

Buttonwillow LCAP Summary

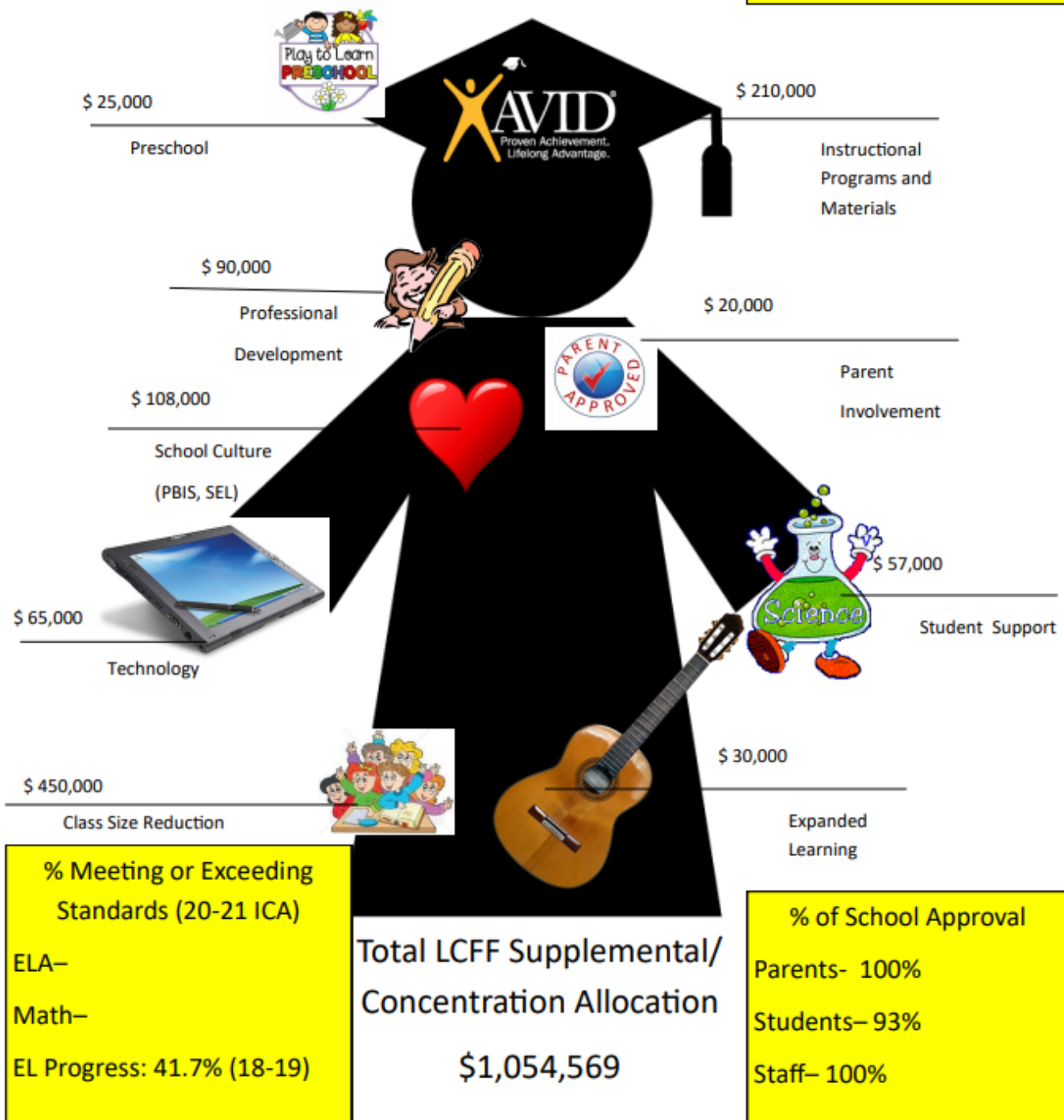
Attendance

85%

2021-2022

Referrals-8

Suspensions-0



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buttonwillow Union School District

CDS Code: 15 63370 6009278

School Year: 2021-22

LEA contact information:

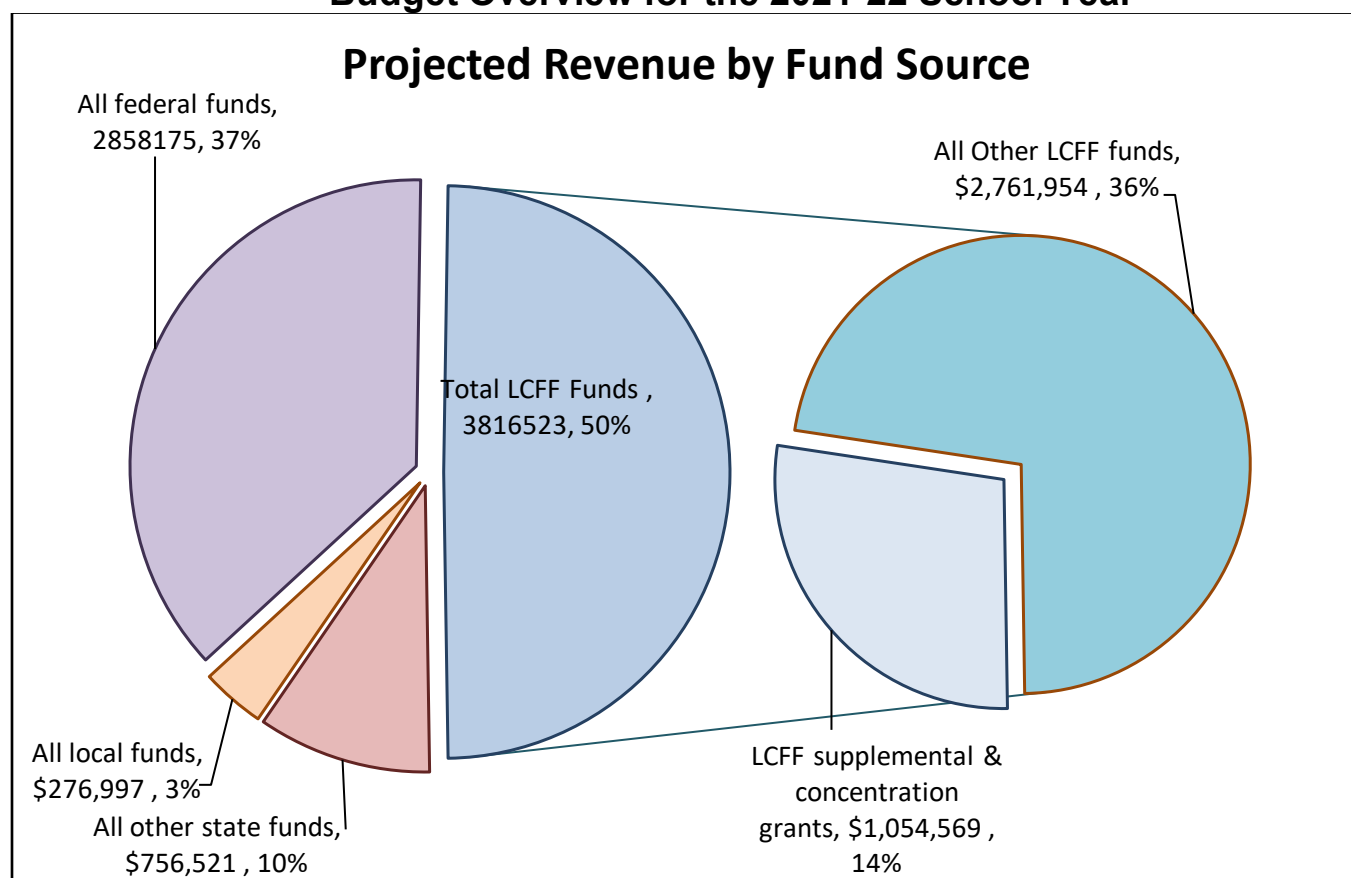
J. Stuart Packard

District Superintendent

(661)764-5166

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

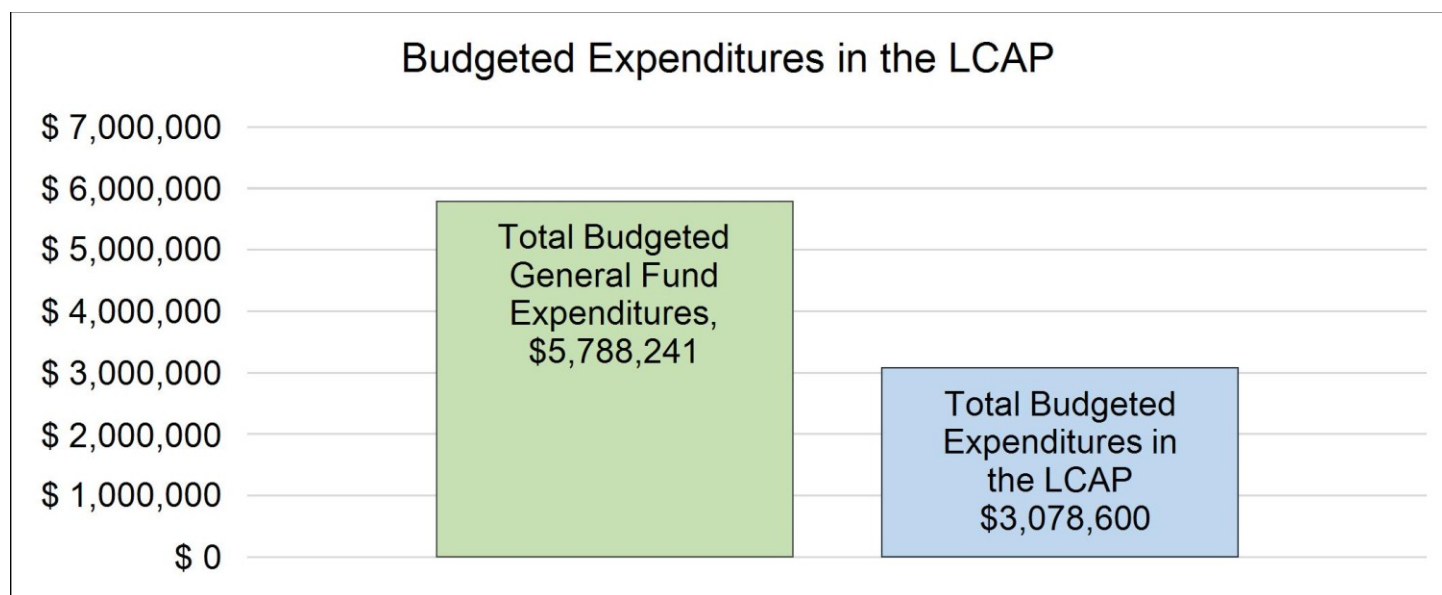


This chart shows the total general purpose revenue Buttonwillow Union School District expects to receive in the coming year from all sources.

