

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Semitropic School District

CDS Code: 15637680000000

School Year: 2021-22

LEA contact information:

Mrs. Bethany Ferguson

Superintendent/Principal

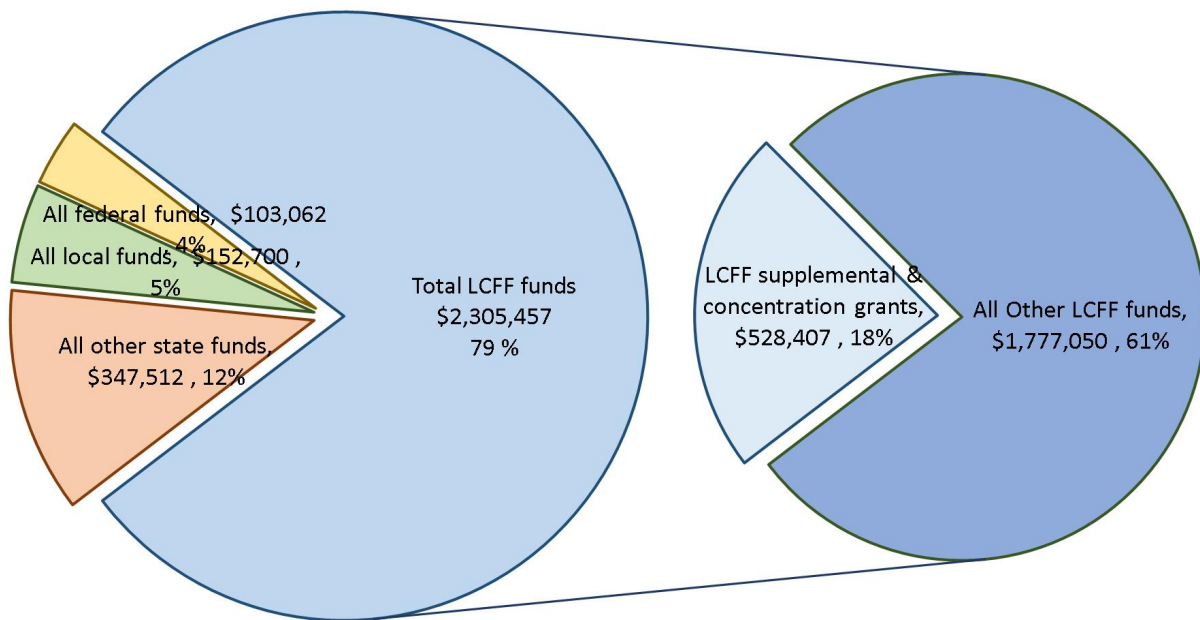
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



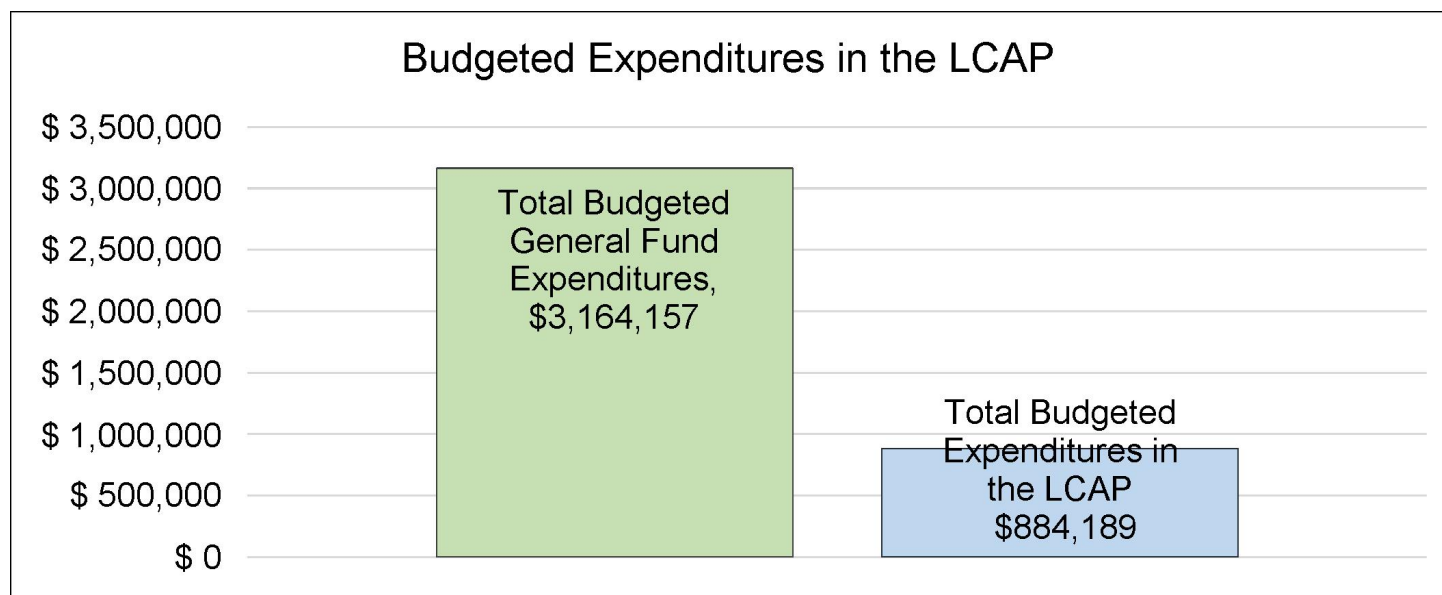
This chart shows the total general purpose revenue Semitropic School District expects to receive in the coming year from all sources.

The total revenue projected for Semitropic School District is \$2,908,731, of which \$2,305,457 is Local Control Funding Formula (LCFF), \$347,512 is other state funds, \$152,700 is local funds, and \$103,062 is

federal funds. Of the \$2,305,457 in LCFF Funds, \$528,407 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 Semitropic 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.

Semitropic School District plans to spend \$3,164,157 for the 2021-22 school year. Of that amount, \$884,189 is tied to actions/services in the LCAP and \$2,279,968 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 for certificated teachers, classified personnel, and administrative staff members, and expenditures for services and operating expenditures, and capital outlay are not necessarily included in the LCAP plan because LCFF monies will not be used.

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

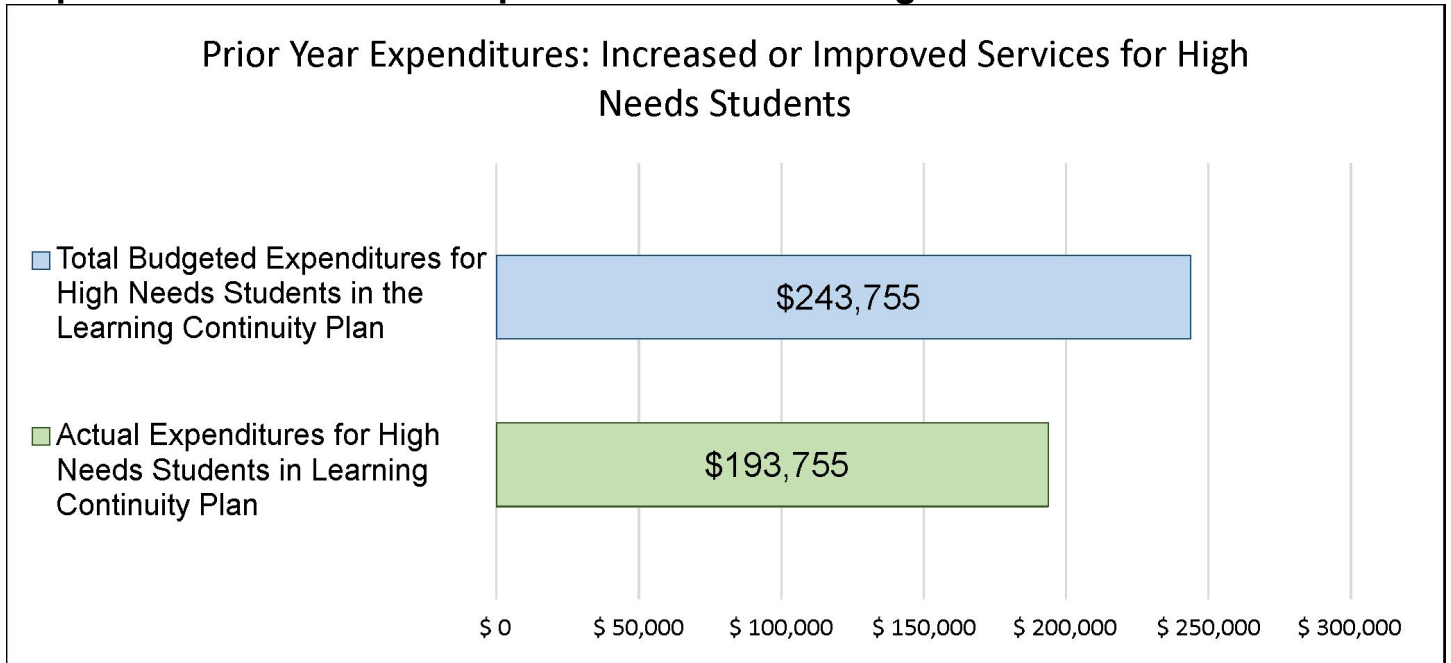
In 2021-22, Semitropic School District is projecting it will receive \$528,407 based on the enrollment of foster youth, English learner, and low-income students. Semitropic School District must describe how it intends to increase or improve services for high needs students in the LCAP. Semitropic School District plans to spend \$584,189 towards meeting this requirement, as described in the LCAP.

In addition to the actions included in the learning continuity plan, the district plans to meet the increased/improved services requirement for high needs students through several other actions including, but not limited to the following:

- Technology refresh plan to keep current technology in our classrooms
- After school tutoring
- Site funds to provide intervention classes. Materials and supplies are included in spending.
- Additional classified staff to provide support inside the classroom.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Semitropic 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 Semitropic 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, Semitropic School District's Learning Continuity Plan budgeted \$243,755 for planned actions to increase or improve services for high needs students. Semitropic School District actually spent \$193,755 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
Semitropic School District	Mrs. Bethany Ferguson Superintendent/Principal	bferguson@semitropicschool.org 661-758-6412

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

Achieve academic rigor that increases student proficiency in all core subjects using 21st century skills: critical thinking, communication, collaboration, and creativity.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1A: The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) 19-20 Priority 1A: 100% fully credentialed and appropriately assigned. Baseline Priority 1A: 92% of our teachers are highly qualified and appropriately assigned.	92% of our teachers are placed properly and fully credentialed.
Metric/Indicator Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report.	100% of our students have sufficient access to the standards-aligned materials as evidenced in our William's Report.

