

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Seeley Union School District
CDS Code:	13632226008643
LEA Contact Information:	Name: Andrea R. Ellis Position: Superintendent Email: aellis@seeleyusd.org Phone: (760) 352-3571
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$4,503,966.00
LCFF Supplemental & Concentration Grants	\$1,250,230.00
All Other State Funds	\$547,636.15
All Local Funds	\$108,377.00
All federal funds	\$362,544.00
Total Projected Revenue	\$5,522,523.15

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,392,254.00
Total Budgeted Expenditures in the LCAP	\$1,647,578.28
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,620,436.60
Expenditures not in the LCAP	\$4,744,675.72

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$431,439.13
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$587,225.00

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$370,206.60
2020-21 Difference in Budgeted and Actual Expenditures	\$155,785.87

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The funds allocated in this LCAP represent approximately 25% of our General Fund expenditures to support three goals that are included in our plan. Expenditures not included in our LCAP are support services, such as Administrative salaries and benefits as well as teachers and support staff. We also have various restricted expenditures such as ESSER II & III that we did not include in the LCAP but will be used to increase or improve services for our unduplicated students.

LCFF Budget Overview for Parents

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

CDS Code: 13632226008643

School Year: 2021-22

LEA contact information:

Andrea R. Ellis

Superintendent

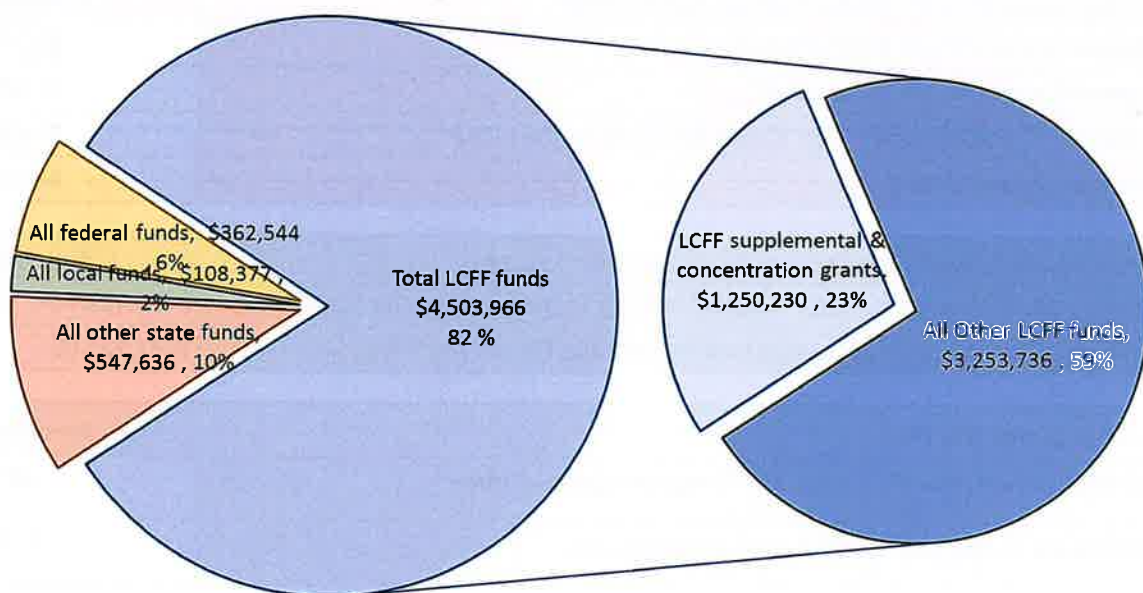
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(760) 352-3571