The total revenue projected for Buttonwillow Union School District is \$7,708,216, of which \$3,816,523 is Local Control Funding Formula (LCFF), \$756,521 is other state funds, \$276,997 is local funds, and \$2,858,175 is federal funds. Of the \$3,816,523 in LCFF Funds, \$1,054,569 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 Buttonwillow Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Buttonwillow Union School District plans to spend \$5,788,241 for the 2021-22 school year. Of that amount, \$3,078,600 is tied to actions/services in the LCAP and \$2,709,641 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

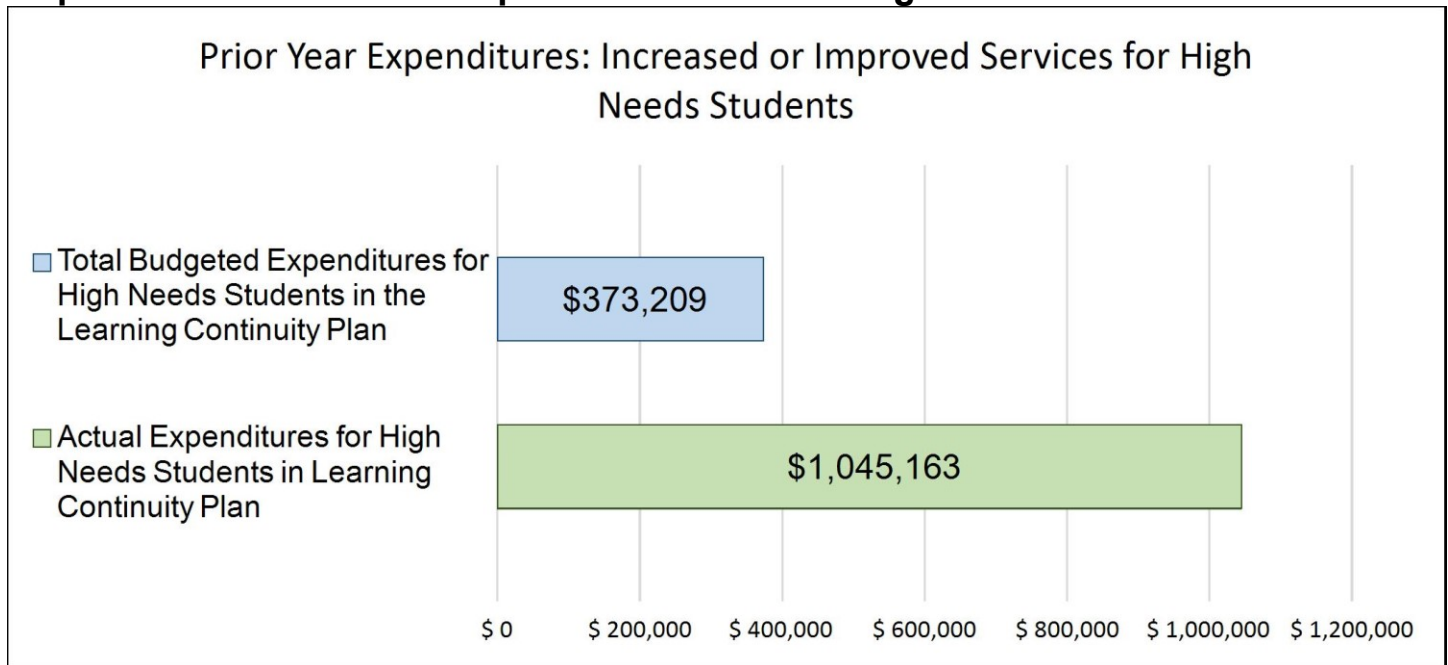
Salaries and benefits, facilities, non-classroom supplies, additional services

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

In 2021-22, Buttonwillow Union School District is projecting it will receive \$1,054,569 based on the enrollment of foster youth, English learner, and low-income students. Buttonwillow Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Buttonwillow Union School District plans to spend \$1,478,600 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 Buttonwillow Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Buttonwillow Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Buttonwillow Union School District's Learning Continuity Plan budgeted \$373,209 for planned actions to increase or improve services for high needs students. Buttonwillow Union School District actually spent \$1,045,163 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Buttonwillow Union School District	J. Stuart Packard District Superintendent	spackard@buttonwillowschool.com (661)764-5166

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

Increase academic achievement in the core areas for all student groups, including students with disabilities and unduplicated pupils.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Priority 2: Implementation of State Standards addresses:</p> <p>A. The implementation of state board adopted academic content and performance standards for all students, which are:</p> <p>a. English Language Arts – Common Core State Standards for English Language Arts</p> <p>b. Mathematics – Common Core State Standards for Mathematics</p> <p>c. English Language Development</p> <p>f. History-Social Science</p> <p>h. Physical Education Model Content Standards</p> <p>i. Next Generation Science Standards</p> <p>j. Visual and Performing Arts</p> <p>B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>Priority 4: Pupil Achievement as measured by all of the following, as applicable:</p> <p>A. Statewide assessments;</p> <p>D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;</p> <p>E. The English learner reclassification rate;</p>	<p>Priority 2:</p> <p>Based on classroom walk-through data, as measured by the Progress Adviser online program, 100% of classrooms implement standards based instruction for ELA and math on a daily basis. Approximately 40% of observed lessons included activities at or above Depth of Knowledge Level 3. Data also showed that designated ELD is provided daily for 100% of EL students incorporating ELD standards, 75% of the observations included research based EL strategies during integrated lessons.</p> <p>The focus of Professional Development this school year was implementation of the Advancement Via Individual Determination (AVID) program and strategies in grades TK-8. AVID provides strategies and activities for increasing Depth of Knowledge and addressing the needs of EL students. AVID was observed in at least 75% of TK - 8th grade classes. 15 TK-8th grade teachers attended an AVID conference during the 19-20 school year. In addition, AVID strategies, activities, and successes were shared at all full staff meetings.</p> <p>Our district participated with California Education Partner's. Our Core Team (8th Grade On Track) attended convenings quarterly with CaEP staff and other districts from across the state. Our team</p>

Expected	Actual										
<p>B. Academic Performance Index N/A for a K-8 district C. Successfully complete A-G courses: N/A for a K-8 district F. Passed AP exam: N/A for a K-8 district G. Early Assessment Program: N/A for a K-8 district</p> <p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in: A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable; B. Programs and services developed and provided to unduplicated pupils; and C. Programs and services developed and provided to individuals with exceptional needs.</p> <p>19-20 Priority 2:</p> <p>Common core implementation as measured by classroom walkthroughs, will be maintained at 100% implementation, including analysis of CA academic and performance standards. There will be a 5% increase in instruction provided at DOK levels 3 or above. Staff will begin to understand and incorporate NGSS standards in all grades during 100% of their science instruction. As standards are updated in other core subjects, instruction and curriculum will be aligned.</p> <p>100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time.</p> <p>Priority 4:</p> <p>Improvements as measured by State and local assessments will be seen in each area. 3% increases are expected in proficiency and 10 points of growth in Distance from Standard.</p> <p>Pupil Achievement Expected</p>	<p>developed a plan to address the achievement gap in ELA and Math. The plans are reviewed monthly and adjustments are made as needed based on data collected. Our P3CC team focused on alignment from Preschool - 3rd grade, specifically in the area of math.</p> <p>Staff will begin to understand and incorporate NGSS standards in all grades during 100% of their science instruction. Fully NGSS aligned materials will be selected in 20-21 for full implementation in the 21-22 school year. As standards are updated in other core subjects, instruction and curriculum will be aligned.</p> <p>Priority 4: Due to a county mandated shut down on March 17, 2020 because of the COVID-19 pandemic, we were unable to administer any CAASPP or Summative ELPAC assessments. Therefore, we did not receive any results for statewide assessments (A) or progress toward English proficiency (B). We did not have any students meet the criteria for reclassification, due to not having current assessment results (E). The following items are not applicable to our school: B. Academic Performance Index N/A for a K-8 district C. Successfully complete A-G courses: N/A for a K-8 district F. Passed AP exam: N/A for a K-8 district G. Early Assessment Program: N/A for a K-8 district</p> <p>A. At the beginning of the 20-21 school year, we did administer the CAASPP Interim Comprehensive Assessment for the previously enrolled grades. The results of those assessments were as follows:</p> <table data-bbox="1056 1295 1986 1482"> <tr> <td data-bbox="1056 1295 1591 1333">All Students:</td><td data-bbox="1591 1295 1986 1333"></td></tr> <tr> <td data-bbox="1056 1333 1591 1370">ELA</td><td data-bbox="1591 1333 1986 1370">Math</td></tr> <tr> <td data-bbox="1056 1370 1591 1408">47% Standard Not Met</td><td data-bbox="1591 1370 1986 1408">30% Standard Not Met</td></tr> <tr> <td data-bbox="1056 1408 1591 1445">21% Standard Nearly Met</td><td data-bbox="1591 1408 1986 1445">44% Standard Nearly Met</td></tr> <tr> <td data-bbox="1056 1445 1591 1482">25% Standard Met</td><td data-bbox="1591 1445 1986 1482">21% Standard Met</td></tr> </table>	All Students:		ELA	Math	47% Standard Not Met	30% Standard Not Met	21% Standard Nearly Met	44% Standard Nearly Met	25% Standard Met	21% Standard Met
All Students:											
ELA	Math										
47% Standard Not Met	30% Standard Not Met										
21% Standard Nearly Met	44% Standard Nearly Met										
25% Standard Met	21% Standard Met										

Expected				Actual	
Smarter Balanced Assessment % meeting or exceeding the standard				7% Standard Exceeded	5% Standard Exceeded
ELA%	Math%	Science%		EL Students	
LEA	28	20	5th-28%	ELA	Math
Hispanic	28	20	8th-36%	70% Standard Not Met	41% Standard Not Met
White	24	28		18% Standard Nearly Met	40% Standard Nearly Met
SED	28	20		10% Standard Met	16% Standard Met
EL	33	23		2% Standard Exceeded	3% Standard Exceeded
SWD	9	16			
Average Distance from Level 3 (Grade Level)				Priority 7:	
Group	ELA	Math		A. Based on scheduling reports, 100% of students had access to all required	
All	-37	-63		courses including PE for all students grades Pre-K through 8th	
Hispanic	-38	-65		B. Based on scheduling reports and classroom walkthrough data, 100% of eligible students received designated and integrated EL supports	
SED	-38	-63		C. Based on IEP reviews, 100% of Special Education services were provided as written in their IEP's.	
EL	-45	-67			
SWD	-119	-130			
ELPAC					
EL Progress Indicator-75% continue to demonstrate growth					
EL Reclassification Rate: 15 students (7.5%)					
LTEL-less than 10%					
At Risk for LTEL-6%					
B. Academic Performance Index N/A for a K-8 district					
C. Successfully complete A-G courses: N/A for a K-8 district					
F. Passed AP exam: N/A for a K-8 district					
G. Early Assessment Program: N/A for a K-8 district					
Priority 7:					

Expected	Actual
<p>A. Continue to have all students, including ELs and SWDs, have access to all courses in Ed Code 51210 and 51220. All students will continue to meet the required number of minutes for Physical Education.</p> <p>B. Programs and services developed and provided to unduplicated pupils will continue to include daily integrated and targeted ELD, Response to Intervention and Acceleration, and research based instructional strategies to ensure that unduplicated pupils are able to meet or exceed grade level standards.</p> <p>C. All exceptional needs students will continue to receive services such as SST, 504, and provided services as written in IEPs.</p> <p>Average class sizes for TK - 8th will remain at or below 25.</p> <p>Baseline</p> <p>Priority 2:</p> <p>Based on classroom walkthrough data, as measured by the C3 tool, 100% of classrooms implement CCSS on a daily basis. Data also shows that ELD instruction is provided daily for 100% of EL identified students. 75% of the time these lessons include research based strategies that incorporate the ELD standards. 3 days of training focusing on ELD strategies and standards was provided in August of 2016, 93% of teachers attended this training. Implementation of the ELA/ELD framework remains at partial stages as measured classroom observations.</p> <p>Priority 4:</p> <p>Student performance increased by 4% from the 2015-16 state assessment results.</p> <p>Pupil Achievement Achieved in 2015-16</p>	

Expected				Actual
CAASPP Assessments (% meeting or exceeding the standard)				
ELA%	Math%	Science%		
LEA	19	11	5th- 19%	
Hispanic	19	11	8th-27%	
White	15	19		
SED	19	11		
EL	24	14	(including RFEP)	
SWD	0	7		
CELDT				
55% of EL students met AMAO 1 (decreased 1%) (local results)				
31% of students less than 5 years in the US Met AMAO 2 (Increased 5%)				
28.6 of students more than 5 years in the US met AMAO 2 (Decreased 10%)				
16 students Re-Designated (increased by 8)				
23% of 4th - 8th grade EL students are classified as LTEL, 13% are classified as At Risk for becoming an LTEL.				
B. Academic Performance Index N/A for a K-8 district				
C. Successfully complete A-G courses: N/A for a K-8 district				
F. Passed AP exam: N/A for a K-8 district				
G. Early Assessment Program: N/A for a K-8 district				
Priority 7				
100% of students had access to all required courses, in addition all EL students received daily instruction in ELD, and all students exceeded the required number of minutes for Physical Education, and Special Education services as written in their IEP's. Average class size TK - 8th: 24.5				