Expected	Actual
<p>19-20 Priority 1B: Maintain 100% of students having standards-aligned materials.</p> <p>Baseline Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's Report.</p>	
<p>Metric/Indicator Priority 1C: School facilities are maintained in good repair as indicated on our William's FIT Report</p> <p>19-20 Priority 1C: Maintain all facilities rating of "good" as reported on the FIT.</p> <p>Baseline Priority 1C: All facilities continue to have an overall rating of "good" as indicated on the FIT report.</p>	<p>All facilities continue to have an overall rating of "good" as indicated on the FIT report.</p>
<p>Metric/Indicator Priority 2A: Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in walk through observations.</p> <p>19-20</p>	<p>Teachers have implemented academic standards in their classrooms 75% of the time as evidenced in classroom observation data. 15% of the observation data showed time spent on reteach and/or small group instruction. Little to no classroom data was gathered observing students engaging in performance-based tasks. However, as evidenced by PLC discussions/planning days and end products, performance-based tasks were taking place across grade levels.</p>

Expected	Actual
<p>Priority 2A: 100% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 25% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.</p> <p>Baseline Priority 2A: Teachers have implemented academic standards in their classrooms 85% of the time as evidenced in classroom observation data. 15% of the observation data showed time spent on reteach and/or small group instruction. Little to no classroom data was gathered observing students engaging in performance-based tasks. However, as evidenced by PLC discussions/planning days and end products, performance-based tasks were taking place across grade levels.</p>	
<p>Metric/Indicator Priority 2B: Programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA intervention based on assessment data. MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.</p> <p>19-20 Priority 2B: Maintain 100% of unduplicated students getting access to CCSS materials and ELD standards materials. In addition, maintain</p>	<p>100% of our EL students receive full access to the CCSS standards and ELD standards. Each grade level continues to provide 30 minutes of Designated ELD instruction which is monitored through weekly lesson plan checks and through classroom walk through</p>

Expected	Actual
<p>100% of unduplicated students having access to highly qualified teachers to provide instruction (one teacher per grade level at lower student numbers per class) during all instruction including 30 minutes of ELD instruction daily.</p> <p>Baseline Priority 2B: We have 100% of our EI students getting access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our EI students whose data shows are in the highest need. This year we have redesignated 13% of our EL students.</p>	
<p>Metric/Indicator Priority 4A: State Assessments</p> <p>19-20 Priority 4A: Increase the number of students who meet or exceed standards by 10% in math and ELA as measured by CAASPP. 17.44% meeting or exceeding the standards in Math. 33.65% meeting or exceeding the standards in ELA.</p> <p>Baseline Priority 4A: 2015-16 CAASPP results, 25% of our students met or exceeded standards in math and 20% met or exceeded standards in ELA. Looking at subgroups; Hispanics had a growth of 8.2 points, SES growth of 7.8 points, EL growth of 3.3 points, and sped growth of 26.7 points in ELA. For math, the subgroups showed the</p>	<p>Due to the COVID pandemic, students were not given the CAASPP test in 2020. However, in 2018-19 CAASPP results, 6% of our students met or exceeded standards in math and 18.2% met or exceeded standards in ELA. We did not meet our goal of 3% growth in math and fell short in ELA as well. When looking at the California School Dashboard, specifically our student groups, you can see: In ELA our English Learners decreased 8.4 points, Hispanics decreased 12.5 points, SED students decreased 20 points and our SpEd students increased by almost 20 points. In Math, our English Learners declined 12.3 points, Hispanic students decreased by 14.9 points, SED students decreased by 20.4 points and our SpEd students declined by 4.3 points.</p>

Expected	Actual
<p>following: EL had a decline of 2.2 points, SES a growth of 4.4 points, Hispanics maintained and sped growth of 38.1 points.</p>	
<p>Metric/Indicator Priority 4B: Academic Performance Index</p> <p>19-20 Priority 4B: NA</p> <p>Baseline Priority 4B: API-NA</p>	NA
<p>Metric/Indicator Priority 4C: Percentage of pupils completing a-g or CTE sequences/programs.</p> <p>19-20 Priority 4C: NA</p> <p>Baseline Priority 4C: US or CSU Requirements – NA</p>	NA
<p>Metric/Indicator Priority 4D: The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT is 45%. MO: Increase the</p>	<p>Due to the COVID 19 pandemic students did not take their annual ELPAC test. However, in 2019 we had 124 students assessed. 36% of students scored in level 4, "well developed" range. We had 31% score in level 3, "moderately developed" range. Additionally,</p>

Expected	Actual
<p>percentage of EL pupils who made progress towards English proficiency by 2% as measured by the CELDT/ELPAC</p> <p>19-20 Priority 4D: 52% of EL students will make progress towards English proficiency as measured by ELPAC</p> <p>Baseline Priority 4D: 45% of EL students made progress towards English proficiency as measured by CELDT/ELPAC.</p>	<p>we had 23% fall in level 2, "somewhat developed" range. Finally, we had a 9.7% fall in level 1, "beginning" range.</p>
<p>Metric/Indicator Priority 4E: Our EI reclassification was 13% in 2016-17. MO: Increase redesignation rate by 2% each year. MO: Decrease our long-term EL by 2%.</p> <p>19-20 Priority 4E: 30% of our EL students will be reclassified. Our long-term EL students will decrease to 55%.</p> <p>Baseline Priority 4E: 19 of our 151 (13%) of our English Learners were reclassified 2016-17. 65% of our English Learners are classified "long-term."</p>	<p>We have reclassified 17 students in grades 3rd-8th grades. That moves our reclassification rate to 22%. Five of our nine 8th grade students who are considered "long term" EL students were reclassified, 55% reclassification rate. In addition, 4 of our 6th and 7th graders who are labeled long term were also reclassified this year.</p>
<p>Metric/Indicator Priority 4F Percentage of students passing AP exam with 3 or higher</p>	<p>NA</p>

Expected	Actual
<p>19-20 Priority 4F NA</p> <p>Baseline Priority 4F NA</p>	
<p>Metric/Indicator Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP or higher</p> <p>19-20 Priority 4G NA</p> <p>Baseline Priority 4G NA</p>	NA
<p>Metric/Indicator Priority 7A: A broad course of study is offered to all students as well as all core subject areas are taught.</p> <p>19-20 Priority 7A: Maintain music teacher that provides music instruction K-8. Maintain a broad course of study that includes all of the other subject areas described in Section 51210 and Section 51220(a) to (i) as applicable. In addition, maintain AVID schoolwide.</p>	<p>Although we had a position for a music teacher posted the entire year, we were unable to hire a music teacher for the 2019-2020 school year. While we were unable to fill a position for a music teacher for the 2019-2020 school year, all students were provided with a broad course of study that includes all of the other subject areas described in Section 512010 and Section 51220(a) to (i) as applicable. We did continue to provide electives for our 6th-8th students in the following areas: digital literacy, Ag, Science, and AVID.</p>

Expected	Actual
<p>Baseline Priority 7A: We have a music teacher that pushes into K-5th grades to provide music instruction. In addition, the teacher pulls out 6th-8th for elective. We also have the following electives for our 6th-8th students: digital literacy, Ag. Science, and AVID.</p>	
<p>Metric/Indicator Priority 7B: Programs and services for unduplicated pupils.</p> <p>19-20 Priority 7B: Maintain 100% services offered to unduplicated students being based on CCSS.</p> <p>Maintain intervention and the use of data, analyzed during PLC time to help unduplicated students. (K-5 Lexia, 3-8 ALEKS, Read Naturally)</p> <p>Baseline Priority 7B: All programs and services offered are based on CCSS. Cross level teams meet weekly to determine the needs of unduplicated students based on assessment data. Intervention class is fluid for those who make progress will quickly be moved out and replaced with those who are in need of the additional help.</p>	<p>Based on assessment data and quarterly CBM, 100% of unduplicated students are placed in a fluid intervention class to help them make progress towards ELA or math.</p>
<p>Metric/Indicator Priority 7C: Programs and services for pupils with exceptional needs.</p> <p>19-20 Priority 7C:</p>	<p>100% of students with exceptional needs have access to all programs which include AVID, AG Science, Digital Literacy and all of our sports programs.</p>

Expected	Actual
<p>Maintain our programs and services that are currently offered to all students including students with exceptional needs.</p> <p>Baseline Priority 7C: All programs and services offered are offered to all students including those with exceptional needs, which include Music, AVID, AG Science, Digital Library and all of our sports programs.</p>	
<p>Metric/Indicator Priority 8A: All 3rd grade students reading at or above grade level by the end of the year as measured by our CBM data.</p> <p>19-20 Priority 8A: 70% of 3rd graders read at or above grade level by the end of the year according to end of the year CBM data (STAR assessment).</p> <p>Baseline Priority 8A: 52% of 3rd graders are currently reading at grade level at the end of the school year as measured by STAR assessment data.</p>	<p>60% of our 3rd graders are currently reading at grade level at the end of the school year as measured by STAR assessment data.</p>
<p>Metric/Indicator Priority 8B: All 5th graders reading at or above grade level by the end of the year as measured by our CBM data.</p> <p>19-20 Priority 8B: 45% of 5th graders read at or above grade level according to end of the year CBM data (STAR assessment).</p>	<p>35% of our 5th graders are currently reading at grade level at the end of the school year as measured by STAR assessment data.</p>

Expected	Actual
<p>Baseline Priority 8B: 8% of 5th graders are reading at or above grade level at the end of the year as measured by our CBM data.</p>	
<p>Metric/Indicator Priority 8C: All of our 8th graders meet or exceed grade level standards in math by the end of the year as measured by our CBM data and CAASPP data.</p> <p>19-20 Priority 8C: 50% of 8th graders will meet or exceed grade level standards based on the CFA data. Also 55% of 8th grade students will meet or exceed grade level according to the CAASPP testing.</p> <p>Baseline Priority 8C: 79% of our 8th grade students met or exceeded grade level standards based on the last CFA. However, only 35% of our 8th graders met or exceeded grade level standards at the end of the school year according to CAASPP.</p>	<p>42% of our 8th graders have met or exceeded grade level standards based on CFA data. Also 34% of 8th grade students met or exceeded grade level according to the CAASPP testing.</p>
<p>Metric/Indicator Priority 8D: Increase rate of physical fitness by 1% each year in each subtest in grades 5 and 7 as evidenced in Physical Fitness Results.</p> <p>19-20 Priority 8D:</p>	<p>Priority 8: We scored the following:</p> <p>Aerobic Capacity: 5th grade - 51.9%, 7th grade - 45.5%; Body Composition: 5th - 37%, 7th grade - 36%; Abdominal Strength: 5th grade - 33%, 7th grade 36%; Trunk Extension: 5th grade - 92%, 7th grade - 100%; Upper Body Strength: 5th grade - 85%, 7th grade - 41%; Flexibility: 5th grade - 44%, 7th grade - 68%</p>