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



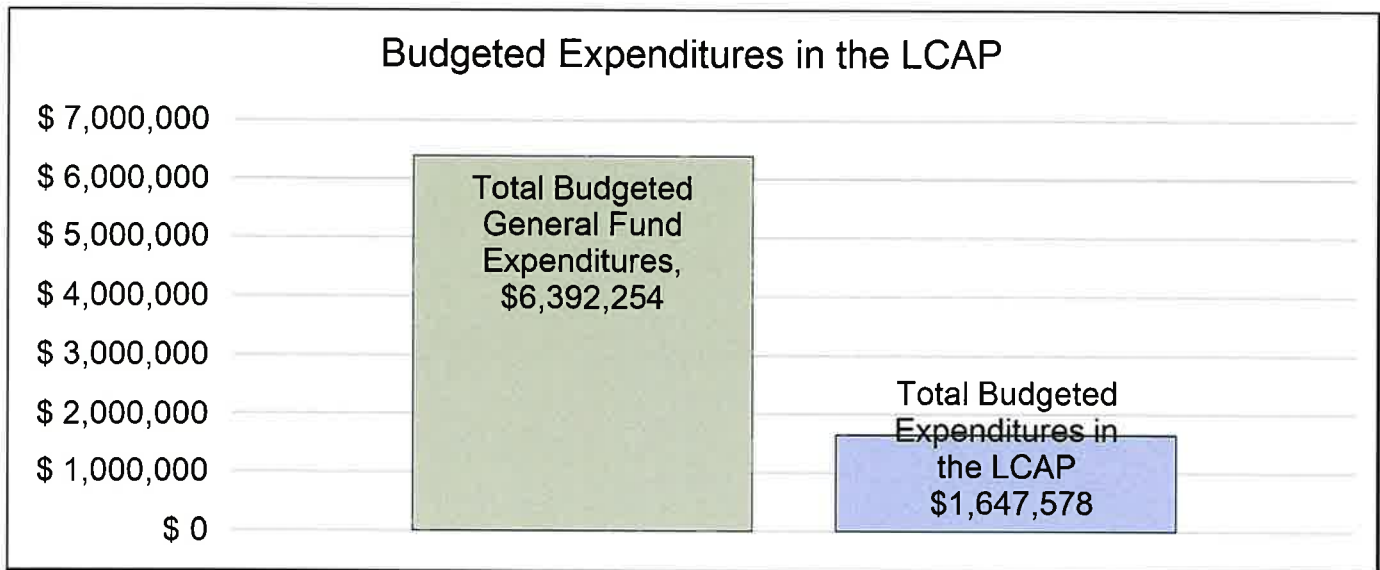
This chart shows the total general purpose revenue Seeley Union School District expects to receive in the coming year from all sources.

The total revenue projected for Seeley Union School District is \$5,522,523.15, of which \$4,503,966.00 is Local Control Funding Formula (LCFF), \$547,636.15 is other state funds, \$108,377.00 is local funds, and

\$362,544.00 is federal funds. Of the \$4,503,966.00 in LCFF Funds, \$1,250,230.00 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 Seeley Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Seeley Union School District plans to spend \$6,392,254.00 for the 2021-22 school year. Of that amount, \$1,647,578.28 is tied to actions/services in the LCAP and \$4,744,675.72 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

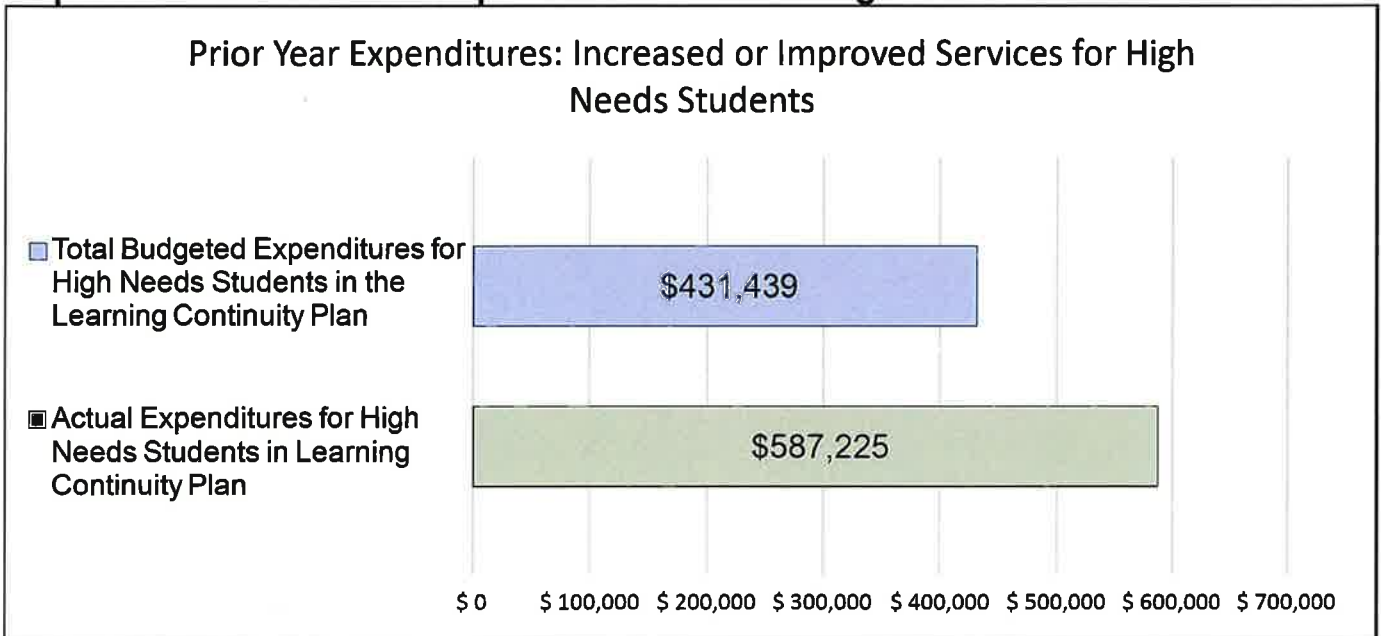
The funds allocated in this LCAP represent approximately 25% of our General Fund expenditures to support three goals that are included in our plan. Expenditures not included in our LCAP are support services, such as Administrative salaries and benefits as well as teachers and support staff. We also have various restricted expenditures such as ESSER II & III that we did not include in the LCAP but will be used to increase or improve services for our unduplicated students.