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Based on our staff Professional Development survey results and due to our high numbers of EL and SED students, professional development will focus on needs identified by teachers, strategies and methods that have been proven effective in advancing these students so that we can make progress toward closing the achievement gap. Staff Development release time, staff development presenters, and supplies needed to meet the needs of the school in the following areas:</p> <p>Updates to: Effective Instructional Strategies for ELA and Math (Ed Partner's and AVID) Effective EL Instruction (Ed Partner's and AVID) Current Technology Programs Response to Intervention and Acceleration Technology HSS Adoption</p> <p>And other areas identified by staff and administration</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$25,000</p> <p>Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p> <p>Contracts with Outside Presenters 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000</p> <p>Conference and Travel Expenses 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$10,000</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$10,000</p> <p>Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$2,000</p> <p>Contracts with Outside Presenters 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$3000</p> <p>Conference and Travel Expenses 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$800</p>
<p>Continued full implementation of a state pre-school so unduplicated students who enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year. The district will be moving toward integration of all early childhood education programs.</p>	<p>Classified Salary and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$7,000</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$10,000</p> <p>Salary and Benefits-Summer School 1000-1999: Certificated</p>	<p>Classified Salary and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5000</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$5000</p> <p>Salary and Benefits-Summer School 1000-1999: Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,000	Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$0
Maintain the additional 15 Minutes of Instructional Time. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners	Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$120,000	Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$120,000
Supplemental materials as needed to support the instructional needs in the classroom to ensure that unduplicated groups are able to accelerate their learning to close the achievement gap, including HSS gap materials as identified	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$29,000	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$5,000
Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys. This principally directed service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners	Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$340,000	Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$398,000
Staff Development focusing on the additional needs of new teachers and staff to ensure new teachers have the support and training necessary for working with unduplicated students and their unique needs.	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,000</p> <p>Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p> <p>Contract with KCSOS for BTSA 5000-5999: Services And Other Operating Expenditures</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,000</p> <p>Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$1,500</p> <p>Contract with KCSOS for BTSA 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental/Concentration \$20,000	Supplemental/Concentration \$3,350
Maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue as a principally directed service that supports the unique needs of unduplicated students.	25% of Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$31,000 75% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$78,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$10,000	25% of Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$29,000 75% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$76,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$1,900
Purchase and provide support for technology, technology security, and maintain a replacement fund with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi at home.	Technology 4000-4999: Books And Supplies Supplemental/Concentration \$52,758 Programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$15,000	Technology 4000-4999: Books And Supplies Supplemental/Concentration \$74,000 Programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 5,000
Expanding and support for the AVID Elementary Program. This program has been proven to provide additional support for unduplicated students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan. As of July, all teachers will be trained in using AVID strategies for their specific grade level.	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$7,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$10,000	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$2,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$7,100

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Professional Development (Conferences and Workshops) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$25,000 Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000 Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000	Professional Development (Conferences and Workshops) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$7,500 Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$3,000 Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0
<p>Continued implementation of expanded learning programs which may include before school and summer programs. Programs will focus on hands-on learning to extend the curriculum taught during the regular school day. Activities may include (but are not limited to): coding, robotics, music, 4-H, cooking, academic support, dance, fitness, etc. In addition to providing transportation for after school programs, incentives will be offered for students that meet attendance criteria. Transportation will also be provided for Summer School. Priority will be given to unduplicated pupils.</p>	Transportation Costs 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$10,000 Extra Time and Benefits for extension activities 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$20,000 Supplies and Materials 4000- 4999: Books And Supplies Supplemental/Concentration \$10,000 Extra time for bus driver 2000- 2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	Transportation Costs 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$4,000 Extra Time and Benefits for extension activities 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$10,000 Supplies and Materials 4000- 4999: Books And Supplies Supplemental/Concentration \$8,000 Extra time for bus driver 2000- 2999: Classified Personnel Salaries and 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental/Concentration \$5,000	Supplemental/Concentration \$1,500
	Transportation costs 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$15,000	Transportation costs 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$4,000

Goal Analysis

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

Funds that were budgeted but not implemented were used to support our students, including low-income, and/or English Learner families, and teachers during Distance Learning. This included professional development for online programs, online instructional strategies, and other support for teachers learning how to teach remotely. We also purchased student computers and hotspots (with data) so that all of our students could connect to the internet and their online classroom. 100% of our students had a device at home. Approximately 75% of families requested a hotspot due to lack of quality internet at home. Speaker systems and cameras were purchased for staff to better support their students online.

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

Successes:

The focus of Professional Development this school year was implementation of the Advancement Via Individual Determination (AVID) program and strategies in grades TK-8. AVID provides strategies and activities for increasing Depth of Knowledge and addressing the needs of EL students. AVID was observed in at least 75% of TK - 8th grade classes. 15 TK-8th grade teachers attended an AVID conference in the 19-20 school year. In addition, AVID strategies, activities, and successes were shared at all full staff meetings.

Our district participated with California Education Partner's. Our Leadership Team attends convenings quarterly with CaEP staff and other districts from across the state. Our team developed a plan to address the achievement gap in ELA and Math. The plans are reviewed monthly and adjustments are made as needed based on data collected. Our P3CC team focused on alignment from Preschool - 3rd grade, specifically in the area of math.

In addition:

Action 1: During the summer of 2019, 100% of teachers participated in professional development for our History Social Science Adoption, AVID, and new teacher support.

Action 2: We had 40 students enrolled in Pre-School. As with all Buttonwillow students, Pre-School continued to provide remote instruction after the COVID shut-down.

Action 3: Additional Instructional minutes were fully met, even in distance learning

Action 4: Supplemental materials were purchased to support classroom instruction and our schoolwide RtI program.

Action 5: Class sizes were at or below 25 in all grades

Action 6: Three teachers completed their Year 1 requirements, one teacher completed Year 2 requirements. One teacher participated in our Intern support program. Two permanent teachers provided Induction Support

Action 7: Science Lab, Nutrition lab, Band, and library services were provided to all students until the COVID shut-down

Action 8: Technology equipment was maintained throughout the year. Prior to the COVID shut down, additional student devices and hot spots were purchased to support distance learning

Action 9: AVID strategies were implemented throughout the year, even during Distance Learning

Action 10: Prior to COVID-19, approximately 45% of our students participated in After School programs for academic and enrichment. A Distance Learning Summer School was offered 110 students participated

Challenges: Prior to March of 2020, we were able to implement most of our planned actions and services. Due to the COVID-19 shut-down of our district/school we were not able fully implement the following actions:

Action 1: Summer Professional Development (including AVID, curriculum planning, technology, etc)

Action 7: The Science, Band, Music support teacher had to be moved back to a regular classroom position to support distance learning instruction

Action 9: AVID Field Trips, planned at the end of the year, were canceled.

Action 10: On campus Summer School was canceled

Goal 2

Maintain a school climate that is conducive to learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 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</p> <p>Priority 1: Basic Services addresses the degree to which:</p> <p>A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;</p> <p>B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and</p> <p>C. School facilities are maintained in good repair.</p> <p>Priority 5: Pupil Engagement as measured by all of the following, as applicable:</p> <p>A. School attendance rates;</p> <p>B. Chronic absenteeism rates;</p> <p>C. Middle school dropout rates;</p> <p>D. High school dropout rate: N/A for a K-8 district</p> <p>E. High school graduation rate: N/A for a K-8 district</p> <p>Priority 6: School Climate as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates;</p> <p>B. Pupil expulsion rates; and</p>	<p>Priority 1</p> <p>A. Reports filed with Kern County Superintendent of Schools office confirmed that 100% of our teachers were appropriately assigned. Of the 23 classroom teachers on campus we had 1 with a Short Term Staff Permit STP) credential.</p> <p>B and C. Report from the Williams Visitation conducted in August, 2019 show that all students have been provided current, standards based, instructional materials in the core subjects and we received an Exemplary rating on the FIT report.</p> <p>Priority 5</p> <p>A. CALPADS, P1, and P2 reports show that school attendance rates were at 95% (through our shut-down in March).</p> <p>B. CALPADS, P1, and P2 reports show that school attendance rates were at 95% (through our shut-down in March).</p> <p>C. The Middle School Drop Out Rate remains at 0.</p> <p>D. High school dropout rate: N/A for a K-8 district</p> <p>E. High school graduation rate: N/A for a K-8 district</p> <p>Priority 6</p>

Expected	Actual
<p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p> <p>Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.</p> <p>19-20 Priority 1</p> <p>Reports filed with the Kern County Superintendent of Schools office will continue to confirmed that 100% of our teachers meet state credentialing requirements.</p> <p>Williams Visitation reports will continue to show that all students have been provided current, standards based, instructional materials in the core subjects and an Exemplary rating on the FIT report.</p> <p>Priority 5</p> <p>CALPADS, P1, and P2 reports will continue to show that school attendance rates are at or above 95% and the Chronic Absenteeism rate is below 10% and decreasing annually.</p> <p>The Middle School Drop Out Rate will remain at 0.</p> <p>High school dropout rate: N/A for a K-8 district</p> <p>High school graduation rate: N/A for a K-8 district</p> <p>Priority 6</p> <p>As measured by our Student Information System (Infinite Campus), the referral rate will be below 10%, the suspension rate will be below 1%, and the expulsion rate will remain at 0.</p>	<p>A. On the 2019 California School Dashboard the district earned an Orange ranking for a status of 1.9% and 1.6% increase. As measured by our Student Information System (Infinite Campus) there were 0 students suspended in 19-20 and 20-21.</p> <p>B. No students were expelled</p> <p>C. Due to the COVID-19 Pandemic, lack of connectivity, and lack of ability to communicate with parents we were not able to administer parent, student, or staff surveys. Several surveys were administered to parents, students, and teachers to gage the successes and challenges of distance learning and returning to campus. These data points were used in the development of our Learning Continuity and Attendance Plan, our Core Team intervention plan, and the 21-22 LCAP.</p> <p>Priority 8 Due to the COVID-19 Pandemic, students were not given the California Physical Fitness Test.</p>

Expected	Actual
<p>CHKS or local survey results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.</p> <p>Priority 8</p> <p>Physical Fitness Scores will continue to be at or above the state average: (recorded as % in Healthy Fitness Zone)</p> <p>Baseline Priority 1</p> <p>Reports filed with the Kern County Superintendent of Schools office confirmed that 100% of our teachers meet state requirements.</p> <p>Reports from the Williams Visitation conducted in September of 2016 show that all students have been provided current, standards based, instructional materials in the core subjects and we received an Exemplary rating on the FIT report during the September, 2015 school site visit by the Williams Team. No findings or deficiencies were found with this visit or in the subsequent report.</p> <p>Priority 5</p> <p>CALPADS, P1, and P2 reports show that school attendance rates are currently at 95.3%. The Chronic Absenteeism rate is 9%.</p> <p>The Middle School Drop Out Rate remains at 0.</p> <p>High school dropout rate: N/A for a K-8 district</p>	

Expected	Actual
High school graduation rate: N/A for a K-8 district	
Priority 6	
As measured by our Student Information System (Infinite Campus), the referral rate was 5%, the suspension rate was 1%, and the expulsion rate was 0.	
Based on student survey's 73% enjoy school, 77% feel safe at school, and 87% feel academic expectations are high.	
Priority 8	
During the 15-16 school year, Physical Fitness Scores were: (recorded as % in Healthy Fitness Zone)	
5th7th	
Aerobic Capacity8180	
Body Composition45.250	
Abdominal Strength78.677.5	
Trunk Extension10095	
Upper Body Strength85.790	
Flexibility78.677.5	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The PBIS model will continue to be implemented to maintain the low suspension and referral rates specifically for unduplicated students..	<p>Supplies 4000-4999: Books And Supplies Foundation \$2,000</p> <p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999:</p>	<p>Supplies 4000-4999: Books And Supplies Foundation \$1,000</p> <p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Employee Benefits Supplemental/Concentration \$2,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$7,000	Employee Benefits Supplemental/Concentration \$1,100 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$0
Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically as a principally directed service to support unduplicated students.	Bus Driver (Classified) Salary and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$2,000 Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000 Entrance Fee's 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000 Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$2,000	Bus Driver (Classified) Salary and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,500 Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$2,500 Entrance Fee's 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$0 Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$750
The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom.	Maintenance Base 5000-5999: Services And Other Operating Expenditures Base \$60,000	Maintenance Base 5000-5999: Services And Other Operating Expenditures Base 50,000
Student Attendance Positive attendance letters will be sent home	Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$2,000	Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Truancy letters will be sent home</p> <p>Superintendent will work with the KCSD to address attendance issues</p> <p>Students with Perfect Attendance each quarter will participate in extra on-campus activities</p> <p>Superintendent and Assistant Superintendent will work with Buttonwillow Resource Center staff to support families identified with poor attendance for education, training, and resources for families of students struggling with attendance and unduplicated students</p>	<p>Classified Salary and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$10,000</p>	<p>Classified Salary and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$10,000</p>
<p>School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning. This service supports meeting the identified needs of unduplicated students who may not have access to other forms of health and/or dental care.</p>	<p>Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$12,000</p>	<p>Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$9,000</p>
<p>School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning. This service supports meeting the identified needs of unduplicated students who may not have access to other forms of mental health care.</p>	<p>50% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$60,000</p>	<p>50% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$60,000</p>
<p>Physical Fitness and healthy eating will be a component of maintaining a healthy lifestyle through teaching, modeling, use of garden, and PE instruction supporting unduplicated students who may not access to this information.</p>	<p>Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p>	<p>Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$1,000</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.