Expected	Actual
<p>Aerobic Capacity 5th grade –34.8%, 7th grade—38.7%; Body Composition: 5th grade –39.4%, 7th grade—42.3%; Abdominal Strength: 5th grade—98.5%, 7th grade 20.9%; Trunk Extension Strength: maintain 5th grade – 100%, 7th grade 100%; Upper Body Strength: 5th grade – 48.5%, 7th grade—42.3%; Flexibility: 5th grade – 62.1, 7th grade—24.4%</p> <p>Baseline Priority 8D: 2015-16 Physical Fitness Results: Aerobic Capacity 5th grade – 31.8%, 7th grade—35.7%; Body Composition: 5th grade –36.4%, 7th grade—39.3%; Abdominal Strength: 5th grade—95.5%, 7th grade 17.9%; Trunk Extension Strength: 5th grade – 100%, 7th grade 100%; Upper Body Strength: 5th grade – 45.5%, 7th grade—39.3%; Flexibility: 5th grade – 59.1, 7th grade—21.4%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD that is principally directed toward unduplicated learners will be provided to ensure growth as a professional for all staff, including leadership, so they can better provide instruction to our unduplicated students.	<p>KCSOS Induction Program cost (subs, PD days...) 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$12,950</p> <p>Induction Program cost (subs, PD days...) 3000-3999: Employee Benefits Base \$1,185</p> <p>ACSA leadership Summit 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$7,334</p>	<p>KCSOS Induction Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration 10950</p> <p>Employee Benefits 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$1180</p> <p>ACSA leadership Summit 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$300</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supt. Symposium 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$2,000</p> <p>SSDA Annual Conference 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$2000</p> <p>ACSA Superintendent Academy 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$2465</p> <p>Women in Leadership Conference 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$2500</p> <p>August PD workshop for teachers 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$2000</p> <p>\$1500 3000-3999: Employee Benefits Supplemental / Concentration \$3500</p>	<p>Superintendent Symposium 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$2000</p> <p>SSDA annual Conference 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$2000</p> <p>Did not attend</p> <p>Women in Leadership Conference 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$1200</p> <p>Did not have August PD due to COVID</p>
100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report.	<p>4000-4999: Books And Supplies Base \$15,000</p> <p>4000-4999: Books And Supplies Title I \$5,000</p>	<p>Books and Supplies (replacement books) 4000-4999: Books And Supplies Base \$13,000</p> <p>Books and Supplies (Title I) 4000-4999: Books And Supplies Title I \$2000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School facilities are maintained in good repair as indicated on our William's FT Report.	6000-6999: Capital Outlay Base \$10,000 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000	Repairs/upgrades 6000-6999: Capital Outlay Base \$10,000 Contracted services for repairs 6000-6999: Capital Outlay Base \$10,000
Teachers and Staff will use the Rtl model to provide Tier I, II, and III interventions for unduplicated students struggling in math and ELA(K-8th). <ul style="list-style-type: none"> Quarterly CBM data meetings to monitor student progress Instructional aides to assist in Tier II interventions Purchase STAR, Lexia, and ALEKS for all student 	Salaries for certificated staff providing Tier I, II, III intervention to unduplicated students 1000-1999: Certificated Personnel Salaries Title I \$600 Salaries for classified staff provided for interventions of unduplicated students during instructional time 3000-3999: Employee Benefits Supplemental / Concentration \$42444 classified staff provided for interventions of unduplicated students during instructional time 2000-2999: Classified Personnel Salaries Supplemental / Concentration \$18190 Benefits for classified staff provided for interventions of unduplicated students during instructional time 3000-3999: Employee Benefits Supplemental / Concentration \$4200 Purchase of STAR, Lexia, and ALEKS for all students (yearly subscription) 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$1800	Salaries for certificated staff providing Tier I, II, III intervention to unduplicated students. 1000-1999: Certificated Personnel Salaries Title I \$200 Salaries for classified staff provided for interventions of unduplicated students during instructional time 3000-3999: Employee Benefits Supplemental / Concentration \$50,000 classified staff provided for interventions of unduplicated students during instructional time 2000-2999: Classified Personnel Salaries Supplemental / Concentration \$20,000 Benefits for classified staff provided for interventions of unduplicated students during instructional time 3000-3999: Employee Benefits Supplemental / Concentration \$5000 Purchase of STAR, Lexia, and ALEKS for all students (yearly subscription) was picked up with School Climate Grant \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
An intervention teacher will be provided for students who are underperforming in reading and math. Priority will be for students in primary grades and students who are English learners.	<p>Certificated Salaries (Title I) 1000-1999: Certificated Personnel Salaries Title I \$8,400</p> <p>Certificated benefits (title I) 3000-3999: Employee Benefits Supplemental / Concentration \$3,600</p> <p>Intervention teacher salary 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$39,900</p> <p>Intervention teacher benefits 3000-3999: Employee Benefits Supplemental / Concentration \$17,100</p>	<p>Certificated Salaries (Title I) 1000-1999: Certificated Personnel Salaries Title I \$12,000</p> <p>Certificated benefits (Title i) 3000-3999: Employee Benefits Supplemental / Concentration \$4000</p> <p>Intervention teacher salary 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$40,000</p> <p>Intervention teacher benefits 3000-3999: Employee Benefits Supplemental / Concentration \$18,000</p>
The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor new teachers on campus. In addition, the Program Coordinator will serve as the testing coordinator for both CAASPP and ELPAC testing school wide. The Program Coordinator will track progress of our under performing EL students as well as our SED students in math and LA using district Benchmarks.	<p>Program Coordinator salary 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$77,000</p> <p>Program Coordinator benefits 3000-3999: Employee Benefits Supplemental / Concentration \$33,000</p>	<p>Program Coordinator Salary 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$103,000</p> <p>PRogram Coordinator benefits 3000-3999: Employee Benefits Supplemental / Concentration \$35,000</p>
Mentor to new teachers.	<p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$2,469</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$1,058</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$3,000</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$1060</p>
<p>Update technology for teachers and student use</p> <ul style="list-style-type: none"> • Purchase replacement Chromebook 6th-8th grades • Purchase replacement Chromebooks 3rd-5th grades • Purchase replacement Chromebooks K-2 grades 	<p>4000-4999: Books And Supplies Supplemental / Concentration \$72,580</p>	<p>4000-4999: Books And Supplies Supplemental / Concentration \$80,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Purchase replacement/updated office computers • Purchase replacement/updated teacher computers • Contract with technology company for IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot. • Replace out of date projectors and lamps on SMART boards/or similar product • Open PO for Wi-Fi/tech troubleshooting and updates 	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$17,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$17,000
100% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 25% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.	\$0	\$0
A Math Coach on special assignment (In conjunction with our school community grant) will work with teachers to provide professional development in the area of math to help serve our unduplicated students. Providing teachers the latest strategies that are useful for implementing math concurrently with 21st century learning. In addition, the math coach will provide one-on-one mentoring to teachers in the area math instruction that will help student engagement.	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$15,500	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$15,000
Maintain 100% of unduplicated students having access to highly qualified teachers to provide instruction (one teacher per grade level at lower student numbers per class) during all instruction including 30 minutes of ELD instruction daily.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$57,400 3000-3999: Employee Benefits Supplemental / Concentration \$24,600	1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$57,400 3000-3999: Employee Benefits Supplemental / Concentration \$24,000
Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English proficiency as measured by ELPAC.	5000-5999: Services And Other Operating Expenditures Title III \$500	5000-5999: Services And Other Operating Expenditures Title III \$500
Maintain music teacher that provides music instruction K-8 to principally provide instruction to our unduplicated students. In addition, maintain a variety of electives to 6th-8th grade unduplicated students. Continue to implement AVID whole school.	AVID annual contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$12,241	AVID annual contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$8240

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>AVID summer institute 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$3,641</p> <p>AVID contract KCSOS for local support 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$4,324</p> <p>Music Teacher salary 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$51,100</p> <p>benefits for music teacher 3000-3999: Employee Benefits Supplemental / Concentration \$21,900</p> <p>subs for PD as needed (focus math) 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$17,500</p> <p>benefits for PD subs 3000-3999: Employee Benefits Supplemental / Concentration \$7,500</p>	<p>NO summer institute due to COVID pandemic 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$0</p> <p>AVI contract with KCSOS for local support 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$4,000</p> <p>No music teacher hired (limited due to COVID) \$0</p> <p>\$0</p> <p>No subs needed, training was offered via Zoom after students were gone due to COVID \$0</p> <p>\$0</p>
<p>100% usage of Thinking Maps K-8th grades (refresher training needed)</p> <p>Write From the Beginning Training (Narrative, Expository, Response to Text writing) to implement in order help principally serve our unduplicated students with writing across the curriculum.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$1,400</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$600</p> <p>4000-4999: Books And Supplies Supplemental / Concentration \$4000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$1500</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$600</p> <p>4000-4999: Books And Supplies Supplemental / Concentration \$4000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
PD for CDE Physical Fitness practice testing to provide collaboration between teachers, to ensure all students have an equal opportunity to demonstrate their skills and abilities.	4000-4999: Books And Supplies Supplemental / Concentration \$1000	4000-4999: Books And Supplies Supplemental / Concentration \$1000
Physical Fitness Equipment	4000-4999: Books And Supplies Supplemental / Concentration \$500	4000-4999: Books And Supplies Supplemental / Concentration \$500

Goal Analysis

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

The overall actions and services for this goal were implemented as planned with few exceptions. Students and teachers received updated/replacement computers as needed, therefore all students (K through 8th grade) are one to one with Chromebooks. The continued implementation of Thinking Maps and Write from the Beginning has increased the rigor across all curricular areas. What we laid out as part of our implementation plan was followed closely by staff to ensure the success of our students. We were unable to hire a music teacher as planned. We posted the position for the duration of the year, however, we were unable to find any candidates qualified. Any services that were not provided were due to COVID pandemic lockdown restrictions.

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

Our largest challenge in implementing any/all of our actions was doing to under a pandemic and all the limitations that were encompassed in our shutdown. We had many successes including, but not limited to the following:

- Students all had access to devices at home for hybrid learning. In addition, students who needed access to internet "hotspots" were able to check those out from the school.
- We continue to make growth toward our goal of 3rd and 5th graders going on grade level for reading.
- We continue to make growth toward our goal of 8th graders on level for math when they graduate.

Goal 2

Build a safe environment that promotes character development and provides safe facilities for learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 6A: Pupil suspension rate. 19-20 Maintain less than 1%. Baseline In 2016-17, the suspension rate was less than 1%.	Semitropic maintained less than 1% suspension rate in 2020-21 school year.
Metric/Indicator Priority 6B: 0% of students expelled 19-20 Maintain 0% students expelled. Baseline 0% of students expelled	Semitropic maintained 0% of students expelled in 2020-21 school year.
Metric/Indicator Priority 6C: Other local measures on sense of safety and school connectedness. 19-20	A survey was given to all parents and 3rd-8th grade students regarding their sense of school connectedness and feeling of safeness while at Semitropic.

Expected	Actual
<p>Improve of sense of safety from 79% with students to 83% (to 87% with parents) and school connectedness from 80% with students to 84% (to 97% with parents) based on baseline data.</p> <p>Baseline Establishing survey data for student sense of safety and school connectedness.</p>	<p>When students were asked if they felt safe at school, 79% agreed/strongly agreed. When asking parents if their child felt safe at school, 87% agreed/strongly agreed.</p> <p>When students were asked if they had an adult at school who cared about them, 93% agreed/strongly agreed. When asking parents if their child had an adult they could talk to at school, 90% agreed/strongly agreed.</p> <p>When students were asked if they were "Happy" at school, 78% agreed/strongly agreed. When asking parents if their child was "Happy" at school, 84% agreed/strongly agreed</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The district will continue to implement PBIS to reduce suspensions and expulsions by 50%</p> <ul style="list-style-type: none"> • Staff training/review in Tier I, II, and III • The district will continue to use SWIS to track referrals • In using PBIS the district will provide rewards/incentives for students throughout the year <p>The district will promote character through "Wildcat" pride in signs and displays on campus, encouraging students to enjoy attending school (i.e. campus beautification)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$750</p> <p>2000-2999: Classified Personnel Salaries Supplemental / Concentration \$15,656</p> <p>Incentive/Rewards PBIS 3000-3999: Employee Benefits Supplemental / Concentration \$6,709</p> <p>Incentive/Rewards PBIS 4000-4999: Books And Supplies Supplemental / Concentration \$5,000</p> <p>Campus Beautification/Character development 5000-5999: Services And Other Operating</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$750</p> <p>2000-2999: Classified Personnel Salaries Supplemental / Concentration \$15,656</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$6,750</p> <p>4000-4999: Books And Supplies Supplemental / Concentration \$5000</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental / Concentration \$5,000	Supplemental / Concentration \$5000
The district will hire an Americorp person to work with primarily with our unduplicated students and parents who need additional support for behavior interventions and attendance support.	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$15,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$17,000
The district continue to survey all stakeholders (parents, students, and staff) to accurately gauge school connectedness and feeling of safety on campus.	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$1000	\$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.

Overall the actions and services for this goal were implemented as planned with few exceptions due to COVID pandemic. We had school wide incentives for students who were ROARing (PBIS). Monthly, we recognize those with good attendance and allowed them to collect an award. In addition, we had ROAR stores that students were able to cash in ROAR tickets to participate in. Students earned ROAR tickets by showing positive behavior. Our PBIS team met monthly to analyze the SWIS data to see trends and anticipate issues. We also planned positive activities for the student body with student body representatives.

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

There were many challenges associated with this goal and the pandemic such as transitioning between in person and distance learning and modifying behavioral expectations on line versus in person and the general regular and effective use of PPE for both students and staff. However, the following actions and services for this goal were successful and implementation was deemed effective:

- Our daily average office referral was reduced, meeting our targeted goal.
- We maintained 0% of students being expelled from school.
- We surveyed all stakeholders on the effectiveness of PBIS program and the culture of the campus with favorable results stating the positive discipline is working on campus!.

Goal 3

Create positive relationships with our students, parents, and community members.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3A: Efforts to seek input in making decision for the district/school.</p> <p>19-20 Priority 3A: 95% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram, Twitter, Website, and mailings.</p> <p>Baseline Priority 3A: 80% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram, Twitter, Website, and mailings.</p>	<p>93% of parents attended parent teacher conferences via Zoom in October as measured by sign up sheets. Continued communication through Parent Square, Class Dojo, Facebook, Instagram, Twitter, Snapchat, and Website.</p>
<p>Metric/Indicator Priority 3B: How district promotes participation of parents for unduplicated students.</p> <p>19-20</p>	<p>This year we had 93% of our parents attend conferences. We continue to use a variety of ways including social media apps to communicate with parents of unduplicated students.</p>

Expected	Actual
<p>Priority 3B: Maintain using a variety of apps to encourage parent input. We want to increase unduplicated parent participation from 83% participation in conferences to 90%.</p> <p>Baseline Priority 3B: District/School used a variety of apps to encourage parent input. We had 80% of unduplicated students' parents and families attend parent-teacher conferences.</p>	
<p>Metric/Indicator Priority 3C: District promotes participation of parents for pupils with exceptional needs.</p> <p>19-20 Priority 3C: Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans.</p> <p>Baseline Priority 3C: District/School had 100% of parents of students with IEP attend meetings scheduled for their child.</p>	<p>District had 100% of parents of students with IEP attend meetings scheduled for their child.</p>
<p>Metric/Indicator Priority 5A: Student attendance rates increased in 2015-16 to 96.3%.</p> <p>19-20 Priority 5A:</p>	<p>Attendance rate for 2020-21 was 88.94%. We feel it was so low due to the lockdown, distance learning, and hybrid models</p>

