS survey as intended, the district did manage to collect information from parents that proved they were happy with the level of meaningful participation with school decisions. Open public board meetings are held each month in the morning so that parents can attend as the kids are coming to school if they wish to be a part of the discussion on any given month.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A- Local Indicator/Parent Involvement: Seeking input from parents/guardians in decision-making process.	3A- 80% of parents agree or strongly agree that the school seeks input from parents/guardians in the decision-making process (Local survey- 2020)				Maintain or increase the percentage of parents that agree or strongly agree that the school seeks input from parents/guardians in the decision-making process.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: CA Healthy Kids Survey; Local measure					
3B- Local Indicator/Parent Involvement: Promotion of unduplicated student parent participation. Metric: Event Attendance Logs; meeting notes; survey results	3B- 75% of unduplicated student parents agree or strongly agree that the school promotes parent participation (Local survey 2020)				Maintain or increase the percentage of parents of unduplicated students that agree or strongly agree that the school promotes parent participation.
3C: Local Indicator/Parent Involvement: Seeking input from parent/guardians of students with disabilities in decision-making process. Metric: Attendance Logs; meetings notes/minutes; survey results	3C- The district did not have any students with disabilities at the time of the local survey, so no data was collected for this metric.				Maintain or increase the percentage of parents of students with disabilities that agree or strongly agree that the school promotes parent participation.
5A- Student Attendance Rates Metric: Local SIS Report	5A- 95% Attendance Rate (Local SIS)				Maintain or increase the percentage of attendance of students at school (Local Measure)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5B- Chronic Absenteeism Rates Metric: CA Schools Dashboard; Dataquest	5B- Only one student was deemed chronically absent during the 20-21 school year(Local SIS measurement).				Maintain or decrease the percentage (or number) of chronic absenteeism (local measure or state dashboard)
5C- Middle School Drop-out Rates Metric: Dataquest	5C- 0% Middle School Drop-out Rate (Dataquest)				Maintain 0% Middle School Drop-out Rate
5D- High School drop-out Rates Metric: Dataquest	5D- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district
5E- High School Cohort Graduation Rates Metric: CA Schools Dashboard	5E- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district
6A- Suspension Rate Metric: CA Dashboard; SIS; Dataquest	6A- 0% Rate (2020 SIS Report)				Maintain a 0% suspension rate.
6B- Expulsion Rate	6B- 0% Expulsion Rate (2020 SIS Report)				Maintain a 0% expulsion rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: Dataquest; SIS					
6C- CA Healthy Kids Survey Results (CHKS) Metric: CA Healthy Kids Survey (CHKS)	6C- The CA Healthy Kids Survey was administered to parents, staff and students in the fall of 2020. 100% of students reported feeling safe or very safe at school. 92% of students reported feeling connected or very connected to the school.				Maintain or increase the number of students feeling safe and connected to the school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide "no-cost" meals to all students	Provide "no-cost" meals to all students each day, to include: cafeteria personnel costs and food costs.	$16,110.00	Yes
2	Enhanced Transportation Services	Provide enhanced transportation services that provide door-to-door service for each family in the school to increase attendance and to provide daily contact with parents during pick-up and drop-off.	$27,315.00	Yes
3	Communication Platforms	Continue to update school website and communication platforms for better interaction with parents, community members and staff.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Student supplies and Fine Arts materials	Continue to purchase student backpacks/supplies and musical instruments for enhancement of fine arts options, including musical instruments and gardening supplies..	$2,000.00	Yes
5	SEL Curriculum and Professional Development	Purchase Second Step SEL curriculum program and supplies. Provide training in SEL for staff members.	$5,500.00	Yes
6	Indirect Costs	Charge indirect costs to the S&C funds for use in the LCAP- administrative oversight of programs.	$6,795.00	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.

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
18.53%	$37,934.00

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.

Currently the demographics of the District indicate that 91.67% of the District's students are considered part of the unduplicated count. At this point in time, 0% of the District's students are English Learners. Given the large percentage of Low-Income students, all District goals are designed to close the achievement gap and meet the needs of these targeted students. By implementing goals and programs for these students, our remaining 8% (approximately) of students automatically receive similar key programs. At the heart of the District's goals is a personalized learning approach to teaching all of our students district-wide. It is the best approach for catapulting our high risk students, Foster Youth and English Learners forward. Each student in the District has an individualized opportunity to learn material that meets their needs as well as their strengths and can expect support to help with their weaknesses. By providing these services District-wide, we are able to reach and serve the populations that generated the funds.

The district begins the planning process by examining a wide range of student data for all students and compares these outcomes to the student outcomes in our unduplicated student groups. This data includes academic performance on state and local testing, attendance, behavior and student results from the CA Healthy Kids survey. After an analysis of the data has been completed with stakeholders, goals, metrics and actions are developed to support the unique needs, conditions or circumstances of unduplicated students along with students who may have exceptional needs. The school teams address the needs, conditions and circumstances of the district's English Learners, Foster Youth and Low-Income students as being consistent across the three groups.

The School-wide contributing actions are as follows:

Goal One:
1.1- Update Security for Buildings (Low Income students)

1.2- Professional Development (Low Income students)
1.3- Science Curriculum (Low Income students)

Ensuring that the facility is up-to-date and safe, teachers and staff are appropriately trained in state standards and using the most recently adopted textbooks for the current standards are all imperative for a school to operate on a daily basis. While all students are served by these strategies, all actions in goal one are principally directed toward improving or increasing services for our low-income students. These same intentions to principally direct the funds to our low-income students would be equally effective if we were to enroll an English Learner or a Foster Youth.