Funds that were budgeted but not implemented were used to support our students, including low-income, and/or English Learner families, and teachers during Distance Learning by providing Social Emotional Learning (SEL) curriculum for teachers to utilize during distance learning and once we returned to campus. Additional lessons were purchased and provided weekly utilizing the Near Pod program and SEL curriculum.

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

Successes:

Action 1: Our PBIS program was implemented throughout the school year and continued when we transitioned into Distance Learning as a way to encourage continuous student participation; our Social-Emotional Curriculum was adopted and fully implemented digitally and in-person (once students returned to campus)

Action 2, 4: Award trips were provided for the first quarter identified students, approximately 140 students attended; attendance prior to the COVID shut-down remained consistent;

Action 3: Additional watering stations were added to ensure all students have access to water at recess;

Actions 5-7: Nursing, psychology, and PE programs remained in place throughout the school year and continued online as we transitioned into distance learning. When the need arose, we were able to bring students and families onto campus if additional health and/or emotional issues arose (including the death of a student).

Challenges:

Prior to March of 2020, we were able to implement most of our planned actions and services. Due to the COVID-19 shut-down of our district/school we were not able fully implement the following actions:

Action 2: 2nd - 4th quarter reward trips were canceled due to COVID closures

Goal 3

Increase parent engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3: Parental Involvement addresses:</p> <p>A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;</p> <p>B. How the school district will promote parental participation in programs for unduplicated pupils</p> <p>C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p> <p>19-20 Priority 3:</p> <p>We would want to see our parent participation (including all parents of students with exceptional needs and those in the unduplicated count) rate increase by 3% as identified by sign in sheets and responses on the Parent Survey (76% participation rate). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from</p>	<p>A. Due to the COVID-19 Shut-down, we were not able to distribute our LCAP survey or hold our Annual LCAP Taco Night to gather parent feedback. Several surveys were administered to parents, students, and teachers to gage the successes and challenges of distance learning and returning to campus. These data points were used in the development of our Learning Continuity and Attendance Plan, our Core Team intervention plan, and the 21-22 LCAP.</p> <p>All of our AVID College visits were scheduled for the later part of the school year and were canceled, so opportunities for parents to attend were to available.</p> <p>Two Family nights, Parent Conferences, and Back-To-School Night were held and approximately 60% of our families attended more than one event Approximately 8 parents attended the first quarter reward trip</p> <p>B. All notifications/invitations/meetings were available in English and Spanish through oral translators and written translations</p> <p>C. Due to the COVID-19 Shut-down, we were not able to distribute our LCAP survey or hold our Annual LCAP Taco Night to gather parent feedback.</p>

Expected	Actual
<p>family night events, ESL classes, returned Parent Survey's, and parent conference attendance.</p> <p>Maintain the percentage of families attending at least one family night event (80%)</p> <p>Increase the number of parents who volunteer in their child's classroom by at least 3% (51%).</p> <p>Continue to provide opportunities for at least 30 parents to attend field trip and award trip activities.</p> <p>5 Family Events will be offered</p> <p>Baseline Priority 3:</p> <p>Approximately 65% of families completed the Parent Survey.</p> <p>80% of our parents attend at least one family night events,</p> <p>40% have volunteered in their child's classroom.</p> <p>Approximately 5 parents attended a field trip</p> <p>5 Family Events were offered</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent Engagement	Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$6,000	Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The phone, email, and text parent communication system will continue to be used to communicate parent events. A bullying notification form will be added to the school website for student and parent access</p> <p>Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend</p> <p>Parent classes will be offered in connection with the Family Resource Center including ESL for the community, if available and there is an interest by community members.</p> <p>Provide extra opportunities for parents to attend field trips and award trips with students and staff.</p>	<p>Communication Systems 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4000</p> <p>Entrance Fees for Parents 4000-4999: Books And Supplies Supplemental/Concentration \$1,000</p>	<p>Communication Systems 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5000</p> <p>Entrance Fees for Parents 4000-4999: Books And Supplies Supplemental/Concentration \$0</p>
<p>Parent/family nights with incentives for math/reading/science, AVID, bullying and school safety and school emergency procedures, Vaping, technology safety, cooking, and positive parenting will be offered to give families of unduplicated students health and safety information, and an opportunity to see that education can be fun and activities can be continued at home.</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000</p> <p>Instructional Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$1,000</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1500</p> <p>Instructional Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$1,000</p>
<p>Interpreters for parents when attending meetings and school activities so EL parents can fully participate in school events</p>	<p>Extra Time and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,500</p>	<p>Extra Time and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$600</p>
<p>Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans,</p>	<p>Stipend 1000-1999: Certificated Personnel Salaries</p>	<p>Stipend 1000-1999: Certificated Personnel Salaries and 3000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
implements, and evaluates parent activities. This position will be evaluated annually and principally directed to support unduplicated students and families.	Supplemental/Concentration \$1,500 Stipend 2000-2999: Classified Personnel Salaries and 3000- 3999: Employee Benefits Supplemental/Concentration \$1,200	3999: Employee Benefits Supplemental/Concentration \$1,500 Stipend 2000-2999: Classified Personnel Salaries and 3000- 3999: Employee Benefits Supplemental/Concentration \$0

Goal Analysis

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

In order to better communicate with our families during the COVID-19 shut-down additional communication programs were purchased that could be utilized by teachers and the school/district to communicate with parents in their preferred language.

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

Successes:

Action 1: The district communication system was fully implemented and parents were notified and kept updated with school notifications and events; incentives were provided for the events that were held; 8 parents attended the 1st quarter awards trip

Action 2: Two family nights were held with approximately 50 families in attendance at each event

Action 3: Certificated staff planned and facilitated the two nights that were held

Challenges:

Prior to March of 2020, we were able to implement most of our planned actions and services. Due to the COVID-19 shut-down of our district/school we were not able fully implement the following actions:

Action 1: Scheduled parents events could not be held; 2nd-4th quarter award trips were canceled; scheduled college field trips were canceled

Action 2: 2nd Semester family nights had to be canceled

Action 3: Classified staff position could not be filled as no one was interested in the additional time

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
Distance Learning teacher for students not willing to return to campus or Intervention Teacher if families do not choose Distance Learning	\$99,903	\$95,000	Yes

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

There were no substantive differences between planned actions and budgeted expenditures.

Analysis of In-Person Instructional Offerings

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

For the 1st quarter, all students were on distance learning, based on local health department guidelines. We were able to get students back on campus in October, beginning with a cohort group for Special Education. A couple of weeks later, based on survey's administered to our parents and local health department guidelines, we had approximately 65% of our students return to campus 4 hours a day, 2 days a week (hybrid). During the 3rd quarter, again based on survey's administered to our parents and local health department guidelines, we had approximately 55% of our students return to campus 4 hours a day, 2 days a week (hybrid). For the 4th quarter, based on surveys administered to our parents and our county improving in case rates, we had approximately 95% of our students back on campus 6 hours a day, 5 days a week. First quarter all teachers were distance learning teachers. Second and Third quarters each grade level had one teacher teaching in-person students and one teaching distance learning students. Fourth quarter we only needed one distance learning teacher for K-5th and 6th-8th teachers had the technology to teach both in-person and online simultaneously. Our teachers were very involved in the process of returning our students to campus and worked closely with administration throughout the process to ensure this could happen.

The successes were that we were able to get students back on campus based on teacher support, parent choice, and meeting local health department guidelines to keep staff and our students safe. This allowed us to better meet the needs of our community, our EL and SED students, and our homeless students.

Our biggest challenge in transitioning back to in-person learning has been the ability to incorporate good instructional strategies (hands-on learning, small group instruction, etc.) while meeting COVID safety guidelines.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Psychologist on campus to support students and families, especially those that are Homeless, SED, EL, and SWD	\$82,093	\$82,000	Yes
Additional Chromebooks, hot spots, to allow for educational access to all students	\$82,261	\$100,000	Yes
Instructional Aides to provide intervention and support for students that have experienced learning loss, and those that are struggling academically, socially, and/or emotionally	\$30,626	\$30,000	Yes
Professional development to better serve the needs of Homeless, EL, and SED students	\$5,000	\$0	Yes
Resouce Center to support families, especially those who only speak Spanish, are Homeless, and/or SED	\$41,200	\$41,000	Yes
Remind to communicate with parents and families	\$1,400	\$1,400	No

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

For most actions, there were no substantive differences between planned actions and budgeted expenditures.

Action 2- We were able to provide a home computer for every student. Approximately 75% of our students did not have reliable internet access at home and required a hot spot. By March of 2021 we had used our hot-spot data allocation and had to purchase additional data to get through the rest of the school year.

Action 4- Teachers were focused on meeting the needs of our students and learning how to navigate the new world of distance learning. While time was spent on internal training (see Distance Learning PD below) which included Continuous Improvement Plan's and collaborating with each other on their own successes and challenges. This was funded through our work with California Education Partners and the Gates Foundation.

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.

Successes:

COI: Our teachers were utilizing the Google Classroom platform prior to the COVID-19 shut-down, so this was an easy transition for them and most students. Teachers were able to easily distribute and collect daily assignments and manage assessments.

Access: All student had a Chromebook within two weeks of the school closure. Hot-spots were available for students that needed them within four weeks of the school closure. The school office remained open and families could call or bring in their devices when they were not working correctly or they could not connect to the online classroom. Once we began returning to in-person instruction, students were assigned a different device at school so computers did not have to be brought to campus from home (to decrease transmission potential).

Participation and Progress: Using Google sheets, we were able to create an attendance system to track how students were connecting with teachers. Between August and October (when we resumed some on-campus instruction) on a weekly basis approximately 87% of students participated in Face-to-Face instruction, less than 1% only completed/submitted work, 1% had some form of contact with the teacher (non Face-to-Face), and 1% only had some form of contact with the parent. After students began returning to campus, the on-line Face-to-Face attendance dropped to approximately 85%.

Distance Learning PD: Throughout the school closures our California Education Partners teams met monthly to create and implement Continuous Improvement Plan's. These plans included school-wide intervention programs, addressing plummeting "D" and "F" rates, implementing Counting Collections digitally, and teacher collaboration around instructional successes in Distance Learning.

Staff Roles and Responsibilities: Instructional Aides were trained in technology tools and platforms that they will used in supporting students. In our Hybrid Model Instructional Aides were assigned to multiple duties due to the additional recess and lunch times being offered to ensure social distancing and student safety. Maintenance staff dedicated more time to sanitizing equipment and the facilities. Bus drivers took temperatures as well as certificated and classified staff. Cafeteria staff assisted in monitoring students health in additional to extra cleaning of the cafeteria and surrounding areas. Administration have become health screeners.

Support for Pupils with Unique Needs: For special education, students received targeted IEP instruction on-line from their Special Education teacher in addition to scaffolded on-line instruction from their general education teacher. EL and Homeless Students were supported through afternoon targeted intervention times to provide additional support based on identified need. We did not have any Foster Youth enrolled.

Challenges:

Access: The biggest challenge in regards to access was the internet access at the school was not stable and could not handle the load of our hybrid model. During the 4th quarter, the online teacher had to teach from home because the internet kept dropping and she would routinely lose connectivity with her students, making it very frustrating for the teacher and her students.

Pupil Participation and Progress: On average, 13% of our students were not connecting with their class on a daily basis, approximately 4% of our students did not connect at all during distance learning. Once we were able to return students to campus, these families were called and specifically invited to return their students to campus. Now that campus is fully back open, we do not have any students meeting chronic absence criteria that are participating in Distance Learning. Student "D" and "F" rates was at 37.2% for ELA and 35.6% for Math during full distance learning. Once we started getting students back on campus and providing additional support and intervention during afternoon online sessions, our rates decreased to 32.6% for ELA and 30.9% for Math by the end of the 3rd quarter.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Classified Staff supporting students with exceptional needs, English Learners, Homeless, and Socio-Economically Disadvantaged students.	\$30,626	\$31,000	Yes
School Psychologist and Special Education Teachers monitoring IEP's and working with students to meet their goals	\$82,093	\$82,000	No
Speech Pathologist to meet the needs of students requiring Speech services	\$89,463	\$89,000	No
Go Guardian Video to provided one-on-one and small group support specifically for EL	\$500	\$500	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.