Expected	Actual
<p>Increase attendance rate by 1%, which would mean for 2019-2020 our attendance rate would be 98.5%.</p> <p>Baseline Priority 5A: Attendance rate for 2016-17 was 96.5%.</p>	
<p>Metric/Indicator Priority 5B: Chronic absenteeism rates are 0.09%</p> <p>19-20 Priority 5B: Maintain low chronic absenteeism rate. We want to be able to maintain a low absenteeism rate of 1.0% or below.</p> <p>Baseline Priority 5B: Chronic absenteeism rate in 2016-1 was 0.01%</p>	<p>Chronic absenteeism rate in 2020-21 was 27% an increase, no doubt, due to the pandemic</p>
<p>Metric/Indicator Priority 5C: Middle school dropout rates</p> <p>19-20 Priority 5C: Maintain 0% middle school dropout rate</p> <p>Baseline Priority 5C: 0% middle school dropout rate</p>	<p>0% middle school dropout rate in 2020-21</p>

Expected	Actual
Metric/Indicator Priority 5D: High school dropout rates 19-20 Priority 5D: NA Baseline Priority 5D: NA	NA
Metric/Indicator Priority 5E: High school graduation rate 19-20 Priority 5E: NA Baseline Priority 5E: NA	NA

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Student attendance <ul style="list-style-type: none"> Superintendent/principal will continue to send home attendance letters twice a month and meet with the parents of students who have received the second attendance letter. 	4000-4999: Books And Supplies Lottery \$2,000	4000-4999: Books And Supplies Lottery \$3000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies. • Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month. • Students who have 100% perfect attendance each quarter will receive recognition. • Teachers can award students who have weekly perfect attendance with ROAR tickets. 		
<p>Parent Engagement:</p> <ul style="list-style-type: none"> • Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram • Hold two family nights per year: math in the fall and Reading in the Spring • Student incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event. • Refreshments and/or child care will be provided at events. • Plan quarterly family picnic days • Plan muffin for mom day and donut for dad day • Send monthly newsletters "Home & School Connection" 	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$1000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$250</p> <p>4000-4999: Books And Supplies Lottery \$1000</p> <p>4000-4999: Books And Supplies Base \$354</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$1000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$250</p> <p>4000-4999: Books And Supplies Lottery \$1000</p> <p>4000-4999: Books And Supplies Base \$350</p>
<p>Student Engagement:</p> <ul style="list-style-type: none"> • Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process. • Continue to use Accelerated Reader as a reading incentive. • Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. • Staff members will use ROAR tickets to "pay" for ROAR activities. 	<p>5800: Professional/Consulting Services And Operating Expenditures Lottery \$1,375</p> <p>ROAR incentives 4000-4999: Books And Supplies Base \$4,500</p> <p>ROAR incentives 4000-4999: Books And Supplies Supplemental / Concentration \$5,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Lottery \$1300</p> <p>4000-4999: Books And Supplies Base \$4000</p> <p>4000-4999: Books And Supplies Supplemental / Concentration \$5000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Teachers will use technology in the classroom to create lessons and activities that engage all student in the learning process. Purchase sports equipment for students to use during recess, PE and Wildcat Day. Upgrade student technology devices and increase student technology use. 		

Goal Analysis

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

Our implementation was consistent. We worked to increase different ways to communicate with parents and students outside of school. In addition, we worked to have more positive interactions at school with students and family members. WE implemented a monthly news letter that went home to parents giving helpful tips for parents to help their child with school. We also, created a parent information center in the front office for parent resources to be available to parents as they visited the school. We were not able to hold in person activities with parents due to the pandemic.

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

Every school/district has room to grow in the area of building positive relationships. Our goal this year was to get our story out there to parents and the community. With the increased social media avenues for communication we believe it helpful for parents to make connections with new faces on campus as well as to know what was happening on a daily basis. We feel like with the increased communication we successfully created a more positive relationship with our parents who were more willing to come into the office or call if there were questions or concerns. We also feel that students had a more positive outlook on coming to school. The challenge obviously was that in March, our in person relationships were transitioned to virtual. This challenge was made more manageable due to the social media work and relationship building we had done for the first six months of the school year.

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
Purchase of Chromebooks to replace those needed for home instruction and replacement	\$42,000	\$42,000	Yes
Provide additional professional development day for teachers (i.e. Canvas and Math support)	\$7,000	\$7,000	Yes
Provide technology support to teachers with an emphasis on supporting low income, foster youth, and English Learners.	\$2,000	\$3,000	Yes
Implement Web Based Programs (ALEKS- Math, Lexia & STAR – ELA, Canvas, Aeries)	\$25,000	\$25,000	Yes
Provide teachers with funding for project based lessons with an emphasis on supporting low income, foster youth, and English Learners.	\$10,000	\$10,000	Yes
Implement an attendance initiative to increase student attendance, focus on increasing attendance for low income, foster youth, and English Learners.	\$10,000	\$10,000	Yes
Provide incentives for students (Educational Field Trips, students meeting grade level standards, reclassification requirements, behavior expectations, attendance...)	\$10,000	\$0	Yes
Offer extended learning activities to support achievement or grade level standards for at-risk students, giving priority to low income, foster youth, and English Learners.	\$50,000	\$30,000	Yes
Maintain parent communication through monthly newsletters (resource to strengthen learning at home)	\$2,000	\$2000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to implement a school announcement system to improve school to home communication (i.e. Parent Square)	\$2,100	\$2,100	Yes
Provide interpretation at all parent conferences for parents who do not speak English (in person or on-line)	\$3,000	\$3000	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.

As a result of the COVID pandemic, we used different success indicators to guide our process. No major differences between planned actions and implemented actions were experienced except for the fact that we were unable to take any field trips due to public healthy guidelines. Busing and social distancing was an issue as well as the fact that actual opportunities were limited. Costs did vary depending on the lack of time to properly research and anticipate costs during the pandemic environment.

Analysis of In-Person Instructional Offerings

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

We were successful in putting Chromebooks into each of our student's hands so that they could connect digitally both at school and at home. In addition, we were able to provide "Hot Spots" for families who had connectivity issues to ensure that we were able to connect school to home and home to school etc. Maintaining a continuity of instruction was a major goal for the district. Challenges included not being able to take field trips, and acquiring necessary devices such as the Chromebooks and hotspots.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Hotspots for each family in need of connectivity, including monthly charges.	\$7,500	\$7500	Yes
Provide additional technology support to teachers, students, and administrator.	\$15,000	\$8,000	Yes
Purchase Canvas Platform to deliver instruction via distance learning.	\$1155	\$1155	Yes
Purchase additional devices to ensure every child has one at home and to replace devices in need of replacement due to age or damage.	\$19,000	\$19000	Yes
Purchase additional take home supplies for all students	\$8,000	\$8000	Yes

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

The overall actions and services for this were implemented as laid out. Students were able to connect digitally from home if needed. We did have a change in actual expenditures in additional technology support needed, due to the fact that some programs were being offered at a reduced rate due to COVID. In addition we did not use our IT support person weekly when we had no students or staff on campus which lowered our IT monthly support cost.

Analysis of the Distance Learning Program

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

Our teachers were able to transition to digital instruction as we started our year in August 2020. As the year moved on, teachers and students were able to make the transition to a hybrid model where students were on campus 1/2 of the week and digital the remainder and we were successful with maintaining a continuity of instruction for students. 100% of our students had access to devices both at school and at home which was critical to the continuity of instruction. In addition, those who had connectivity issues at home were issued HotSpots to help with continuity of instruction. Our biggest challenge during this time was student participation and engagement in general. We did see an increase in absences, which was common across the county. We reached out to families to

hopefully improve the attendance. Staff found that they had additional duties (roles and responsibilities) to take on once students were on campus, however, many were happy to do so if it meant our students were back.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Remedial support in core instruction via web based programs (ELA – Lexia, Math – ALEKS and prodigy, Assessments – STAR reading) based on assessment needs of our students, 80% of our students need remedial support in core instruction. Of that group, 92% are Unduplicated students	\$5,000	\$3,000	Yes
Offer extended learning activities to support achievement or grade level standards for students experiencing learning loss, giving priority to low income, foster youth, and English Learners (afterschool and summer school). *In partnership with Boys and Girls club	\$25,000	\$13,000	Yes

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

The overall actions and services for this were goal were implemented as initially laid out. Students were able to connect digitally from home when and if needed. Due to COVID restrictions we were not able to offer after school or summer school program to our students. We expended dollars that were initially committed for the above actions on additional PPE and safety signage in Spanish and English for students within our hybrid learning model.

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.

According to teachers and parents, both groups felt that we were able to transition to digital instruction successfully as we started our year off in August of 2020. As the year moved on, feedback from teachers, parents and students was that we would be able to make the transition to a hybrid model where students were on campus 1/2 of the week and digital the remainder. According to staff our biggest difficulty during this time was student participation and engagement. We saw an increase in absences, which was common across the county. We reached out to families to hopefully improve the attendance of all English learners, low income, and foster youth as well as those experiencing homelessness and students with disabilities. According to staff and parents, our English Learner students especially had difficulties with learning loss as observed by ELPAC and other local assessments. In addition, teachers observed our students with disabilities struggling with learning loss due to the hybrid model and lack of in person instruction and overall engagement needed in order to be successful at school.

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.

Our teachers were able to provide SEL lessons during instructional time for both in person and distance learning using lessons available in Canvas as well as using the Second Step program. In addition, having a social worker on campus helped connect certain families in need with the supports we made available. Our site social worker provided three SEL parent nights via Zoom to families to help address some common issue that have only heightened in the pandemic. According to comments received from parents who attended, it was effective in helping address mental health and social and emotional well being issues at home with their children and families in general.

Analysis of Pupil and Family Engagement and Outreach

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

Our tiered re-engagement plan included mass messaging to parents via telephone, SMS text, school applications such as Parent Square and Class DoJo), email, our website and in some cases, home visits for those that did not respond to the former. Additionally, students all were able to connect/engage in live interaction classes with their teachers digitally due to Chromebook and Hot Spot distribution and use. We continued to reach out to our parents through our school apps (i.e. Parent Square and Class Dojo), we also reached out via social media. We continued our monthly newsletters and even held a few parent nights via Zoom to connect with our families. All around, it was a challenge to get high engagement from parents and students in part due to it being all virtually. In addition, we saw a decrease in attendance for our students which we feel has to do with distance learning.

Success:

Communication in general - various platforms and feedback was positive from parents and staff.

Attainment and distribution of Chromebooks and Hotspots were made available for each and every student in the district.

Teachers synchronous instruction opportunities daily for students to check in - some students engaged and had regular attendance.

Challenges:

Decrease in attendance rates

Increase in chronic absenteeism

Severe learning loss, will need to carefully coordinate and accelerate student learning to grade level appropriate content so that we can measure students progress back to on grade level. This will take coordination and collaboration from all teachers to clearly understand teaching roles and responsibilities.

Analysis of School Nutrition

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

We were able to successfully continue to feed our students nutritionally adequate breakfast and lunch on a daily basis. When we were 100% distance learning, we successfully set up bus stops around our students to be able to ensure students were properly fed during what would've been school hours. Once we went to a hybrid model, we successfully continued to serve our students at home by delivering to common bus stops and allowing students to pick up meals. A challenge with delivering to common bus stops was ensuring that students and or their parents were able to actually pick up their meals. In some instances we needed to actually go to the home of some students to ensure they had their meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	NA	NA	NA	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.

No additional actions

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we continue to assess our students, it is far too early to have a clear picture of what we have learned - what worked and what did not work for the longer term. One immediate learning is that students absolutely learn best in person and when provided with supports including personnel and materials in person. Additionally, we know (initially) that our greatest losses in learning are those experienced by Special Education Students, English Language Learners, Homeless, and Foster Youth. We will continue as a district to support all students and to build out actions specific to our unduplicated students based on local and state assessments. In addition, we will begin to redesign learning and programs with proven success models and actions. Our next three-year plan (LCAP) will share our story, share our kids and their successes as well as our areas of improvement. The pandemic has taught us that we are not alone and that we are very dependent on one another. We are social beings and we all need nurturing and care. We look forward to the next LCAP to explain our new plan that thoroughly address the hearts and minds of our students and families.

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

We know our greatest losses in learning are those experienced by Special Education Students, English Language Learners, Homeless, and Foster Youth. We will use every bit of our educational strength as a district to support all students and we will base our plan on local and state data and assessments. In addition, we will begin to redesign learning and programs with proven success models and actions. Our next three-year plan will share our story, share our kids and their successes as well as our areas of needed improvement. The pandemic has taught us that we are not alone and that we are very dependent on each other as educators, parents, and students. We hope to have our new plan thoroughly address the heart and minds of our students and families. We plan on using STAR, class, and grade level-specific districtwide adopted assessments, but we will also use our teachers and

paraprofessionals to share the stories they each see in their individual classrooms. Numbers and data are one part and we will use them to guide our practices, but our hearts will also guide us as we serve our students.