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

In 2021-22, Seeley Union School District is projecting it will receive \$1,250,230.00 based on the enrollment of foster youth, English learner, and low-income students. Seeley Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Seeley Union School District plans to spend \$1,620,436.60 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Seeley Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Seeley Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Seeley Union School District's Learning Continuity Plan budgeted \$431,439.13 for planned actions to increase or improve services for high needs students. Seeley Union School District actually spent \$587,225.00 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
Seeley Union School District	Andrea R. Ellis Superintendent	aellis@seeleyusd.org (760) 352-3571

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

Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success.

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 Annual Williams/SARC Report on teacher credential (1.1) 19-20 100% of staff fully credentialed in area taught Baseline 94% of staff fully credentialed in area taught		2020-21 90% of our teachers are fully credentialed. Outcome not met.
Metric/Indicator Annual Williams/SARC Report on instructional material (1.2) 19-20 100% of students have sufficient access to the standards-aligned instructional materials.		2020-21 100% of our students have sufficient access to standards-aligned instructional materials. Outcome met.
Metric/Indicator Local Tools: PD Sign in sheets, PD Surveys, and Observation tool (1.3a)		2020-21 100% of teachers have received ongoing Professional Development trainings through Imperial County Office of Education and Steve Ventura with Advanced Collaborations. Outcome met.

Expected	Actual
<p>19-20 100% of teachers will receive training and will implement SBE-adopted standards.</p> <p>Baseline 100% of teachers will receive training and will implement SBE-adopted standards.</p>	<p>Priority Two- Implementation of State Standards Reflection Tool- Reported to Board 20-21. Outcome met.</p>
<p>Metric/Indicator Local Tool: Teacher Mastery Survey – Self Reported (1.3a)</p> <p>19-20 Establish Baseline-</p> <p>Baseline Report mastery of CA Standards curriculum/pedagogy TBD</p> <p>Metric/Indicator CA Dashboard Release Math Academic Indicator (1.3b)</p> <p>19-20 Fall 2018 Distance from Level 3 = -63.4 pts Goal: 2019 Math AI> -63.4 pts</p> <p>Baseline</p>	<p>Dashboard 2019 Distance from Level 3=58 . Increased 4.9 points. Outcome met.</p>

Expected	Actual
<p>District 30% LI 31% EL 23% Fall 2015 Distance from Level 3 = -54.9</p>	
<p>Metric/Indicator CA Dashboard Release ELA Academic Indicator (1.3c)</p> <p>19-20 Fall 2018 Distance from Level 3 = -40 pts. Goal: 2019 ELA AI > -40 pts. Fall 2019, will determine a new baseline color.</p>	<p>2019 Dashboard ELA declined 3.1 points. Distance from Level 3=42.6 Outcome not met.</p>
<p>Baseline District 38% LI 39% EL 26% Fall 2015 Distance from Level 3 = -35.1</p>	
<p>Metric/Indicator CA Dashboard Release English Learner Progress Indicator (ELPI) (1.3d)</p> <p>19-20 ELPI Fall 2018 = 52.7% Goal: 2019 ELPI Status > 52.7%</p>	<p>2019-2020 Reclassification Rate 9% and ELPI Status at 72.7% Outcome not met.</p>
<p>Baseline Green Progressed 65%</p>	