No significant differences occurred

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.

At the beginning of the 20-21 school year, we administered the Interim Comprehensive Assessment from the previous grade (8th grade students were given the 7th grade ICA). From that assessment, 77% of students scored below standard met in math, 67% scored below standard in ELA. Currently 18% are scoring at or above standard in the area of Math, and 30% are scoring at or above standard in ELA. In the area of reading, our expected Lexile growth for the school year is 143 Lexile points, currently our average growth is 94 Lexile points. Based on survey results, the highest priority for parents and students is academics.

Successes:

After reviewing 1st quarter "D" and "F" rates for our students it was determined the biggest factor was students not completing their work (as discussed in the previous section). During the extended winter break, students were given the opportunity to participate in a Winter Session to give students additional support in catching up on missing work and participate in enrichment activities. Targeted students were invited to attend, teachers then identified their lowest performing students and provided daily, targeted intervention utilizing Go Guardian Video for an approximate 5% decrease in the numbers of students earning D's and F's in the 2nd quarter. We also found that when students returned to campus there was a significant decrease in the numbers of D's and F's and an increase in

student engagement. A permanent sub was utilized as a classroom sub, and provided small group reading intervention when she was not needed in a regular classroom. Teachers also utilized AVID strategies both on-line and in-person to support standards based teaching and learning. During the summer of 2020, online summer school classes were offered to keep students engaged in learning.

Challenges:

Prior to the 19-20 school year, we were one of the fastest growing districts in the county in students reaching proficiency. In comparing 18-19 CAASPP data with our ICA data, our students dropped an average of 10-12 percent in grade level proficiency. Due to our school-internet issues, low attendance, and continually rotating teachers it was a challenge to collect accurate grade level data.

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.

Based on survey results from parents Social Emotional support was ranked approximately 7th out of 9 priorities, students ranked it 6th out of 9, and staff also ranked it 6th out of 9 priorities.

Successes:

This year we implemented the NearPod SEL curriculum. Teachers were asked to offer an SEL lesson a minimum of once a week. Based on usage reports, 60% of classes met the minimum, 45% exceeded the weekly lesson. Our psychologist monitored the SEL program and worked with teachers on professional development and implementation. She also provided support to any teachers and/or families that had specific mental health concerns about their students.

Challenges:

We did not utilize a social emotional health screener so we did not have any data that shows growth or decline in student emotional health.

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.

Successes:

We have a very strong social media presence with our students and families. Roady (our school mascot) and Gumby (our honorary mascot this year) kept families entertained and informed through weekly, and monthly videos posted on our website, Facebook, and Twitter. Parents also received notifications in their preferred language via text, email, and phone call through our notification system. This year we also implemented the Remind app to give parents access to their students teacher. As well as the marquee where current events are posted.

Challenges:

There were not any challenges identified as this has been an area of focus at our school for several years. Students who were not meeting compulsory education requirements or engaging in instruction received phone calls and/or a home visit from school administration and the classroom teacher. Home visits were also made if students were having technology issues and were not able to come to the school.

Analysis of School Nutrition

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

Successes:

When the school was closed in March, our cafeteria and transportation staff began serving drive-through breakfast and lunch or deliveries to the bus stops daily. This continued throughout spring break and the summer. We also had an agreement with Kern High School District to serve Shafter High School students who live in our community. During the height of the pandemic, our cafeteria staff was serving over 330 meals a day to children and students 0-18. Once our campus began welcoming students back in October, our staff adapted to serve students on campus while continuing to serve through drive-through, and bus-stop deliveries. In April, when students returned to campus for the whole day, the staff again adapted and students were provided breakfast in the classroom, a full hot lunch, and continued with a drive-through option for online students and high school students.

Challenges:

We did not have any challenges in the area of school nutrition.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Nearpod-SEL Curriculum provides social emotional support to students. Specifically our homeless, EL, and SED students who may be experiencing higher than normal stress due to the addition of the COVID virus.	\$1,000	\$1,000	Yes
School Nutrition	Cafeteria staff packaging and serving breakfast and lunches	\$32,964	\$32,000	No
School Nutrition	MOT Staff delivering breakfast and lunches	\$9,000	\$9,000	No

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

There were no substantive differences.

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.

Based on feedback from our staff, student attendance, and participation data, and quarterly assessment results, in January of 2021, we presented the following information to our school board:

Acceleration is the key to emotional and academic growth!

- Prior to COVID shut-down, we were making significant growth, we need to get back to and beyond those achievements
- COVID trends have shown that in spite of our best efforts, students will decline emotionally and academically during distance learning
- Research tells us the only way to close the gap is through acceleration

We identified the following focus areas for the 2021-22 School Year:

Reading

Grades

Social Emotional Learning

With a secondary focus on:

Attendance
Achievement
Participation
Motivation

Based on these focus areas and feedback from our students, parents, and staff, we will be returning to the basics in 2021-22:

Academics (Reading, Writing, and Math)
AVID (Instructional Strategies, College Culture, Field Trips)
Social Emotional Learning (PBIS)
School Culture (After School Programs, Incentives, Reward Trips)

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

Results from the 20-21 ICA (3rd - 8th), ELPAC (K-8th), and Core Growth Assessment (K-2nd) will be used as a baseline to assess acceleration in future years. As was our procedure in past years, at the beginning of the year all students are given the AIMSWeb Plus reading assessment, Achieve 3000 Lexile Assessment, and Smarty Ants Level Set. K-2nd grade students are also given the Core Growth assessment to determine baseline reading and math skills. The results of these assessments are used to identify students who will be placed in our school-wide RtI program, and next year we hope to add a Reading Teacher who will work with the lowest students. AIMSWeb Plus, Core Growth, and Achieve 3000 are administered three times a year. At least quarterly, 3rd - 8th grade teachers will use IAB assessments to determine progress toward meeting grade level standards and implement interventions based on those results. Teachers will use ELPAC results to determine levels needed for ELD instruction and provide instructional supports and targeted intervention in the regular classroom.

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.

For most actions, there were no substantive differences between planned actions and budgeted expenditures. In the Distance Learning Analysis the following actions were identified:

Action 2- We were able to provide a home computer for every student. Approximately 75% of our students did not have reliable internet access at home and required a hot spot. By March of 2021 we had used our hot-spot data allocation and had to purchase additional data to get through the rest of the school year.

Action 4- Teachers were focused on meeting the needs of our students and learning how to navigate the new world of distance learning. While time was spent on internal training (see Distance Learning PD) which included Continuous Improvement Plans and collaborating with each other on their own successes and challenges. This was funded through our work with California Education Partners and the Gates Foundation.

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.

Analysis of 19-20 academic data and 20-21 beginning of the year and end of the year assessment data showed that approximately 10% fewer of students scored proficient in ELA and 20% fewer scored proficient in math. This assessment data, our 20-21 attendance and engagement data, feedback from our staff, students, and parents led to the goals and actions outlined in the 21-22 LCAP. The key areas include:

Acceleration is the key to emotional and academic growth!

- Prior to COVID shut-down, we were making significant growth, we need to get back to and beyond those achievements
- COVID trends have shown that in spite of our best efforts, students will decline emotionally and academically during distance learning
- Research tells us the only way to close the gap is through acceleration

We identified the following focus areas for the 2021-22 School Year:

Reading

Grades

Social Emotional Learning

With a secondary focus on:

Attendance

Achievement

Participation

Motivation

Based on these focus areas and feedback from our students, parents, and staff, we will be returning to the basics in 2021-22:

Academics (Reading, Writing, and Math)

AVID (Instructional Strategies, College Culture, Field Trips)

Social Emotional Learning (PBIS)

School Culture (After School Programs, Incentives, Reward Trips)

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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

California Department of Education
January 2021

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	1,084,958.00	931,753.35
Base	60,000.00	50,000.00
Foundation	2,000.00	1,000.00
Supplemental/Concentration	934,958.00	800,753.35
Title 1	88,000.00	80,000.00

* 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	1,084,958.00	931,753.35
1000-1999: Certificated Personnel Salaries	31,500.00	10,000.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	678,000.00	704,100.00
2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	26,700.00	18,600.00
4000-4999: Books And Supplies	157,758.00	109,250.00
5000-5999: Services And Other Operating Expenditures	124,000.00	65,503.35
5700-5799: Transfers Of Direct Costs	25,000.00	4,800.00
5800: Professional/Consulting Services And Operating Expenditures	42,000.00	19,500.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,084,958.00	931,753.35
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	31,500.00	10,000.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Supplemental/Concentration	590,000.00	624,100.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Title 1	88,000.00	80,000.00
2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	Supplemental/Concentration	26,700.00	18,600.00
4000-4999: Books And Supplies	Foundation	2,000.00	1,000.00
4000-4999: Books And Supplies	Supplemental/Concentration	155,758.00	108,250.00
5000-5999: Services And Other Operating Expenditures	Base	60,000.00	50,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	64,000.00	15,503.35
5700-5799: Transfers Of Direct Costs	Supplemental/Concentration	25,000.00	4,800.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	42,000.00	19,500.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	889,758.00	784,303.35
Goal 2	174,000.00	137,350.00
Goal 3	21,200.00	10,100.00

* 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	\$99,903.00	\$95,000.00
Distance Learning Program	\$242,580.00	\$254,400.00
Pupil Learning Loss	\$202,682.00	\$202,500.00
Additional Actions and Plan Requirements	\$42,964.00	\$42,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$588,129.00	\$593,900.00

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	\$1,400.00	\$1,400.00
Pupil Learning Loss	\$171,556.00	\$171,000.00
Additional Actions and Plan Requirements	\$41,964.00	\$41,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$214,920.00	\$213,400.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$99,903.00	\$95,000.00
Distance Learning Program	\$241,180.00	\$253,000.00
Pupil Learning Loss	\$31,126.00	\$31,500.00
Additional Actions and Plan Requirements	\$1,000.00	\$1,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$373,209.00	\$380,500.00



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
Buttonwillow Union School District	J. Stuart Packard District Superintendent	spackard@buttonwillowschool.com (661)764-5166

Plan Summary [2021-22]

General Information

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

“One School, One Town, One Community” that is the story of Buttonwillow Union School District. Our district is a single school district for students in Pre-K - 8th grades that has been meeting the needs of the students and community for close to 120 years. Today our student body of 340 students is comprised mainly of a Hispanic population (95%). We are also made up of approximately 66% English Learners and 91% Socially Economically Disadvantaged. We do not have any Foster Youth currently enrolled and have not had any for the past 3 years. During the LCAP era the school has had success in being able to reach out to the students, parents, staff and the community to determine what they want to see in their school and address those needs. We are an AVID (Advancement Via Individual Determination) school and district, utilizing the philosophy and instructional strategies to prepare our students for success when they leave our school buildings. Our school staff work closely with California Education Partner's to develop, implement, and monitor systemic change packages designed to improve the overall education we provide our students. Our students also have opportunities to participate in after school programs, sports programs, band /music and a variety of field trips for all grades. With an instituted PBIS Program in place, suspensions and referrals have dropped 95% in the past 6 years. The improvement in relationship building and on-task behavior brought on by our BEEP program is obvious as student success is on the rise in nearly all areas of academic and physical fitness performance across the school. We are proud that our teachers are committed to academic improvement through the AVID Program, community involvement, and good teaching with deeper learning.

During the COVID Pandemic Buttonwillow was one of the earliest schools in getting students back on campus. As early as October, 2020 we offered our first cohort for Special Education. At the beginning of the second quarter (October 13, 2020) we had 65% of our students on campus two days a week for 4 hours a day. For the 3rd quarter (January 25, 2021) we had 55% of students on campus two days a week, 4

hours a day. By the 4th quarter, (April 6, 2021) we had 95% of our students on campus, 5 days a week, 6 hours a day. Our focus for the 21-22 school year will be returning to the FUNdamentals: reading, writing, and math. Using the goals and actions listed in this plan, we hope to accelerate our student mastery of grade level standards so that we can return to pre-pandemic academic growth and ensure our students have the skills necessary to graduate from High School and find success in their career choice. We are excited to share our Buttonwillow story of being “One School, One Town, One Community” and the academic growth that we continue to make.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. On the 2019 Dashboard, our district earned a blue ranking for attendance and yellow in the ELA and Math indicators. These rankings were earned through the goals and actions outlined in our previous LCAP. Many of these actions have been carried over to this document due to their documented success.