Goal Two:
2.1- Classroom Instructional aide support (Low Income students)
2.2- Intervention and Supplemental Support Materials (Low Income students)
2.3- Technology Supplies (Low Income students)
2.4- Targeted Summer Learning Program (Low-Income students)

Continuing to focus on academic outcomes for all of our K-8 students is a top priority. The staff at Juniper Ridge Elementary School is proud of the marks that our students have received in the past on CAASPP and other state testing. The efforts set forth in goal two are focused on improving academic outcomes for all students, however, the data collected throughout the school year indicates that our low-income students will benefit at a higher level when provided these additional supports. The actions of goal two are principally directed towards improving or increasing services for our unduplicated students, namely our low-income students. These services are strategically designed to help meet the needs, conditions and circumstances of our unduplicated students.

Goal Three:
3.1- Provide "no cost" meals to all students (Low Income students)
3.2- Enhanced Transportation Services/Routes (Low Income students)
3.3- Communication Platforms (Low Income students)
3.4- Student Supplies and Fine Arts materials (Low Income students)
3.5- SEL Curriculum and Professional Development (Low Income students)
3.6- Indirect Costs (Low Income students)

Goal three is centered on enhancing the environment at the school while providing more avenues for students and families to access the programs offered at the school and to share input about the work that is done on a daily basis. With a small number of students who are almost all low-income, the school is able to provide focused supports that are often not feasible in other settings. The district has endeavored to feed the children each day, even without the support of the National School Lunch Program and the reimbursements that come with such a program. The staff and board of trustees have always agreed that the meal that students receive at school may be the most well-balanced and steady meal they will have each day. This basic need is met as a part of our efforts to provide an equitable approach to education. Also, our students are provided door-to-door transportation to and from school which has shown improves our attendance and is more safe for our students. School supplies and access to fine arts equipment are important for all students but will provide a greater impact for our students who are disadvantaged. These actions are primarily directed to improve and increase services for

our low-income students and the actions in Goal three are designed to help meet the needs, conditions and circumstances of our unduplicated pupils.

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

The District's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 18.53%. Increased services include increased professional development for teachers to hone their skills working with the unduplicated population of students, additional aide time to help provide more individualized instructional support in the core subjects, supplemental online instruction to help build missing foundational skills, support for music instruction, technology upgrades to support remediation and testing opportunities and better resources for home to school communication regarding each student's progress through the use of translators and translation services. The District believes that the services provided in this LCAP are the most effective use of funds, and are principally directed toward increasing/improving services for all its unduplicated pupils. Additionally, these actions/services will support the District in meeting its Annual Measurable Outcomes for all pupils, including the unduplicated pupils. Due to the district's significant percentage of unduplicated pupils, the minimum proportionality percentage will be met through the actions listed above. The Ravendale-Termo Elementary School District expects the implementation of the above listed contributing actions to disproportionately improve the academic and social/emotional support of unduplicated students at a greater rate then their non-unduplicated peers.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$119,070.00	$10,025.00		$12,000.00	$141,095.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$45,657.00	$95,438.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Update security for buildings	$9,500.00			$12,000.00	$21,500.00
1	2	Low Income	Professional Development	$500.00	$600.00			$1,100.00
1	3	All	Science Curriculum	$20,000.00				$20,000.00
2	1	Low Income	Classroom Instructional Aide Support	$14,850.00	$1,476.00			$16,326.00
2	2	Low Income	Intervention and Supplemental Support Materials	$15,500.00				$15,500.00
2	3	Low Income	Technology supplies	$500.00				$500.00
2	4	Foster Youth Low Income	Targeted Summer Learning Program		$7,449.00			$7,449.00
3	1	Low Income	Provide "no-cost" meals to all students	$16,110.00				$16,110.00
3	2	Foster Youth Low Income	Enhanced Transportation Services	$27,315.00				$27,315.00
3	3	Foster Youth Low Income	Communication Platforms	$1,000.00				$1,000.00
3	4	Foster Youth Low Income	Student supplies and Fine Arts materials	$2,000.00				$2,000.00
3	5	Foster Youth Low Income	SEL Curriculum and Professional Development	$5,000.00	$500.00			$5,500.00
3	6	Foster Youth Low Income	Indirect Costs	$6,795.00				$6,795.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$89,570.00	$99,595.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$7,449.00
Schoolwide Total:	$89,570.00	$99,595.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development	Schoolwide	Low Income	Specific Schools: Juniper Ridge	$500.00	$1,100.00
2	1	Classroom Instructional Aide Support	Schoolwide	Low Income	Specific Schools: Juniper Ridge K-8	$14,850.00	$16,326.00
2	2	Intervention and Supplemental Support Materials	Schoolwide	Low Income	Specific Schools: Juniper Ridge K-8	$15,500.00	$15,500.00
2	3	Technology supplies	Schoolwide	Low Income	Specific Schools: Juniper Ridge K-8	$500.00	$500.00
2	4	Targeted Summer Learning Program	Schoolwide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8		$7,449.00
3	1	Provide "no-cost" meals to all students	Schoolwide	Low Income	Specific Schools: Juniper Ridge K-8	$16,110.00	$16,110.00
3	2	Enhanced Transportation Services	Schoolwide	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$27,315.00	$27,315.00
3	3	Communication Platforms	Schoolwide	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$1,000.00	$1,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	Student supplies and Fine Arts materials	Schoolwide	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$2,000.00	$2,000.00
3	5	SEL Curriculum and Professional Development	Schoolwide	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$5,000.00	$5,500.00
3	6	Indirect Costs	Schoolwide	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$6,795.00	$6,795.00

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

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:

  o 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)).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   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:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.