Expected	Actual
<p>Reclassified 30% ELPI Fall 2015 = 76.9%</p>	
<p>Metric/Indicator Science (1.4)</p> <p>19-20 Fall 2019 Dashboard will determine a new color and we will re-establish a baseline. CAST Test 52% of students were proficient or advanced</p> <p>Baseline CST District 35%</p>	<p>CAST was not administered in 2019-20 due to COVID.</p>
<p>Metric/Indicator Physical Fitness Test (1.5)</p> <p>19-20 Increase the number of students meeting six fitness areas in grades 5 and 7.</p> <p>Baseline Increase the number of students meeting six fitness areas 5th gr 14.7% 7th gr 5.9%</p>	<p>Due to the pandemic, and Distance Learning, we were unable to receive any PFT metrics in grades 5 and 7. Outcome not met.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Recruit and retain highly qualified certificated teaching staff, classified support, and administrative personnel. Provide all new teachers with support, including the Induction program. (Salary + Benefits)	<p>CSAM Object 1000 LCFF Base \$1,320,249</p> <p>CSAM Object 2000 LCFF Base \$338,329</p> <p>CSAM Object 3000 LCFF Base \$505,845</p> <p>CSAM Object 1000 LCFF Supplemental and Concentration \$6,000</p> <p>CSAM Object 3000 LCFF Supplemental and Concentration \$1,200</p> <p>CSAM Object 5000 LCFF Supplemental and Concentration \$12,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$1,389,499</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$412,516</p> <p>CSAM Object 3000 LCFF Base \$579,157</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$6,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,218</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$11,750</p>
<p>Provide high-quality standards-aligned curriculum in all subject areas to meet the needs of all students. Maintain English Language Arts/English Language Development adoption and Math adoption materials. Continue implementing Next Generation Science Standards using available resources as well as purchasing two Amplify Units per grade level. Purchase State Frameworks for Staff. (Social Studies and Physical Education) (Cost of Amplify Units (K, 1, 2, 3, 4, 5, 6, 7, 8) * 2 = 18</p> <p>Cost of Frameworks (PE/Social Science)</p> <p>Students will experience NGSS through real-world science opportunities for learning with Outdoor Science camp, Walk-through California, Disney YES, the San Diego Zoo, Riley Farms, and Sea World.</p>	<p>CSAM Object 4000 LCFF Supplemental and Concentration \$11,400</p> <p>CSAM Object 5000 LCFF Supplemental and Concentration \$16,450</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,254</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$800</p>
Support implementation of the academic content and performance standards through Professional Development (workshops, coaching, collaboration, walk-throughs). Continue supporting the use of Illuminate	CSAM Object 1000 LCFF Supplemental and Concentration \$154,208	1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>for data and assessment. Next Generation Science Standards (NGSS), and integration of technology in classrooms to implement CCSS, utilize digital resources, and focus on personalized learning. Instructional focus on the differentiation of instruction to meet the needs of all our students.</p> <ul style="list-style-type: none"> • Continue with Academic Support Coordinator/ Parent Involvement Coordinator and Resource Teacher o Lead classroom walk-throughs, Lead Bi-Monthly Collaborative Planning and peer coaching • Continue support with our Computer Lab Technician o Create accounts for Khan Academy, Connect Ed, iReady, and Read Naturally Live o Provide Digital Citizenship Lessons o Computer Science Lessons o General Trouble Shooting • Technology: Tech De Mayo • Miscellaneous supplies for PD approximately \$500 • Continue building classroom technology (one iPad cart, keyboard and headphones totaling three additional carts for grades K/1) • Continue the lease of 80 iPads for grades 6 and 7). • Continue District contribution to Special Education services including instructional assistants. • Work with consultant in refining PLC. (\$20,000) Steve Ventura <p>* Work with ICOE on professional development for ELA, ELD, and differentiated instruction (\$24,000) * Continue MOU with ICOE for IT support (\$50,000) * Continue utilizing Illuminate for data and assessment</p>	<p>Supplemental and Concentration \$65,799</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$18,542</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$24,888</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$19,527</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$35,108</p> <p>CSAM Object 2000 LCFF Supplemental and Concentration \$16,921</p> <p>CSAM Object 3000 LCFF Supplemental and Concentration \$54,536</p> <p>CSAM Object 4000 LCFF Supplemental and Concentration \$33,000</p> <p>CSAM Object 5000 LCFF Supplemental and Concentration \$105,000</p> <p>CSAM Object 5000 Title I \$5,915</p>	<p>Supplemental and Concentration \$65,799</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$18,542</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$24,888</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$19,527</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$35,108</p> <p>CSAM Object 5000 Title I \$35,003</p>