During the COVID Pandemic Buttonwillow was one of the earliest schools in getting students back on campus. As early as October, 2020 we offered our first cohort for Special Education. At the beginning of the second quarter (October 13, 2020) we had 65% of our students on campus two days a week for 4 hours a day. For the 3rd quarter (January 25, 2021) we had 55% of students on campus two days a week, 4 hours a day. By the 4th quarter, (April 6, 2021) we had 95% of our students on campus, 5 days a week, 6 hours a day.

There were only 8 referrals and no suspensions during the 20-21 school year.

Based on feedback from our staff, student attendance and participation data, and quarterly assessment results (local assessments), in January of 2021, we presented the following information to our school board:

Acceleration is the key to emotional and academic growth!

- Prior to COVID shut-down, we were making significant growth, we need to get back to and beyond those achievements
- COVID trends have shown that in spite of our best efforts, students will decline emotionally and academically during distance learning
- Research tells us the only way to close the gap is through acceleration

We identified the following focus areas for the 2021-22 School Year:

Reading
Grades
Social Emotional Learning

With a secondary focus on:

Attendance
Achievement
Participation
Motivation

Based on these focus areas and feedback from our students, parents, and staff, we will be returning to the basics in 2021-22:

Academics (Reading, Writing, and Math)
AVID (Instructional Strategies, College Culture, Field Trips)
Social Emotional Learning (PBIS)
School Culture (After School Programs, Incentives, Reward Trips)

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.

On the 2019 Dashboard we earned a suspension rate of orange. SED students scored orange in ELA while "all student" group earned yellow. Current ELs scored 86.7 below standard while EO's scored 56.6 below standard and RFEP students scored 1 point below standard. In Math, ELs scored 81 points below standard while EO's scored 59.1 points below standard and RFEPs scored 24.1 below standard.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

Due to the suspension of state assessments in the 20-21 school year, we choose to administer the Smarter Balanced Interim Comprehensive Assessments for grades 3rd - 8th in ELA and Math. Analysis of student performance on these assessments and student course grades shows that only 30% of students met or exceeded grade-level standards in ELA and 18% in math. Of particular concern is the performance of English learners (ELs), 49% met proficiency on the ELPAC, only 22% of whom met or exceeded grade-level standards in

ELA and 11% of whom met or exceeded grade-level standards in Math. Based on preliminary 20-21 Summative ELPAC results, only 13% scored Well Developed and 36% scored Moderately Developed.

The actions identified in Goal 1 were selected to specifically address these identified needs.

LCAP Highlights

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

Through analysis of our local summative and interim data, state dashboard data, and input from stakeholders and staff, we identified our areas to be addressed to achieve our focus of preparing students to be academically successful and productive citizens by providing opportunities that will allow them to embrace challenges and develop a passion for lifelong learning. Based on this data, the actions and services in the LCAP fall into the following areas:

1. Improving academic achievement: Based on current data, we will continue the implemented strategies in math and focus on implementing systems that will help increase our proficiency in ELA. Data and growth will be analyzed for EL students as well as all students.
2. Maintaining a positive school culture
3. Promoting parent involvement

Key LCAP actions to support these areas are: targeted professional development, full implementation of the AVID program, implementation of the PBIS program, and providing opportunities for our parents to work with us as partners in their child's education.

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.

Buttonwillow Elementary school is not eligible for comprehensive support and improvement

Support for Identified Schools

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

Buttonwillow Elementary school is not eligible for comprehensive support and improvement

Monitoring and Evaluating Effectiveness

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

Buttonwillow Elementary school is not eligible for comprehensive support and improvement

Stakeholder Engagement

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

Students, Parents, and Community Members:

Due to the COVID pandemic and current county health department recommendations, we were not able to meet with our families in a face-to-face setting. Input from parents and community members was collected through surveys and a meeting with School Site Council Members. Surveys were available during the month of April. Students completed their survey at school. Parents were notified of the survey through the district website, Facebook, Twitter, phone calls, text messages, and emails from the school notification system. Prizes (including gift cards and a donated touchscreen computer) were available to random parents, students, and staff who completed their group survey. Approximately 45% of parents, and 80% of 3rd - 8th grade students completed their group specific survey. 100% of parent/guardian respondents were satisfied with the education that Buttonwillow School provides. 71.8% of student respondents were satisfied with the education that Buttonwillow School provides.

School Site Council/ELAC/DELAC members were given 20-21 assessment data, attendance and engagement data, and a summary of staff, student, and parent survey results. They then had an opportunity to review and provide feedback on the proposed LCAP goals and actions. This information was presented and discussed at online meetings held in February, March, and April.

Staff:

All staff members, including the Superintendent, Assistant Superintendent, Curriculum Director, Technology Director, Principal, Assistant Principal, classroom teachers, pre-school teachers, special education teachers, instructional aides, pre-school aides, special education aides, secretaries, cafeteria staff, custodial staff, bus drivers, and resource center staff have been involved in the engagement process throughout the school year, this includes BTA (Buttonwillow Teachers Association) members our only bargaining unit, Buttonwillow does not have a classified union. As a small district with an open door policy many conversations occur during the weekly PLC meetings (credentialed staff), monthly staff meetings, and with the district/school leadership team. During April all staff members were also given the opportunity to complete a survey. Staff members were sent emails reminding them to complete the survey as well as reminders at staff meetings. Prizes (including gift cards and a donated touchscreen computer) were available to random parents, students, and staff who completed their group survey. Approximately 75% of staff members completed the survey. 97.1% of staff respondents were satisfied with the education that Buttonwillow School provides.

SELPA:

A consultation with Kern SELPA was held in May to review our LCAP process and discuss goals, actions, considerations, and the impact on our students with disabilities.

School Board:

Throughout the year, the board was involved in the planning process, reviewing survey results, and final approval of the LCAP. June 14, 2021-LCAP and Budget Public Hearing; June 16, 2021-Local Indicator Presentation, LCAP and Budget Board Approval.

A summary of the feedback provided by specific stakeholder groups.

Feedback from Students, Parents, and Community Members

Based on survey responses Academics, Technology Instruction, and After School programs were the top three areas identified by parents. Academics, Grade and Attendance Rewards, and AVID were the top three areas identified by students. Parents also requested technology classes for adults, varieties of activities for students, career presentations, and Physical Education. Students also requested the return of RAD (activity days), more outside tables/benches, field trips, the opportunity to go to Camp Keep (for students that missed their turn), sports, and emotional support for all students on campus.

Feedback from Staff (See extensive list of all staff in section above)

Based on conversations with all staff members and staff survey results the following areas of feedback was provided. AVID, Small Class sizes, and additional instructional materials were identified as the top three items for accelerating student academic growth. In addition staff members recommended reading intervention programs, a reading intervention teacher, math intervention programs, parent instruction, social emotional programs, and Professional Development. Reading Intervention, ELD Standards, and ELA/Math Standards were the top three areas identified for Professional Development.

No feedback was received from the SELPA consultation or School Site Council/ELAC/DELAC members

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

The following Goals and Actions were developed with direct input from stakeholder input:

Goal 1, Action 1	Professional Development (approximately page 9)
Goal 1, Action 3	Supplemental Materials (approximately page 10)
Goal 1, Action 4	Additional Teachers (approximately page 10)
Goal 1, Action 6	AVID Implementation (approximately page 10)
Goal 1, Action 7	Extended Learning Programs (approximately page 11)
Goal 1, Action 9	Intervention Teacher (approximately page 11)
Goal 2, Action 2	PBIS Implementation (approximately page 14)
Goal 2, Action 3	Award Trips (approximately page 15)
Goal 3, Action 2	Parent Education, Training, and Family Nights (approximately page 18)

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math, as well as growth in English language proficiency as demonstrated through state assessments, local formative assessments, and course grades. (Priority 2, 4, 7)

An explanation of why the LEA has developed this goal.

Based on end of year assessment results only approximately 15% of our students scored proficient in ELA and 10% in math. This is a significant drop from where we were at the end of the 18-19 school year (the last time we had CAASPP results). Based on research based best practices and our past growth, focusing on the actions listed below will get us back to where we were before the COVID pandemic.

Input received from stakeholders through the LCAP development process indicates a desire to improve ELA, Math, and ELD achievement for all students. We plan to improve performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below. Based on Survey Data, Classroom Walk-Through Data, Scheduling Data, and State Assessment results the following areas of need were identified:

Priority 4:

Analysis of student performance on 2021 ICA assessments and student course grades shows that only 30% of students met or exceeded grade-level standards in ELA and 18% in math. Of particular concern is the performance of English learners (ELs), 49% met proficiency on the ELPAC, only 22% of whom met or exceeded grade-level standards in ELA and 11% of whom met or exceeded grade-level standards in Math.

ELPAC: Based on preliminary 20-21 Summative ELPAC results, 13% scored Well Developed and 36% scored Moderately Developed. This data, student survey data (77% agree that EL's are being taught English as quickly as possible) and staff survey data (95% agree) results demonstrate that we are making progress with our EL students and the strategies that are being used to move them toward English Proficiency are working, but remain a focus. 18-19 ELPAC results showed 19.25% proficiency.

We plan to improve ELA and Math performance, as well as English language proficiency, through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state adopted academic standards for all students Priority 2a	Based on Option 2 Reflection Tool data from 20-21, we averaged a score of Full Implementation. NGSS was the lowest score at Beginning Development.				Based on Option 2 Reflection Tool all standards areas will score at Full Implementation or above
Enabling EL's to access CCSS and ELD standards to gain content knowledge Priority 2b	Based on 19-20 classroom walkthrough data, 95% of classrooms implement Designated and Integrated lessons as recommended				100% of classrooms will implement Designated and Integrated strategies appropriately
Interim Comprehensive Assessment Results (3rd - 8th) Priority 4a: Student Performance on CAASPP	Based on ICA results from May of 2021, 30% of students met or exceeded grade-level standards in ELA and 18% in math. English learners (ELs), 22% of whom met or exceeded grade-level standards in ELA and 11% of whom met or exceeded grade-level standards in Math.				45% of students who met or exceeded grade-level standards in ELA and 40% in math. English learners (ELs), 40% of whom met or exceeded grade-level standards in ELA and 35% of whom met or exceeded grade-level standards in Math.
EL's making progress toward EL proficiency Priority 4e	Based on 20-21 Summative ELPAC results, 49% scored moderately or well				60% will score moderately or well developed. More than 50% will make

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	developed. Based on 2019 Dashboard results, 41.7% of EL's made progress.				progress as measured by Dashboard results.
EL Reclassification Rate Priority 4f	Based on Data Quest reports from 2018-19, 12 students met reclassification criteria (5%)				8% of EL students will meet eligibility criteria for reclassification
Quarterly Grades Priority 8: Other Pupil Outcomes	Based on 4th quarter grades, 25% of students in 3rd - 8th grades earned a "D" or "F" in ELA. 17% of students earned a "D" or "F" in Math.				15% of students in 3rd - 8th grades earned a "D" or "F" in ELA. 15% of students earned a "D" or "F" in Math.
Core Growth Skills Assessment Results (TK-2nd) Priority 8: Other Pupil Outcomes	Based on end of year results from May of 2021, 28% of students met standard on grade level skills and standards.				40% of students met standard on grade level skills and standards based on end of the year results from May 2024
% of students completing A-G requirements Priority 4b	Not applicable for a PK-8th Grade District				Not applicable for a PK-8th Grade District
% of pupils completing CTC pathway Priority 4c	Not applicable for a PK-8th Grade District				Not applicable for a PK-8th Grade District
% of pupils completing B&C Priority 4d	Not applicable for a PK-8th Grade District				Not applicable for a PK-8th Grade District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils passing AP exams Priority 4g	Not applicable for a PK-8th Grade District				Not applicable for a PK-8th Grade District
% of pupils scoring 3 or higher on EAP Priority 4h	Not applicable for a PK-8th Grade District				Not applicable for a PK-8th Grade District
Access to and enrollment in a broad course of study Priority 1a	Based on Student Information System reviews and classroom walkthrough data, 100% of students are enrolled in a broad course of study				Maintain 100% of enrollment in a broad course of study
Programs and service to support high needs students Priority 1b	Based on 19-20 classroom walkthrough data, 95% of classrooms implement Designated and Integrated lessons as recommended. 60% of students participated in expanded learning opportunities				100% of classrooms will implement Designated and Integrated strategies appropriately; 75% of students will participate in expanded learning opportunities
Programs and services for students with disabilities Priority 1c	Based on reviews of student IEP's and assessment results, 100% of eligible				Maintain appropriate programs and services for all eligible students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students received appropriate resources				
Programs and services developed and provide to low income, EL, and foster youth Priority 7b	Based on scheduling reports and classroom walkthrough data, 100% of eligible students received designated and integrated EL supports or extended learning opportunities for unduplicated pupils who are struggling academically.				Based on scheduling reports and classroom walkthrough data, 100% of eligible students will continue to receive designated and integrated EL supports
Programs and services developed and provide to students with disabilities Priority 7c	Based on IEP reviews, 100% of Special Education services were provided as written in their IEP's				Based on IEP reviews, 100% of Special Education services will continue to be provided as written in their IEP's