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.

All substantive differences have been noted above.

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.

We will be using data from this year's end of the year local assessments to help guide program implementation that we will be looking at for the next three years. We will be focusing our efforts to utilize the one time funds that we will be receiving to meet the needs of students that have struggled during the past year. This focus will not only be academic, but also social-emotional teaching and learning. An emphasis on accelerating the learning process will take place and will begin with extended summer academic program for students K-7th. There will also be an emphasis on re-engaging parents and families onto the school sites fully and in classrooms.

Semitropic will invest in professional development for teachers regarding the implementation of curriculum development to deepen the rigor as it pertains to the standards. We will also invest in targeted supports and intervention programs to meet the instructional needs of our most unduplicated and at-risk students. We plan on working with an outside source to learn more about the MTSS framework and to look at best practices, specifically in the area of our Math and ELA curriculum to help strengthen the delivery to our students. In addition, we will be implementing Aeries Communication and Attention 2 Attendance (A2A) in order to monitor absenteeism and communicate student absences to all parents targeting communication to parents of low-income students, English learner, and foster youth. Many have to travel 15-20 minutes to a larger town to access a library or proper internet. If students want visual performing arts, they would need to travel 35-50 minutes if not more to access resources for Social-Emotional supports. Many of our families have transportation issues and there are no bus routes to our country students and Uber may not be a viable option. We are especially focused on our Socio-Economic Disadvantaged (SED) students in ELA and Math academic areas and absenteeism by maintaining lower class sizes, bolstering our MTSS as it pertains to attendance and having our coordinator specifically track progress through local indicator data.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	703,575.00	623,686.00
	0.00	0.00
Base	41,039.00	37,350.00
Lottery	4,375.00	5,300.00
Supplemental / Concentration	643,661.00	566,336.00
Title I	14,000.00	14,200.00
Title III	500.00	500.00

* 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	703,575.00	623,686.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	257,769.00	218,280.00
2000-2999: Classified Personnel Salaries	33,846.00	35,656.00
3000-3999: Employee Benefits	167,396.00	144,410.00
4000-4999: Books And Supplies	115,934.00	118,850.00
5000-5999: Services And Other Operating Expenditures	25,440.00	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	93,190.00	75,490.00
6000-6999: Capital Outlay	10,000.00	20,000.00

* 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	703,575.00	623,686.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental / Concentration	248,769.00	206,080.00
1000-1999: Certificated Personnel Salaries	Title I	9,000.00	12,200.00
2000-2999: Classified Personnel Salaries	Supplemental / Concentration	33,846.00	35,656.00
3000-3999: Employee Benefits	Base	1,185.00	0.00
3000-3999: Employee Benefits	Supplemental / Concentration	166,211.00	144,410.00
4000-4999: Books And Supplies	Base	19,854.00	17,350.00
4000-4999: Books And Supplies	Lottery	3,000.00	4,000.00
4000-4999: Books And Supplies	Supplemental / Concentration	88,080.00	95,500.00
4000-4999: Books And Supplies	Title I	5,000.00	2,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental / Concentration	24,940.00	10,500.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00	500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	1,375.00	1,300.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental / Concentration	81,815.00	74,190.00
6000-6999: Capital Outlay	Base	10,000.00	20,000.00

* 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	638,981.00	557,630.00
Goal 2	49,115.00	50,156.00
Goal 3	15,479.00	15,900.00

* 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	\$163,100.00	\$134,100.00
Distance Learning Program	\$50,655.00	\$43,655.00
Pupil Learning Loss	\$30,000.00	\$16,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$243,755.00	\$193,755.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$163,100.00	\$134,100.00
Distance Learning Program	\$50,655.00	\$43,655.00
Pupil Learning Loss	\$30,000.00	\$16,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$243,755.00	\$193,755.00

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
Semitropic School District	Mrs. Bethany Ferguson Superintendent/Principal	bferguson@semitropicschool.org 661-758-6412

Plan Summary [2021-22]

General Information

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

Semitropic Elementary School was established as a one-room schoolhouse on April 1, 1895. Mrs. C. J. Clayton was the first teacher. The first class of students numbered only seven. The current enrollment is 206 students in grades kindergarten through eight. The school is a District of Choice, as per education code statute, meaning that students are permitted to attend Semitropic Elementary School even if they do not reside in the district boundary lines. The district is located 10 miles west of Wasco, California, at the intersection of State Highway 46 and Gun Club Road.

VISION STATEMENT:

Success Now for a Brighter Tomorrow

MISSION STATEMENT:

The Semitropic Elementary School District is dedicated to teaching our students to be productive citizens who work at their fullest potential to succeed while providing a caring and supportive academic environment.

SCHOOL BOARD GOALS:

Provide leadership and direction to improve the overall learning environment in our classrooms, schools and district including the health, safety, security and happiness of students and staff. Direct and support actions, programs, and activities which reduce the impacts of poverty on our students, their families, and our community.

DISTRICT GOALS:

Ensure uniformly high performance in academics and tangible results in character development. School faculty are highly qualified in their fields, is committed to ongoing professional development, and receives timely and helpful feedback on classroom instruction. The curriculum is rigorous, logically sequential, and age appropriate. Students display high standards of personal dignity and respect for authority at all grade levels. School faculty and staff model the qualities of behavior that are expected in students. Ensure all students at each grade level

increase their love of reading by implementing a classical literature piece at each grade level for students to read while exploring the themes in that piece of literature. Reemphasize the importance of students learning basic skills in reading, writing, spelling, and math to ensure that all students can reach a deeper level understanding more rigorous concepts. Ensure that all students reach high levels of achievement in reading, writing, math, and using valid assessments to measure achievement at each grade level. Increase student enrollment. Increase the ability of Semitropic to effectively achieve its mission through suitable facilities consistent with the school's values and philosophy to serve the needs of a student body in grades K - 8. Maintain a fiscally solvent budget.

Reflections: Successes

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

According to the California Dashboard, the district's 2019 suspension rate was indicated as "blue." The district suspension rate declined 1.7%. The district's current suspension rate is 0%. We attribute the decrease in suspensions to the implementation of our Positive Behavior Intervention and Supports (PBIS) program. We will continue to implement PBIS to have a lowered suspension rate.

Due to not having Dashboard results for 2020, we want to recognize local successes. In partnership with other small districts, we were able to receive the School Climate Grant and Full Service Community Grant. With these grants we were able to work with a consultant, using the Data Wise process, to identify Problem of Practice in both ELA and Math. A highlight of the work we have done in the area of math is that we were noticing solid growth as per our formative assessments for all grade levels. According to ALEKS Math, Benchmark proficiency jumped an average of almost 20% school wide in the spring of 2021 in comparison to spring of 2020. In addition, we were able to bring have a part-time Social Worker on campus to work with our students and families. We were also able to start an AfterSchool program in partnership with Boys and Girls Club. Boys and Girls Club also partnered with us to offer a STEM based Summer School to our students. The grants also allowed us to provide students with Mariachi band afterschool. Due to COVID we started our year 100% virtually, however, we were able to bring our students back in a hybrid model by October 2020. In doing so we were able to have more face to face effective instruction happen. At the end of 2021 we were able to give all of our 3rd-8th graders the Interim Cumulative Assessment (ICA) developed by California Education Department (CDE) as a form of assessment.

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.

In 2018-19 CAASPP results, 6% of our students met or exceeded standards in math for All Students (Red) and 18.2% met or exceeded standards in ELA (Red). We did not meet our goal of 3% growth in math and fell short in ELA as well. When looking at the California School Dashboard, specifically our student groups, you can see: In ELA our English Learners decreased 8.4 points, Hispanics decreased 12.5 points, SED students decreased 20 points and our SpEd students increased by almost 20 points. In Math, our English Learners declined

12.3 points, Hispanic students decreased by 14.9 points, SED students decreased by 20.4 points and our SpEd students declined by 4.3 points.

The district rubric indicator was “Red” or “low” for “All Students” in Math and ELA based on the 2019 CAASPP results. Our Chronic Absenteeism indicator was “High” (Red) for All Students at 12.6%. With both of the preceding indicators, Chronic Absenteeism and the Academic Indicators, the school has been identified as needing Comprehensive Support and Improvement (CSI) supports. Therefore, the district will work on through the Data Wise process to identify the Problem of Practice in our areas of need. Semitropic will invest in professional development for teachers regarding the implementation of curriculum development to deepen the rigor as it pertains to the standards. We will also invest in targeted support and intervention programs to meet the instructional needs of our most at-risk students. We plan on working with an outside source to learn more about the MTSS framework and to look at best practices, specifically in the area of our Math and ELA curriculum to help strengthen the delivery to our students. In addition, we will be implementing Aeries Communication and Attention 2 Attendance (A2A) to monitor absenteeism and communicate student absences to all parents targeting communication to parents of low-income students, English learner, and foster youth. Our students/families have an overall lack of resources readily available to them. Many, if they have transportation, have to travel 15-20 minutes to a larger town to access a library or proper internet. If students want visual performing arts, they would need to travel 35-50 minutes if not more to access.

Our families also lack resources for Social-Emotional supports and counseling services outside of the school community. The closest facility that offers help is 20 minutes away. Many of our families have transportation issues and there are no bus routes to our country students and Uber may not be a viable option. We are especially focused on our Socio-Economically Disadvantaged (SED) students in ELA and Math academic areas and absenteeism by maintaining lower class sizes, bolstering our MTSS as it pertains to attendance and having our Coordinator specifically track progress through local indicator data.

LCAP Highlights

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

Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas that needed to be addressed in order to achieve our vision: “Success Now for a Brighter Tomorrow.” Based on this process, the actions and services in the LCAP fell into the following areas of influence:

- Achieve Academic Rigor that increases student proficiency in all core subjects using 21st century skills.
- Build a safe environment that promotes character development and provides safe facilities for learning.
- Create positive relationships with our students, parents, and community members.
- Working with an outside Consultant in the DataWise (research based practice) to allow teachers to effectively

Key LCAP actions to support these areas are: continued curriculum standard alignment, PBIS site implementation, and parent engagement activities.

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.

Semitropic Elementary School

Support for Identified Schools

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

The school-level team performed a Fidelity Inventory Assessment (FIA) which took all State indicators, school-level budgets, and resource allocation into consideration. The team scored a 36/66 (55%) and realized a need to invest in a systematic process for addressing gaps in ELA learning, continued efforts to improve math instruction, and wraparound support to address chronic absenteeism.

The school utilized the FIA assessment to gather high-level evidence around various aspects of school. This was coupled with a root cause analysis to get behind the challenges the data surfaced. To address math and ELA inequities, the team adopted the Data Wise framework which utilizes State and local data to identify a key learner-centered problem, problem of practice, an evidence-based strategy to address those challenges, and a plan to assess the extent to which the strategies are impacting student learning. For example, to address the problem -- As educators, we do not consistently provide students adequate opportunities to demonstrate knowledge of a concept (speak, draw, write) -- based on feedback from teachers and students, we then adopted a school-wide focus of “Math Talks.” This included regular training and ongoing coaching of “Math Talks” for teachers, ongoing observations for implementation, and regular assessment in the form of exit tickets and benchmark data gathering. The team is utilizing a similar process to understand ELA instruction. Currently, the team is trying to understand why, as a trend, students have an easier time summarizing text than identifying key details. From these early observations, the team will analyze student work to develop a learner-centered problem and problem of practice. No matter the selected instructional strategy, it will be followed by regular professional learning and ongoing coaching for teachers. With a “strong evidence base” indicator per the What Works Clearinghouse, teachers will learn how to provide intensive, systematic instruction on foundational ELA skills.

The team also plans to invest in direct school social worker and AmeriCorps support to closely monitor attendance and implement research-based strategies to address any issues. Team members were recently informed of the Attendance Works self assessment and are considering implementing this upon return of in-person schooling.

The above practices are grounded in the MTSS framework that distinguishes support services as Tier I (all), Tier II (some), and Tier III (few).