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>Based on our staff Professional Development survey results and due to our high numbers of EL and SED students, professional development will focus on needs identified by teachers and instructional aides, strategies and methods that have been proven effective in advancing these students so that we can make progress toward closing the achievement gap. Staff Development release time, staff development presenters, and supplies needed to meet the needs of the school in the following areas:</p> <p>Updates to:</p>	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Effective Instructional Strategies for ELA and Math (Ed Partner's, AVID, Standards Mapping)</p> <p>Effective EL Instruction (Ed Partner's, AVID, ELD Standards)</p> <p>Current Technology Programs</p> <p>Response to Intervention and Acceleration (ELA and Math)</p> <p>Technology</p> <p>Science Adoption</p> <p>Support for new staff</p> <p>In addition to any other areas identified as an academic need of unduplicated pupils as identified by staff and/or administration, training for ELD supplemental materials and coaching for ELD instruction.</p>		
2	Additional Instructional Time	Maintain the additional 15 Minutes of Instructional Time. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English Learners	\$155,000.00	Yes
3	Supplemental Materials	Supplemental materials as needed to support the instructional needs in the classroom to ensure that all students are able to accelerate their learning to close the achievement gap, including Science gap instructional materials as identified by teachers to address the unique needs of unduplicated students to access core curriculum.	\$115,000.00	Yes
4	Additional Teachers	Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys. This principally directed service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners. In addition, maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue as a principally directed service that supports the unique needs of unduplicated	\$413,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students are such as: need to connect with adult role models at school, lack of exposure to books, art, and music; and small class sizes for teachers to provide individualized support targeted to students identified need..		
5	Technology Support	Purchase replacement technology devices, technology security, and maintain a replacement fund with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi at home.	\$65,000.00	Yes
6	AVID Implementation	Provide support for the AVID Elementary Program. This program has been proven to provide additional support for unduplicated students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan. As of July, all teachers will be trained in using AVID strategies for their specific grade level.	\$60,000.00	Yes
7	Extended Learning Programs	Continued implementation of expanded learning programs which may include before school and summer programs(extra time for staff, supplies and materials). All Programs will focus on hands-on learning to extend the curriculum taught during the regular school day to help achieve academic growth and close the achievement gap that was widened during the COVID pandemic. Activities may include (but are not limited to): coding, robotics, music, 4-H, cooking, academic support, dance, fitness, etc. In addition to providing transportation for after school programs (bus driver), incentives will be offered for students that meet attendance criteria. Transportation will also be	\$154,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provided for Summer School. Priority will be given to unduplicated pupils.		
8	Pre-School	Continued full implementation of a state pre-school so unduplicated students who enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year. The district will be moving toward integration of all early childhood education programs. Funds will be used for supplemental materials to ensure equal access to content and learning for EL, foster youth, and SEL students.	\$25,000.00	Yes
9	Intervention Teacher	Hire an intervention teacher to work with small groups, coordinate and monitor groups in the Rtl program, and assist with quarterly testing.	\$42,000.00	Yes
10	Supplemental Teacher	Maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue as a principally directed service that supports the unique needs of unduplicated students are such as: need to connect with adult role models at school, lack of exposure to books, art, and music; and small class sizes for teachers to provide individualized support targeted to students identified need..	\$150,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Increase the number of students identified as needing targeted (Tier 2) and intensive (Tier 3) social, emotional and mental health support by 10%. We will also increase the percent of students feeling engaged at school by 5% and decreasing chronic absences by 5% all by May 26, 2022. These will be measured by responses during wellness checks, survey data, engagement tracking, attendance ,and behavioral data. (Priorities 5 ,6, and 8)

An explanation of why the LEA has developed this goal.

Analysis of behavioral data, survey data of students, parents, and staff, attendance and engagement data have identified an increase in behavioral issues and a decrease in attendance and student engagement due to distance learning . We will use the data sources identified below to monitor the social emotional well-being and mental health of students and to ensure that the number of students in need of Tier 2 and Tier 3 supports are decreasing, chronic absenteeism decreasing, and engagement increasing.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Screener (Tier 1 and 2) Priority 6c: School Climate	0% (not administered until 21/22 school year)				Less than 5% of students will be identified needing Tier 2 assistance
Middle School Dropout Rate Priority 5c	Based on CALPADS EOY report, we did not have any Middle School dropouts in the 2020-21 school year.				Maintain 0% dropout rate
Chronic Attendance Indicator Priority 5b	Based on the 2019 Dashboard, we scored blue. 2.5% Chronic Absentee, Declined 1.7%.				Maintain blue ranking Chronic Absentee Rate below 2%
Attendance Rates Priority 5a	Based on information from our SIS, our				Attendance Rate at or above 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21 attendance rate was 89.5%				
Staff, Student, and Parent Connectedness Survey Results Priority 6 c.	Based on 18-19 student survey results, 77% look forward to coming to school each day. 92% felt that an adult on campus cared about them.				90% or more of students will look forward to coming to school each day and feel that an adult on campus cares about them.
Pupil Behavior Reporting and Suspension Rates Priority 6 a	Based on the 2019 Dashboard, we scored Orange in Suspension for 1.9% of students being suspended once and a 1.6% increase. There were not any suspensions or expulsions in the 19-20 school year. For the 20-21 school year, 1% of students have received at least one referral, with no suspensions or expulsions.				Earn blue ranking for less than .5% suspensions. Maintain referral rate below 5% of students
Pupil Expulsion Rates Priority 6 b	Based on SIS and CALPADS data, there have not been any expulsions from Buttonwillow				Maintain no expulsions
High School Dropout Rate Priority 5d	Not applicable for a PK-8th District				Not applicable for a PK-8th District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate Priority 5e	Not applicable for a PK-8th District				Not applicable for a PK-8th District

Actions

Action #	Title	Description	Total Funds	Contributing
1	SEL Screener	Universally screen to identify students at risk for academic issues and for behavior or social-emotional problems that can interfere with academic success, specifically to address the needs of unduplicated students. In addition to purchase of the screener, this Includes staffing costs to administer, interpret data and help develop appropriate interventions.	\$5,000.00	Yes
2	PBIS Implementation	The PBIS model will continue to be implemented to maintain the low suspension and referral rates specifically for unduplicated students. Expenses includes: reward activities for students, informational items that remind students of appropriate behavior, assemblies to encourage positive behavior, etc.	\$16,000.00	Yes
3	Student Attendance Supports	Activities to motivate and support students to attend school, maintain good behavior, and excel academically as a principally directed service to support unduplicated students. Expenses include: award trips and transportation, posters, supports for parents in getting their students to school, etc.	\$15,000.00	Yes
4	Student Attendance	Positive attendance letters will be sent home Truancy letters will be sent home	\$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Superintendent will work with the KCSD to address attendance issues</p> <p>Students with Perfect Attendance each quarter will participate in extra on-campus activities</p> <p>Superintendent and Assistant Superintendent will work with Buttonwillow Resource Center staff to support families identified with poor attendance for education, training, and resources for families of students struggling with attendance and unduplicated students</p>		
5	Student Wellness	<p>School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning.</p> <p>Provide nutrition education for students to learn the importance of and how to live a healthy lifestyle including what they eat.</p> <p>This service supports meeting the identified needs of unduplicated students who may not have access to other forms of health and/or dental care.</p>	\$15,000.00	Yes
6	School Psychologist	<p>School Psychologist will be maintained to coordinate Rtl, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning. This service supports meeting the identified needs of unduplicated students who may not have access to other forms of mental health care.</p>	\$65,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Increase the percent of parents partnering with the school to accelerate student growth (academic and social emotional) reaching an average of 80% participation by the 23-24 school year. This will be measured through sign-in sheets and survey participation rate responses.

An explanation of why the LEA has developed this goal.

Analysis of pre-pandemic participation rates and survey data of parents showed that only 60% of our parents participated in parent/family events offered by the school. Based on research, we know that parent support and engagement with the school will accelerate students growth more than double of what the school can accomplish by itself. We will use the data sources identified below to monitor participation rates and ensure that we are addressing the needs and training requested by the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Promote parental participation in programs Priority 3b	Based on sign-in sheets, 60% of families of unduplicated pupils participated in district sponsored events				80% of families of unduplicated pupils will participate in district sponsored events
Seek parent input in making decisions for the school Priority 3a	Based on parent survey results, 60% of families reporting that they participated in one or more school sponsored event				80% of families reporting that they participate in one or more school sponsored event
Promote parent participation in programs for students with disabilities Priority 3c	Based on parent survey results, 3% of respondents reported they had a child with a disability. 100% of eligible parents				100% of eligible parents will respond to our parent survey and IEP meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	participated in IEP meetings				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Communication	The phone, email, and text parent communication system will continue to be used to communicate parent events. Classroom teachers will utilize the Remind app to communicate classroom items with parents. Multiple methods are required to ensure we are reaching the parents of EL, Foster Youth, and SED students.	\$11,000.00	Yes
2	Parent Education, Training, and Family Nights	Parent/family nights with incentives for math/reading/science, AVID, bullying and school safety and school emergency procedures, Vaping, technology safety, cooking, and positive parenting will be offered to give families of unduplicated students health and safety information, and an opportunity to see that education can be fun and activities can be continued at home. As suggested by parent feedback, student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend. Parent classes will be offered in connection with the Family Resource Center including ESL for the community, if available and there is an interest by community members.	\$5,000.00	Yes
3	Field Trips	Provide extra opportunities for parents to attend field trips, AVID College Trips, and award trips with students and staff.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Parent Advisory Coordinator	Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually and principally directed to support unduplicated students and families.	\$2,000.00	Yes
5	Translation	Interpreters for parents when attending meetings and school activities so EL parents can fully participate in school events.	\$1,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 (Basic Services) and Course Access (Priority 7) will be maintained over the coming three years. In addition to maintaining small class sizes, highly qualified teachers will provide standards-based instruction and all students will have access to the necessary courses and technology for learning at school and at home. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 1 or Priority 7. The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. Support provided to all teachers through professional development, regular classroom walkthroughs with feedback from administration, and weekly collaboration will provide support for qualified teachers to maintain 100% standards implementation, appropriate assignment of teachers, a broad course of study, and other metrics in this goal. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of new teachers making progress in induction program, as measured by Comprehensive Candidate report Priority 1a	During the 20-21 school year 100% of teachers enrolled in the Teacher Induction program completed requirements. (2 teachers completed year 2 of Teacher Induction, 1 teacher completed year 1, one teacher participated in the Intern Program.)				100% qualified teachers will complete appropriate induction requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards Aligned materials for every student Priority 1b	In the 20-21 school year, based on classroom observations 100% of students had current textbooks				100% of students will have current textbooks
School facilities are maintained and in good repair Priority 1c	Based on 2020-21 FIT report, all areas of the school met exemplary status.				Maintain FIT report where all areas of the school meet exemplary status.
Access to a broad course of study Priority 7a	100% of students are enrolled in required courses based on SIS course records				100% of students will continue to be enrolled in required courses based on SIS course records

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Facilities	The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom.	\$100,000.00	No
2	Qualified Teachers	The district will seek out and hire highly qualified teachers in order to maintain small class sizes and ensure students receive a high quality standards based instruction.	\$1,500,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
40.06%	1,054,569

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.