Monitoring and Evaluating Effectiveness

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

Per the Data Wise process, the LEA will monitor and evaluate effectiveness of its plan using short-, medium-, and long-term student outcome measures. For math, these include exit tickets, ALEKS quarterly benchmarking, and CAASPP math outcomes respectively. This is coupled with regular “math talk” classroom observations to inform adaptations in teaching practice with individual teachers and across the school. Learning walks will be scheduled quarterly to ensure implementation and allow staff to celebrate success. A similar cadence will be created for ELA instruction. With expert support, the leadership will assess progress every 4-6 weeks during the school year.

To understand chronic absenteeism, the superintendent will work directly with the community coordinator, AmeriCorps Member, and School Social Worker using the student information system. Students will be assessed for individual needs according to a dashboard that tracks absenteeism at red (7%+), yellow (6.99-4.%), and green (3.99%-) levels, along with the new KiDS data tracking system from the county office of education. Summative data will be tracked using the CA school dashboard. The district is also utilizing the federal EDSCLS survey to measure school climate for staff and students grades (5-8).

The FIA assessment will be administered in January or February 2021 to reflect and understand how the system has shifted its practices.

Stakeholder Engagement

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

Semitropic School District actively seeks stakeholder engagement and realizes stakeholder engagement is an integral part of developing an effective plan. Semitropic gathers input from school personnel, both classified and certificated staff and classified/certificated unions, through meetings and surveys. In addition, we gather input from our community members at our LCAP meetings. During those meetings, we ask for input from our parents and community members. Semitropic uses a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services. This year our meetings were mainly through Zoom with parents. During parent/teacher conference week, parents were asked to complete an input survey to ensure we gathered input from parents even though they could not be on site. The district consulted with all stakeholders during the planning process for this LCAP review and analysis. Monthly, the Superintendent met with the school site leadership team teachers to discuss the LCAP goals. At each meeting, we would see where we were in terms of growth/movement/meeting our goals. Each grade level leader would meet with their team each month to discuss the grade spans focus and how that relates to the LCAP goals. The site teachers and administrator would meet monthly to discuss data and its significance to the district LCAP. Monthly the Superintendent would meet with the school site PBIS team to discuss the school sites PBIS progress. We looked at the data and how it pertained to the LCAP and out over arching goal. We then looked at how the positive incentives we currently have in place, such as Wildcat days, are affecting our attendance, if at all. In addition, the Superintendent/principal/administrator meets monthly with the MOT director to discuss the facilities and the needs. A list is generated of needs and a comparison is made to our LCAP to ensure we maintain a safe and secure site. Superintendent did not have any DAC/DELAC questions or comments to respond to in writing. Furthermore, parent meetings have been completed (i.e. Math night in the Fall, parent conferences in October, Back to school night in September, Open House in May, Literacy Night in the Spring, SSC) via Zoom. At these meetings, parents were given information on CCSS, LCFF, and LCAP. In addition, parents were given the opportunity to fill out surveys giving input on what they would like to see in their child's classroom. Meeting with school social worker, SLP and other school personnel and the Superintendent/principal monthly. There have also been more informal times that parents have been asked for input (i.e. Parent Mental Health nights put on by our Social Worker). Other times when parents called or came on campus, the Superintendent met with parents one-on-one and discussed items they would like to see for improvement or areas they felt Semitropic was doing well in. The Superintendent also met with our district SELPA representatives to discuss the needs of our students with disabilities and to ensure their needs are being met and their voices are being heard. The Superintendent met with our SEPLA director on May 21st to discuss the unique needs of our students with special education needs. The Superintendent also met with student leadership members twice this year to get direct feedback from them on what they feel would improve our district. In addition, the Superintendent reviewed the LCAP goals with the students so they could have an understanding of the district's plan. The students grades three through eight were also given a survey to complete asking for their input. Finally, through our monthly board meetings, the board, and the Superintendent take public comments where members of the public are invited to give input to ways we can improve our LCAP process. There were no comments submitted by the Parent Advisory Committee or DELAC for which the Superintendent needed to respond in writing. On June 3rd, a draft of the LCAP plan was presented at a public hearing allowing all stakeholders to pose questions, comments or concerns prior to finalizing the LCAP for the 2021-2022 school year. On June 17th, at a public board meeting, the board approved the presented LCAP for the 2021-2022 school year.

A summary of the feedback provided by specific stakeholder groups.

Parents: Some parents are struggling with hybrid learning and would like their students to be served on campus as soon as possible. Parents have been happy with the return of students back on campus and look forward to a more stable "normal" schedule for the 2021-2022 school year. Parents did mention wanting to see a closed campus at Semitropic for the safety of our students. Parents also saw the value of high quality professional development for our staff in areas of ELA and Math as well as PBIS. Parents liked that students are rewarded for good behavior and would like to see more. In addition, parents liked having a Social Worker on campus to help students with social-emotional issues that arise and also help parents make connections outside of school for assistance.

Board: The Board collectively feels that the best place for our students is in school, they want to ensure that the campus is ready and safe when students return full time in the fall. They want to make sure the facilities are up to par and they want to ensure our teachers have the best professional development available to them so they can better serve our students.

Teachers: Teachers are excited to return full time in the fall. Professional development in Math and ELA to help ensure the best strategies are used in the classroom is something teachers feel is important. In addition, teachers see the value in having classroom assistants that can help in the Rtl process with small group assistance.

Students: Students have reported that they want to be on campus with their peers. Also, students reported that they enjoy earning ROAR tickets for good behavior and hope that continues.

Classified Staff: Maintenance Operation and Transportation Manager and support staff are excited about the coming year. Several classified staff agreed that the facilities need to be prepared for a full return in the fall. Classroom assistance saw value in working with students in the classroom and suggested hiring another assistant to help spread out the assistance. Classified staff will continue to support PBIS ROARing by giving out tickets to students who are behaving positively.

SELPA: highlighted that our students with special needs have access to curriculum and elective courses that other students do. Also, SEPLA director liked that team was willing to meet with parents in any way possible (i.e. face-to-face, Zoom, phone, or home meetings) to ensure parents have input in the IEP process.

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

Through stakeholder feedback, Semitropic was able to develop goals that strive to improve our students' overall experience while attending Semitropic School. Through feedback given from parents, staff, and board in regards to a safe secure campus, we were able to formulate a plan to make Semitropic a "closed campus." In addition, parents and teachers felt on going professional development will help to provide the most current and meaningful education to our students. Students were crucial in providing feedback on types of rewards/awards they would like to see as part of the PBIS (ROAR) incentive. Parents and teachers expressed the desire to have more support for our students in the area of SEL, which has developed into hiring a full time Social Worker to work with our students and families. Furthermore, teachers and classified staff expressed the desire to have more support in the classroom that will help in small groups to bridge the learning gap this past year has forged.

Goals and Actions

Goal

Goal #	Description
1	Achieve academic rigor that increases student proficiency in all core subjects through culturally responsive and high-quality teaching and learning where all students are supported in a multi-tiered system of support to reach grade-level mastery.

An explanation of why the LEA has developed this goal.

As per our 2019 CAASPP results, 6% of our students met or exceeded standards in math for All Students (Red) and 18.2% met or exceeded standards in ELA (Red). We did not meet our goal of 3% growth in math and fell short in ELA as well. When looking at the California School Dashboard, specifically our student groups, you can see: In ELA our English Learners decreased 8.4 points, Hispanics decreased 12.5 points, SED students decreased 20 points and our SpEd students increased by almost 20 points. In Math, our English Learners declined 12.3 points, Hispanic students decreased by 14.9 points, SED students decreased by 20.4 points and our SpEd students declined by 4.3 points. The district rubric indicator was "Red" or "low" for "All Students" in Math and ELA based on the 2019 CAASPP results. Our Chronic Absenteeism indicator was "High" (Red) for All Students at 12.6%. With both of the preceding indicators, Chronic Absenteeism and the Academic Indicators, the school has been identified as needing Comprehensive Support and Improvement (CSI) supports.

Our population of students are made up of students who largely are not exposed to pre-school. These students are from families that live in poverty, many of them are field workers. These unduplicated students need the barriers removed from their education and they need to be exposed to lower class sizes and technology (i.e. computers), and higher quality teachers who have high quality PD so they can have the same advantages, when they get older, that their peers have. Our goal is to increase student achievement in all core areas through the actions below which will support and improve student learning as measured by benchmark and CAASPP data as well as the various related metrics identified below consistently through this LCAP cycle (2024).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A: Teachers are appropriately assigned and fully credentialed in the subject area and for	Priority 1A: 92% of our teachers are appropriately assigned and fully credentialed.				Priority 1A: 100% fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the pupils they are teaching as measured by staffing reports.					
Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report.	Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's Report.				Priority 1B: Maintain 100% of students having standards-aligned materials.
Priority 1C: School facilities are maintained in good repair as indicated on our William's FIT Report	Priority 1C: All facilities continue to have an overall rating of "good" as indicated on the FIT report.				Priority 1C: Maintain all facilities rating of "good" as reported on the FIT.
Priority 2A: Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication,	Priority 2A: Teachers have implemented academic standards in their classrooms 85% of the time as evidenced in classroom observation data. 15% of the observation data showed time spent on reteach and/or small group instruction. Little to no classroom data was gathered observing students				Priority 2A: 100% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 25% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
collaboration, and creativity in all classrooms by 5% as evidenced in walk through observations.	engaging in performance-based tasks. However, as evidenced by PLC discussions/planning days and end products, performance-based tasks were taking place across grade levels.				
Priority 2B: Programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA intervention based on assessment data. MO: ELD standards will be implemented in class for integrated	Priority 2B: We have 100% of our EI students getting access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our EI students whose data shows are in the highest need. This year we have redesignated 13% of our EL students.				Priority 2B: Maintain 100% of unduplicated students getting access to CCSS materials and ELD standards materials. In addition, maintain 100% of unduplicated students having access to highly qualified teachers to provide instruction (one teacher per grade level at lower student numbers per class) during all instruction including 30 minutes of ELD instruction daily.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.					
Priority 4A: Student performance on Statewide Assessments: CAASPP	<p>Priority 4A: 2018-19 CAASPP results, 6% of our students met or exceeded standards in math and 19% met or exceeded standards in ELA. 4.65% of our students met or exceeded standards in Science (CAST). Looking at student groups; Hispanics had a growth of 3.1 points, SES growth of 5 points, EL growth of 3.7 points, and sped decline of -17.7 in ELA. For math, the subgroups showed the following: EL had a decline of 4.1 points, SES a decline of 0.5 points, Hispanics maintained and sped declined of 18 points.</p>				<p>Priority 4A: We will grow proficiency in order to meet/exceed standards by 10% in Math and ELA as measured by CAASPP.</p> <p>29% of students will be meeting or exceeding the standards in Math for All Students.</p> <p>17% of students will be meeting or exceeding the standards in ELA for All Students.</p> <p>For Science (CAST), at least 10% of students will meet or exceed standards.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4B: % of pupils who have successfully completed A-G requirements	Priority 4B: • NA				Priority 4B: NA
Priority 4C: % of pupils who have successfully completed CTE pathways.	Priority 4C: NA				Priority 4C: NA
Priority 4D: % of pupils who have successfully completed both B & C	NA				Priority 4D: NA
Priority 4E: % of ELs who make progress toward English proficiency as per ELPAC level	Priority 4E: The percentage of EL pupils who made progress towards English proficiency as measured by the ELPAC is 45%. MO: Increase the percentage of EL pupils who made progress towards English proficiency by 2% as measured by the ELPAC				Priority 4E: Increase to 50% of EL students make progress toward English proficiency as measured by ELPAC level.
Priority 4F EL Reclassification rate	Priority 4F 19 of our 151 (13%) of our English Learners				Priority 4F 30% of our EL students will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	were reclassified 2018-19. 65% of our English Learners are classified “long-term.”				reclassified. Our long-term EL students will decrease to 55%.
Priority 4G % of pupils who pass AP exams with a score of 3 or higher.	Priority 4G NA				Priority 4G NA
Priority 7A: A broad course of study is offered to all students as well as all core subject areas are taught as per master schedule review.	Priority 7A: 100% of our students have access to a broad course of study including: digital literacy, Ag. Science, and AVID.				Maintain 100% of our students have access to a broad course of study including: digital literacy, Ag. Science, and AVID.
Priority 7B: Programs and services developed and provided for low income, English learner and foster youth pupils as per local data review.	Priority 7B: 100% services offered to unduplicated students being based on CCSS. Intervention and the use of data, analyzed during PLC time to help unduplicated students. (K-5 Lexia, 3-8 ALEKS, Read Naturally)				Priority 7B: Maintain 100% services offered to unduplicated students being based on CCSS. Maintain intervention and the use of data, analyzed during PLC time to help unduplicated students. (K-5 Lexia, 3-8 ALEKS, Read Naturally)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7C: Programs and services for pupils with exceptional needs based on CBM and IEP review data.	Priority 7C: 100% programs and services offered are offered to all students including those with exceptional needs, which include AVID, AG Science, Digital Library and all of our sports programs. This includes CBM and IEP reviews.				Priority 7C: Maintain 100% programs and services offered are offered to all students including those with exceptional needs, which include AVID, AG Science, Digital Library and all of our sports programs. This includes CBM and IEP reviews.
Priority 8A: All students are reading at/above grade level as per Acadience testing (CBM) by 2024.	Priority 8A: Establishing baseline: K=0% 1st=0% 2nd=0% 3rd=0% 4th=0% 5th=0% 6th=0% 7th=0% 8th=0%				Priority 8A: K=grade level 1st=grade level 2nd=grade level 3rd=grade level 4th=grade level 5th=grade level 6th=grade level 7th=grade level 8th=grade level
Priority 8B: In lieu of state testing, we gave our students in 3rd-8th the ICA in both ELA and Math scores are noted by average in category (i.e. standard not met, standard nearly met,	Priority 8B: 3rd=average of standard not met 4th=average of standard not met 5th=average of standard not met 6th=average of standard not met				Priority 8B: 3rd=all students met/exceed standard 4th=all students met/exceed standard 5th=all students met/exceed standard 6th=all students met/exceed standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard met, exceed standard)	7th=average of standard not met 8th=average of standard not met				7th=all students met/exceed standard 8th=all students met/exceed standard *proficient based on ICA scoring methodology
Priority 4H: % pupils who demonstrate college preparedness.	NA				NA