Goal 1: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math, as well as growth in English language proficiency as demonstrated through state assessments, local formative assessments, and course grades.

A review of the 2019 California Dashboard reveals the following: English Language Arts:

Academic Performance: English Language Arts (ELA)

? "All student" group -61.3 DFS

? Socioeconomically Disadvantaged Students -61.5 DFS

? EL's -67.7 DFS

We did not have any Foster Youth in the 2019 school year

Math:

"All student" group -61.5 DFS

SED -61.8 DFS

EL's -68.4

Additional identified needs of our Low-Income students include:

lack of access to robust selection of books at home to develop independent reading skills

lack of exposure to academic language, STEM activities, and life experiences that generally occur in non-EL/SEL households

lower literacy and numeracy skills than students who are not identified as low-income.

limited preschool opportunities to develop school readiness skills and transitions into Kindergarten

In response to the performance gap between "All students" and unduplicated students, and the additional identified needs of our unduplicated pupils, the district will implement the following actions LEA-wide or school-wide which are principally directed for English Learners, Low-Income, and Foster Youth students to support their academic achievement and to close the identified achievement gaps.

Goal 1, Action 1: Based on our staff Professional Development survey results and due to our high numbers of EL and SED students, professional development will focus on the unique needs of EL and SED students and strategies and methods that have been proven effective in advancing these students so that we can make progress toward closing the achievement gap.

Goal 1, Action 2: Maintain the additional 15 Minutes of Instructional Time. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English Learners

Goal 1, Action 3: Supplemental materials as needed to support the instructional needs in the classroom to ensure that all students are able to accelerate their learning to close the achievement gap, including Science gap instructional materials as identified by teachers to address the unique needs of unduplicated students to access core curriculum.

Goal 1, Action 4: Class size reduction supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners. In addition, maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue as a principally directed

service that supports the unique needs of unduplicated students are such as: need to connect with adult role models at school, lack of exposure to books, art, and music; and small class sizes for teachers to provide individualized support targeted to students identified need.

Goal 1, Action 5: Purchase replacement technology devices, technology security, and maintain a replacement fund with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi at home.

Goal 1, Action 6: The AVID program has been proven to provide additional support for unduplicated students by teaching them academic skills and vocabulary necessary for exceeding in elementary, middle, high schools and beyond.

Goal 1, Action 7: All Extended Learning Programs will focus on hands-on learning to extend the curriculum taught during the regular school day to help achieve academic growth and close the achievement gap that was widened during the COVID pandemic.

Goal 1: Action 8: Continued full implementation of a state pre-school so unduplicated students who enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year.

Goal 1, Action 9: Intervention teacher will work with small groups, coordinate and monitor reading intervention groups with our Response to Intervention program

Goal 2: Increase the number of students identified as needing targeted (Tier 2) and intensive (Tier 3) social, emotional and mental health support by 10%. We will also increase the percent of students feeling engaged at school by 5% and decreasing chronic absences by 5% all by May 26, 2022.

A review of the 2019 California Dashboard reveals the following:

2.5% of "All Students" were identified as Chronically Absent

2.6% of SED Students were identified as Chronically Absent

2.1% of EL Students were identified as Chronically Absent

1.9% of "All Students" were suspended at least once

1.9% of SED students were suspended at least once

1.7% of EL's were suspended at least once

Additional identified needs of unduplicated students include:

staff identified trauma that occurred during school shut downs and the isolation from the COVID pandemic

lack of student engagement during distance learning

lack of student attendance during distance learning

In response to the engagement and trauma gap between "All students" and unduplicated students, and the additional identified needs of our unduplicated pupils, the district will implement the following actions LEA-wide or school-wide which are principally directed for English Learners, Low-Income, and Foster Youth students to support their social emotional achievement and to close the identified gaps in behavior.

Goal 2, Action 1: Universally screen SEL to identify students at risk for academic issues and for behavior or social-emotional problems that can interfere with academic success, specifically to address the needs of unduplicated students

Goal 2, Action 2: The PBIS model will continue to be implemented to maintain the low suspension and referral rates specifically for unduplicated students.

Goal 2, Action 3: Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically as a principally directed service to support unduplicated students.

Goal 2, Action 4: Attendance activities to support families identified with poor attendance for education, training, and resources for families of students struggling with attendance and unduplicated students

Goal 2, Action 6: School Psychologist will provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning. This service supports meeting the identified needs of unduplicated students who may not have access to other forms of mental health care.

Goal 3: Increase the percent of parents partnering with the school to accelerate student growth (academic and social emotional) reaching an average of 80% participation by the 23-24 school year. This will be measured through sign-in sheets and survey participation rate responses.

Analysis of pre-pandemic participation rates and survey data of parents showed that only 60% of our parents participated in parent/family events offered by the school. Based on research, we know that parent support and engagement with the school will accelerate students growth more than double of what the school can accomplish by itself.

Additional identified needs of our unduplicated families include:

EL parents do not always participate due to not being able to communicate with school personnel

SED families may not feel they have the ability to support their student(s)

In response to the lack of parent participation between “All students” and unduplicated students, and the additional identified needs of our unduplicated pupils, the district will implement the following actions LEA-wide or school-wide which are principally directed for English Learners, Low-Income, and Foster Youth parents to support the academic achievement and to close the identified achievement gaps.

Goal 3, Action 1: Parent Communication- the phone, email, and text parent communication system will continue to be used to communicate parent events. Classroom teachers will utilize the Remind app to communicate classroom items with parents. Multiple methods are required to ensure we are reaching the parents of EL, Foster Youth, and SED students.

Goal 3, Action 2: Parent Education, Training, and Family Nights provided, as requested by families, to give families of unduplicated students health and safety information, and an opportunity to see that education can be fun and activities can be continued at home.

Goal 3, Action 3: One of the barriers to students attending college is parents not willing to let them go because they do not know what a college campus is like. TO overcome this, we want to provide extra opportunities for parents to attend field trips, AVID College Trips, and award trips with students and staff as they may not have had these experiences in their own life.

Goal 3, Action 4: Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans, implements, and evaluates parent activities to help give parents an additional opportunity to be involved in the decisions of the school.

Please refer back to the following pages for how each of these goals and actions will be evaluated for effectiveness:

Goal 1: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math, as well as growth in English language proficiency as demonstrated through state assessments, local formative assessments, and course grades (Page 60)

Goal 2: Increase the number of students identified as needing targeted (Tier 2) and intensive (Tier 3) social, emotional and mental health support by 10%. We will also increase the percent of students feeling engaged at school by 5% and decreasing chronic absences by 5% all by May 26, 2022. These will be measured by responses during wellness checks, survey data, engagement tracking, attendance ,and behavioral data (Pages 65-66)

Goal 3: Increase the percent of parents partnering with the school to accelerate student growth (academic and social emotional) reaching an average of 80% participation by the 23-24 school year. This will be measured through sign-in sheets and survey participation rate responses (Page 69)

Goal 4: The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 (Basic Services) will be maintained over the coming three years. In addition to maintaining small class sizes, highly qualified teachers will provide standards-based instruction and all students will have access to the necessary technology for learning at school and at home. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal (Pages 72-73)

Goal 1, Actions 1-8 have been carried over from the 2019 LCAP due to their proven effectiveness in increasing our students proficiency based on 2019 California Dashboard Results:

ELA: All students increased 9.9 points in DFS, SED students increased .8 points in DFS, EL Students increased 3.2 points

Math: All students increased 17.4 points in DFS, SED increased 10.7 points in DFS, EL's increased 14.2 points in DFS

Goal 2, Actions 2 and 6 continue to focus on our PBIS program which has continued to be a priority in staff, student, and parent survey results based on 2020 SIS data which includes:

8 referrals, 0 suspensions, and 0 expulsions

Goal 3, Actions 1-5 continue to focus on parent engagement. Research has shown that parent involvement is an essential component in students making academic progress and only 60% of unduplicated families participated in family events in the 2019-20 school year. While this was a slight increase from previous years, it continues to be a focus area for us to increase the engagement of our parents as reflected in our staff and parents survey results.

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

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

Goal 2, Action 5: Student Wellness-School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning. Provide nutrition education for students to learn the importance of and how to live a healthy lifestyle including what they eat. This service supports meeting the identified needs of unduplicated students who may not have access to other forms of health and/or dental care.

Goal 3, Action 5: Translations-Interpreters for parents when attending meetings and school activities so EL parents can fully participate in school events.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,055,000.00	\$1,761,000.00		\$262,600.00	\$3,078,600.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,535,500.00	\$543,100.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	Professional Development	\$90,000.00	\$10,000.00		\$50,000.00	\$150,000.00
1	2	English Foster Youth Low Income	Additional Instructional Time	\$140,000.00	\$15,000.00			\$155,000.00
1	3	English Foster Youth Low Income	Supplemental Materials	\$10,000.00	\$55,000.00		\$50,000.00	\$115,000.00
1	4	English Foster Youth Low Income	Additional Teachers	\$375,000.00	\$38,000.00			\$413,000.00
1	5	English Foster Youth Low Income	Technology Support	\$65,000.00				\$65,000.00
1	6	English Foster Youth Low Income	AVID Implementation	\$60,000.00				\$60,000.00
1	7	English Foster Youth Low Income	Extended Learning Programs	\$30,000.00	\$43,000.00		\$81,600.00	\$154,600.00
1	8	English Foster Youth Low Income	Pre-School	\$25,000.00				\$25,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Foster Youth Low Income	Intervention Teacher	\$42,000.00				\$42,000.00
1	10	English Foster Youth Low Income	Supplemental Teacher	\$75,000.00			\$75,000.00	\$150,000.00
2	1	English Foster Youth Low Income	SEL Screener	\$5,000.00				\$5,000.00
2	2	English Foster Youth Low Income	PBIS Implementation	\$11,000.00			\$5,000.00	\$16,000.00
2	3	English Foster Youth Low Income	Student Attendance Supports	\$15,000.00				\$15,000.00
2	4	English Foster Youth Low Income	Student Attendance	\$12,000.00				\$12,000.00
2	5	English Foster Youth Low Income	Student Wellness	\$15,000.00				\$15,000.00
2	6	English Foster Youth Low Income	School Psychologist	\$65,000.00				\$65,000.00
3	1	English Foster Youth Low Income	Parent Communication	\$10,000.00			\$1,000.00	\$11,000.00
3	2	English Foster Youth Low Income	Parent Education, Training, and Family Nights	\$5,000.00				\$5,000.00
3	3	English Foster Youth Low Income	Field Trips	\$2,000.00				\$2,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Foster Youth Low Income	Parent Advisory Coordinator	\$2,000.00				\$2,000.00
3	5	English	Translation	\$1,000.00				\$1,000.00
4	1	All	School Facilities		\$100,000.00			\$100,000.00
4	2	All	Qualified Teachers		\$1,500,000.00			\$1,500,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,055,000.00	\$1,478,600.00
LEA-wide Total:	\$1,039,000.00	\$1,462,600.00
Limited Total:	\$16,000.00	\$16,000.00
Schoolwide Total:	\$1,039,000.00	\$1,462,600.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	\$150,000.00
1	2	Additional Instructional Time	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	\$155,000.00
1	3	Supplemental Materials	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$115,000.00
1	4	Additional Teachers	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$375,000.00	\$413,000.00
1	5	Technology Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	\$65,000.00
1	6	AVID Implementation	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00
1	7	Extended Learning Programs	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$154,600.00
1	8	Pre-School	LEA-wide	English Learners	All Schools	\$25,000.00	\$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
			Schoolwide	Foster Youth Low Income			
1	9	Intervention Teacher	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$42,000.00	\$42,000.00
1	10	Supplemental Teacher	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$150,000.00
2	1	SEL Screener	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	2	PBIS Implementation	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	\$16,000.00
2	3	Student Attendance Supports	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
2	4	Student Attendance	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	\$12,000.00
2	5	Student Wellness	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
2	6	School Psychologist	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	\$65,000.00
3	1	Parent Communication	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$11,000.00
3	2	Parent Education, Training, and Family Nights	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	3	Field Trips	LEA-wide	English Learners	All Schools	\$2,000.00	\$2,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
			Schoolwide	Foster Youth Low Income			
3	4	Parent Advisory Coordinator	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
3	5	Translation	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,000.00	\$1,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.