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning	The district will work with KCSOS to provide Induction training for new staff. In addition, current/relevant supplemental PD that is principally directed toward meeting the unique needs of our unduplicated learners will be provided to ensure growth as a professional for all staff, including leadership, so they can better provide instruction to our unduplicated students. PD opportunities will specifically be geared towards our site's Problem of Practice (PoP) in both Math and ELA, with an emphasis on Number Talk and Focus Note Taking strategies. In addition, learning walks for teachers/admin are scheduled to help observe best practices. Teachers will also be given the opportunity to plan and train within their grade spans 4 times a year (subs to cover class).	\$35,689.00	Yes
2	Access to sufficient standards-aligned materials	100% of pupils will have sufficient access to the standards-aligned materials. For the current school year, Semitropic will be purchasing an updated Science curriculum.	\$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	School facilities	School facilities are maintained in good repair.	\$40,000.00	No
4	MTSS model to provide interventions-Academics	Teachers and Staff will use the MTSS intervention model to provide Tier I, II, and III interventions for our unduplicated students struggling in math and ELA.(K-8th). Through grade span collaboration days, training, and supplies teachers will have the most current data on their students and their students' needs.	\$60,000.00	Yes
5	Intervention teacher	An intervention teacher will supplement Tiered instructional needs for students who have unique needs and are underperforming in reading and math. Priority will be for unduplicated students in primary grades and especially students who are English learners.	\$52,000.00	Yes
6	Program Coordinator	The Program Coordinator will support teachers and students in various programs offered on campus. The PC will serve as the testing coordinator for CAASPP, ELPAC and all local testing school wide. The PC will also track progress of our under performing EL students as well as our SED and foster youth students in math and LA using district CBM data.	\$105,000.00	Yes
7	Update/Replace Technology	100% of students checked out Chromebooks and connectivity devices for use at home in order to access their education during distance learning. We will continue to update technology for teachers and student use(i.e. Chromebooks, Desktops, Interactive TV to replace SMART boards, Contract for IT support) in the classroom and at home in order to provide access to their education.	\$102,000.00	Yes
8	Supplemental ELPAC and ELD training for staff	Provide supplemental professional learning for teachers of English Learners, in research-based strategies, to increase the language acquisition and language proficiency for all English Learner students.	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Thinking Maps/Write from the Beginning	Each classroom implements the supplemental strategy, Thinking Maps using Write from the Beginning writing prompts, to help further student critical thinking skills while accessing the core curriculum and extending student thinking. Our unduplicated students were in Red on the CA School Dashboard for both ELA and Math and this visual tool assist in accessing the ability to comprehend text and organize and categorize ideas for improved comprehension in both ELA and Math. Additional staff training and materials are included within this action.	\$5,000.00	Yes
10	Number Talks - supplemental Math service	Number Talk supplemental strategy will be implemented school-wide to help improve mathematical reasoning (training and supply cost) for unduplicated students due to a decrease in math scores - this will be implemented school wide as a part of our regular day. Number talks will be coordinated by the superintendent - each grade level will have a similar training so that all staff can participate.	\$7,000.00	Yes
11	Classroom Assistant	Additional instructional assistant to assist with small group instructions for targeted students in need, including low income, EL, and foster youth. This additional staff member will help keep group sizes smaller for the benefit of students and meeting their unique needs.	\$40,000.00	Yes
12	Curriculum Based Measurement tool	CBM measures will supplement data to better meet the needs of our unduplicated students and all students in need. Teachers will be trained in uses and techniques to make this tool valuable to informing instruction.	\$5,000.00	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	Build a safe environment that promotes the social emotional, mental and physical health of all students, families and staff through multi-tiered system of support as measured by maintaining a very low suspension rate as we provide significant social emotional and behavioral supports that will enhance teaching and learning.

An explanation of why the LEA has developed this goal.

Through feedback from our stakeholders, it was determined that a safe environment promoting positive character traits along with social-emotional supports and stability is needed. Suspension rates have improved dramatically 2017 to 2019 due to our continued effort on maintaining a safe environment for our students and with our focus on positive behavior interventions and supports within our multi tiered system of supports (MTSS). Through the related specific actions below, we plan on maintaining a high level of student engagement and ensuring that students feel safe and connected to school and we will measure student progress toward this goal utilizing the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6A: Pupil Suspension Rate	2018-19, the suspension rate was less than 1%				Semitropic suspension rate will be less than 1%
Priority 6B: Pupil expulsion rate	2018-19, Semitropic expulsion rate was 0%				Semitropic expulsion rate will be 0%
Priority 6C: Local measures on sense of safety and school connectedness	Students: 79% agreed/strongly agreed that they felt safe at school. Parents: 87% agreed/strongly agreed				Students: 85% agreed/strongly agreed that they felt safe at school. Parents: 90% agreed/strongly agreed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students: 93% agreed/strongly agreed there is an adult at school who cares about them Parents: 92% agree/strongly agree</p> <p>Students: 80% agree/strongly agree they are happy at school Parents: 85% agree/strongly agree</p>				<p>Students: 95% agreed/strongly agreed there is an adult at school who cares about them Parents: 95% agree/strongly agree</p> <p>Students: 85% agree/strongly agree they are happy at school Parents: 90% agree/strongly agree</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS (PBIS) implementation school-wide	The district will continue to implement PBIS to reduce suspension and expulsions. PBIS training for whole staff (subs + training). In addition, posters and banners will be displayed school wide, in classrooms and across campus with ROAR expectations (incentives and supply cost).	\$18,000.00	Yes
2	MTSS SEL (Social Worker)	The district will hire a full time Social Worker to meet the social emotional needs of our students and families/community. In addition, the Social Worker will help connect families with resources outside of school that may be needed and will work to decrease Chronic Absenteeism rate, especially for our unduplicated students.	\$130,000.00	Yes
3	Closed Campus	The district will install fencing to ensure a closed campus and only once central entrance location.	\$140,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	SEL Professional Learning for classified staff	Provide professional learning for classified staff on topics like trauma informed relationships, strategies and techniques to de-escalate students, and supporting the district through a comprehensive Multi-Tiered System of supports for all students.	\$3,000.00	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	Create positive relationships with our students, parents and community members through family community engagement as measured by stakeholder engagement and student attendance rate.

An explanation of why the LEA has developed this goal.

Parents, community member, students, and staff want to continue to communicate regularly with as much ease as possible. All stakeholders agree building on our "small family" community is in the best interest of our students. Research proves that relationships matter in education, stakeholders feel positive relationships are critical to the learning process. We feel our suspension rates have improved due to the intentional relationships our staff continues to build our students. We plan to continue to improve relationships and participation through actions that support continued communication and and we will measure progress toward our goal via metrics that help us gauge parent involvement and student engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A: Efforts to seek input in making decisions for district/school	93% of parents attended parent teacher conferences in October as measured by sign-in sheets. Continued communication through Parent Square, Class Dojo, Facebook, Instagram, Twitter, and website				100% of parents attend parent teacher conferences
Priority 3B: How district promotes participation of parents for unduplicated students	93% of parents attended parent teacher conferences in October as measured by sign-in sheets. We continue				100% of parents of our unduplicated students attend parent teacher conferences

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	to use a variety of ways including social media apps to communicate with parents of unduplicated students.				
Priority 3C: Maintain 100% parents participation in IEP meetings scheduled for their child	100% of our parents of students with IEP receive written notification and a phone call prior to IEP meetings to ensure attendance at scheduled meetings either via Zoom, phone, or in person.				Maintain 100% of parents with students with IEP attend scheduled meetings.
Priority 5A: Student attendance rates Increase our rate by .10 % each year.	Student attendance rate for 2018-19 was 96.8%				Attendance rate will increase to at least 97%
Priority 5B: Chronic absenteeism rates	Student chronic absenteeism for 2018-19 was 13%				Chronic absenteeism will decrease to <10%
Priority 5C: Middle School dropout rate	0%				Maintain 0%
Priority 5D: High School dropout rate	Na				NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5E: High School graduation rate	NA				NA

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Incentives	Incentives/prizes given for students with improved attendance monthly (Wildcat day). In addition, field trips for students with perfect attendance (or improved) from previous quarter. Field trips include, museums, plays, Wind Wolf, High School plays, and BC/CSUB campus visits and others as available. Without this action, our students lack access to visual performing arts, college campus and other life experiences in general.	\$8,000.00	Yes
2	Improved parent communication/engagement	Based on stakeholder feedback, parents preferred to receive information through a web-based app. Therefore, we will utilize website App for communicating (one central app that communicates to all). In addition, family nights and day activities to involve parents on campus.	\$10,000.00	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.

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
34.67%	\$528,407

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The Semitropic Elementary School District serves a community made up of 85% unduplicated students. Based on feedback from students, parents, staff, and other community stakeholders as well as assessment data and general observations about the needs, conditions, and circumstances of our students as a result of the COVID-19 pandemic, we find that the 2020-21 LCAP represents an opportunity to support the unique needs of our unduplicated students (socially economically disadvantaged, English learner, and foster youth). In response to the 2018-2019 California School Dashboard (which qualified the district for Differentiated Assistance (DA) and the school for CSI status, the district began to adjust existing initiatives and actions as well as adding new actions and initiatives designed to improve teaching and learning. A problem of practice was named and initiatives began only to be paused or altered by the COVID-19 Pandemic.

Our actions are categorized by our LCAP goals as follows:

Goal 1: Achieve academic rigor that increases student proficiency in all core subjects through culturally responsive and high-quality teaching and learning where all students are supported in a multi-tiered system of support to reach grade-level mastery.

After a comprehensive review of the data, Semitropic's results for on the 2019 release of the California School Dashboard for English Language Arts and Mathematics for "All Students" declined to the Red Performance Level. More specifically, English Language Arts declined by 17.1 points while Math declined by 17.3 points when compared to the prior year. English learners, Hispanic, and Socioeconomically Disadvantaged student groups all scored in the Red Performance Level for both ELA and Math. Additionally, only 36.8% of English learners made progress toward English language proficiency which indicates a low level of progress for these students. In consideration of the above identified needs, circumstances, and conditions from student outcome data as well as perception and

demographic data, we plan implementing the following wide actions:

- Professional Learning (Action 1): The district will work with KCSOS to provide Induction training for new staff. In addition, current/relevant supplemental PD that is principally directed toward meeting the unique needs of our unduplicated learners will be provided to ensure growth as a professional for all staff, including leadership, so they can better provide instruction to our unduplicated students. PD opportunities will specifically be geared towards our site's Problem of Practice (PoP) in both Math and ELA, with an emphasis on Number Talk and Focus Note Taking strategies. In addition, learning walks for teachers/admin are scheduled to help observe and reflect on best practices.

This action is being updated from the 2017-2020 LCAP based on data gathered during our development of problem of practice in both ELA and Math. Our professional learning is going to be focused on the following ELA PoP: "As educators, we accept one word or short phrase responses that lack detailed information or text based evidence when eliciting information from students about key details and summary". Our professional learning focus for Math is around the following PoP: "As educators, we do not consistently provide students adequate opportunities to demonstrate knowledge of a concept (speak, show and write)." Once a strategy has been identified we will ensure staff is properly trained and given the tools to successfully carry out best practices. (Our former action that relates to this updated action was exclusive to BTSA support provided by KCSOS.)

- MTSS Interventions - Academics (Action 4): Teachers and Staff will use the MTSS intervention model to provide Tier I, II, and III interventions for our unduplicated students struggling in math and ELA.(K-8th). Through grade span collaboration days, training, and supplies teachers will have the most current data on their students and their students' needs.

This action is being carried over from the 2017-2020 LCAP based on the fact that with the pandemic we are aware many of our students have fallen further behind. A tiered intervention approach will be most effective in addressing those who are most in need. Additionally, our Suspension Rate has declined to zero, an improvement from 2017 when the current LCAP cycle began.

- Intervention Teacher (Action 5): An intervention teacher will supplement our Multi Tiered System of Supports to focus on the instructional needs of unduplicated students and or those that are underperforming in reading and math based on ongoing formative assessment data. Priority will be for unduplicated students in primary grades and especially students who are English learners.

This action is being carried over from mid way through the 2017-2020 LCAP cycle as implementation was interrupted by COVID due to the fact that we were in a hybrid learning model last year. As we stated earlier in LCAP Successes, a highlight of the work we have done in the area of intervention within math is that we noticed solid growth as per our formative math benchmark assessments for all grade level spans. According to ALEKS Math, benchmark proficiency jumped an average of almost 20% school wide for the spring of 2021 in comparison to spring to 2020. We will continue to revamp the roles and responsibilities of this intervention position to include additional curriculum based measurement (CBM) data to better meet the teaching and learning needs of especially our unduplicated students for Tier I instruction as well as within interventions.

- Program Coordinator (Action 6): The Program Coordinator will support teachers and students in various programs offered on campus. The PC will serve as the testing coordinator for CAASPP, ELPAC and all local testing school wide. The PC will also track progress of our under performing EL students as well as our SED and foster youth students in math and LA using district CBM data.

This action is being modified/updated from the 2017-2020 LCAP based on the need to support our newly identified Problem of Practice to support student learning for both ELA and Math. In the previous LCAP, the focus for this position was to support new teachers collect/record data. Activities and responsibilities have shifted to actively monitoring and communicating metrics to students, teachers, parents, and other involved staff in relation to our focus around our new PoP as well as the newly implemented CBM metrics which will support teaching and learning. Additionally, this position will now reinforce Thinking Maps school wide and focus on the implementation of Write from the Beginning (Thinking Maps writing program see below Action 9).

- Update/Replace Technology (action 7): 100% of students checked out Chromebooks and connectivity devices for use at home in order to access their education during distance learning. We will continue to update technology for teachers and student use (i.e. Chromebooks, Desktops, Interactive TV to replace SMART boards, Contract for IT support) in the classroom and at home in order to provide access to their education.

This action is new for the 2021-2024 LCAP.

- Thinking Maps / Write From the Beginning (Action 9): Each classroom implements Thinking Maps (supplements the core curriculum) using Write from the Beginning (supplemental curriculum) writing prompts, to help further student critical thinking skills while accessing the core curriculum and extending student thinking. Our unduplicated students were in Red on the CA School Dashboard for both ELA and Math and this visual tool assist in accessing the ability to comprehend text and organize and categorize ideas for improved comprehension in both ELA and Math. Additional staff training and materials are included within this action.

This is a new action because we are now incorporating our ongoing implementation of Thinking Maps (a focus over the past three years) into our students writing skills and process with Write From the Beginning (a supplement to Thinking Maps). Based on research showing that the use of Thinking Maps in the classroom help student with high order thinking and allow students a variety of ways to express content in ELA and writing as well as Math. Additionally, Thinking Maps will be utilized in math classes (new) so that students have additional ways of showing their thought process and for conceptual understanding (CFU). Write From the Beginning will be implemented this year and will especially support English learners, low income students, and foster youth as it will provide for a visual tool for transferring critical thinking to writing in an organized fashion. Implementation for this action is expected to take at least three years for full benefit all students, but improvements are expected faster for unduplicated students as English Learners and Low Income student's have a larger achievement gap in ELA.

- Number Talks (Action 10): Number Talk supplemental strategy will be implemented school-wide to help improve mathematical reasoning (training and supply cost) for unduplicated students due to a decrease in math scores - this will be implemented school wide as a part of our regular day. Number talks will be coordinated by the superintendent - each grade level will have a similar talk so that all staff can participate.

This is a new action for the 2021-2022 LCAP based on data examined during our Problem of Practice work, we landed on Number Talks as an effective research based strategy that will have the highest impact on our students.

- Classroom Assistant (Action 11): Additional instructional assistant to assist with small group instructions for targeted students in need, including low income, EL, and foster youth. This additional staff member will help keep group sizes smaller for the benefit of students and meeting their unique needs

This action is new for the 2021-2024 LCAP.

- Curriculum Based Measurement (Action 12): CBM measures will supplement data to better meet the needs of our unduplicated students and all students in need. Teachers will be trained in uses and techniques to make this tool valuable to informing instruction.

This is a new action for the 2021-2024 LCAP.

We feel that the above actions will produce increases in student outcome data that will move our local lead metrics in a positive direction providing for much needed academic gains and achievement gap closure. Additional professional learning for teachers along with the additional staff will provide for increased fidelity and consistency for teaching and learning at Semitropic. Additionally, Thinking Maps and Write from the Beginning will supplement our core for increased critical thinking opportunities that will link to writing organization especially for our unduplicated students, but will increase performance for all students. Our MTSS Tiered system is in the beginning stage of implementation at this time, but will progress significantly with the intentional focus on Tier I supports. CBM screening for alls students will pinpoint unduplicated and all student needs which will allow for ideal placement into our MTSS system of supports. Student growth targets will be realistic and accelerated as a result of these actions.

Goal 2: Build a safe environment that promotes the social emotional, mental and physical health of all students, families and staff through multi-tiered system of support as measured by maintaining a very low suspension rate as we provide significant social emotional and behavioral supports that will enhance teaching and learning.

Local data reveals great strides in the reduction of suspensions for the 2019 CA School Dashboard as there were zero students suspended. Through feedback from our stakeholders, it was determined that a safe environment promoting character along with Social-Emotional stability is critical therefore we will continue with implementing our MTSS-PBIS and add additional supports. With the COVID-19 Pandemic, we are noticing more demand for student social emotional supports. As a result of the above identified needs, we plan on implementing the following wide actions:

- MTSS (PBIS) implementation school-wide (Action 1): The district will continue to implement PBIS to reduce suspension and expulsions. PBIS training for whole staff (subs + training). In addition, posters and banners will be displayed school wide, in classrooms and across campus with ROAR expectations (incentives and supply cost).

This action is being carried over from the 2017-2020 LCAP based on a reduction of suspensions over the course of the 2017-2020 LCAP cycle to 0% students suspended as per the 2019 CA School Dashboard.

- MTSS SEL (Social Worker): The district will hire a full time Social Worker to meet the social emotional needs of our students and families/community. In addition, the Social Worker will help connect families with resources outside of school that may be needed and will work to decrease Chronic Absenteeism rate, especially for our unduplicated students.

This is a new action for the 2021-2024 LCAP.

- SEL Professional Learning for Classified staff (Action 4). Provide professional learning for classified staff on topics like trauma informed relationships, strategies and techniques to de-escalate students, and supporting the district through a comprehensive Multi-Tiered

System of supports for all students.

This action is being carried over from the 2017-2020 LCAP based on a reduction of suspensions over the course of the 2017-2020 LCAP cycle to 0% students suspended as per the 2019 CA School Dashboard.

We expect that the above wide actions will help us maintain a very low suspension rate and serve our students post pandemic with reliable and consistent Tier I social emotional learning opportunities. Thus, maintaining a safe environment where the social emotional and mental and physical health of students and families is going to be a key to increasing academic acceleration and achievement.

Goal 3: Create positive relationships with our students, parents and community members through family community engagement as measured by stakeholder engagement and student attendance rate.

Local data reveals that parents, community members, students, and staff want to continue to communicate regularly with as much ease as possible. All stakeholders agree building on our "small family" community is in the best interest of our students. Considering the recent COVID-19 Pandemic, we are being very intentional in providing a framework for students, parents, and the community to engage with the school. As a result of our identified needs, we plan on implementing the following wide actions:

- Attendance Incentives (Action 1): Incentives/prizes given for students with improved attendance monthly (Wildcat day). In addition, field trips for students with perfect attendance (or improved) from previous quarter. Field trips include, museums, plays, Wind Wolf, High School plays, and BC/CSUB campus visits and others as available. Without this action, our students lack access to visual performing arts, college campus and other life experiences in general.

This is a new action for the 2017-2020 LCAP

- Improved communication/engagement (Action 2): Based on stakeholder feedback, parents preferred to receive information through a web-based app. Therefore, we will utilize website applications for communicating (one central app that communicates to all). In addition, family nights and day activities to involve parents on campus.

This action is being carried over from the 2017-2020 LCAP due to parent and other stakeholder feedback specifically asking that it remain in effect so that communication will not be disrupted.

We expect the above wide actions will encourage and produce increased perception of positive relationships between school staff, students, and families. Additionally we expect our actions to decrease Chronic Absenteeism and increase our attendance rates.

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 School wide, 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:

- Providing supplemental ELPAC and English learner development training for staff (Goal 1 action 8)

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$704,189.00		\$180,000.00		\$884,189.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$575,189.00	\$309,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Learning	\$35,689.00				\$35,689.00
1	2	All	Access to sufficient standards-aligned materials	\$120,000.00				\$120,000.00
1	3	All	School facilities			\$40,000.00		\$40,000.00
1	4	English Learners Foster Youth Low Income	MTSS model to provide interventions-Academics	\$60,000.00				\$60,000.00
1	5	English Learners Foster Youth Low Income	Intervention teacher	\$52,000.00				\$52,000.00
1	6	English Learners Foster Youth Low Income	Program Coordinator	\$105,000.00				\$105,000.00
1	7	English Learners Foster Youth Low Income	Update/Replace Technology	\$102,000.00				\$102,000.00
1	8	English Learners	Supplemental ELPAC and ELD training for staff	\$3,500.00				\$3,500.00
1	9	English Learners Foster Youth Low Income	Thinking Maps/Write from the Beginning	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Number Talks - supplemental Math service	\$7,000.00				\$7,000.00
1	11	English Learners Foster Youth Low Income	Classroom Assistant	\$40,000.00				\$40,000.00
1	12	English Learners Foster Youth Low Income	Curriculum Based Measurement tool	\$5,000.00				\$5,000.00
2	1	English Learners Foster Youth Low Income	MTSS (PBIS) implementation school-wide	\$18,000.00				\$18,000.00
2	2	English Learners Foster Youth Low Income	MTSS SEL (Social Worker)	\$130,000.00				\$130,000.00
2	3	All	Closed Campus			\$140,000.00		\$140,000.00
2	4	English Learners Foster Youth Low Income	SEL Professional Learning for classified staff	\$3,000.00				\$3,000.00
3	1	English Learners Foster Youth Low Income	Attendance Incentives	\$8,000.00				\$8,000.00
3	2	English Learners Foster Youth Low Income	Improved parent communication/engagement	\$10,000.00				\$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$584,189.00	\$584,189.00
LEA-wide Total:	\$584,189.00	\$584,189.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,689.00	\$35,689.00
1	4	MTSS model to provide interventions-Academics	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00
1	5	Intervention teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,000.00	\$52,000.00
1	6	Program Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,000.00	\$105,000.00
1	7	Update/Replace Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$102,000.00	\$102,000.00
1	8	Supplemental ELPAC and ELD training for staff	LEA-wide	English Learners		\$3,500.00	\$3,500.00
1	9	Thinking Maps/Write from the Beginning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	Number Talks - supplemental Math service	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	\$7,000.00
1	11	Classroom Assistant	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$40,000.00
1	12	Curriculum Based Measurement tool	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	1	MTSS (PBIS) implementation school-wide	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	\$18,000.00
2	2	MTSS SEL (Social Worker)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	\$130,000.00
2	4	SEL Professional Learning for classified staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
3	1	Attendance Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	\$8,000.00
3	2	Improved parent communication/engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00

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.