<p>Provide students extended learning opportunities in the area of Science Technology Engineering and Science (STREAM) aligned with NGSS during school day and extended day programs.</p> <ul style="list-style-type: none"> • Continue MESA-Mathematics Engineering Science Achievement program for students in grades 6-8. • Promote science during ASES 	<p>CSAM Object 2000 LCFF Supplemental and Concentration \$14,319</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,476</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>* Pitsco STREAM Lab, Prof. Dev. including a STREAM Lab Technician</p>	<p>CSAM Object 3000 LCFF Supplemental and Concentration \$4,314 CSAM Object 4000 LCFF Supplemental and Concentration \$59,410 CSAM Object 5000 LCFF Supplemental and Concentration \$30,935 CSAM Object 5000 Title I \$5,500</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,091 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$69,855 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$31,753 5000-5999: Services And Other Operating Expenditures Title I \$5,500</p>
<p>Improve best practices in literacy instruction and intervention by providing additional services to students focusing on English Learners and students not reading at grade level. All students will be identified using multiple measures, teacher formative assessments, and a collaborative Student Study Team to determine students receiving interventions and support.</p> <ul style="list-style-type: none"> • Continue with Instructional Assistant support to English Learners and students with special needs o Newcomer Program (Rosetta Stone) o Long Term English Learners (iReady) <ul style="list-style-type: none"> • Subscription/ license Intervention iReady Program • Purchase license for Rosetta Stone • Read Naturally online subscription • Hire 5 Accelerated Resource Teachers to focus on reading intervention including the Read Naturally program • Continue MTSS cohort with a focus on writing 	<p>CSAM Object 1000 LCFF Supplemental and Concentration \$91,163 CSAM Object 3000 LCFF Supplemental and Concentration \$17,576 CSAM Object 5000 LCFF Supplemental and Concentration \$23,000 CSAM Object 4000 Title III \$2,400 CSAM Object 2000 Special Education \$38,172 CSAM Object 3000 Special Education \$11,493</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$17,389.12 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,531.18 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7220 4000-4999: Books And Supplies Title III \$3,300 2000-2999: Classified Personnel Salaries Special Education \$28,719.47 3000-3999: Employee Benefits Special Education \$8,365.40 4000-4999: Books And Supplies Title I \$19,525</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to use the Renaissance Program to increase schoolwide reading and math fact fluency. We will refine practices to monitor, encourage, and recognize growth/mastery in reading and math. Continue to supplement school library with books. (Renaissance Contract, books and recognition)	CSAM Object 4000 LCFF Supplemental and Concentration \$6,500 CSAM Object 5000 LCFF Supplemental and Concentration \$5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,409.30 5000-5999: Services And Other Operating Expenditures Title I \$6,857.50
Increase opportunities for students to experience visual and performing arts by continuing with our Visual and Performing Arts program. Continue with music teacher; as well as attend available performances throughout the year. Purchase supplies for VAPA.	CSAM Object 1000 LCFF Supplemental and Concentration \$58,481 CSAM Object 3000 LCFF Supplemental and Concentration \$11,423 CSAM Object 5000 LCFF Supplemental and Concentration \$500 CSAM Object 4000 LCFF Supplemental and Concentration \$1,500	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$59,895.49 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$20,962.95 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,899.99
Improve our school culture by promoting positive health and well-being. Continue with the Respira Sano (asthma) program and order PE equipment (\$1,000) to create a safe playground with additional games and organized sport fees for coaching/referees.	CSAM Object 2000 LCFF Supplemental and Concentration \$5,000 CSAM Object 3000 LCFF Supplemental and Concentration \$1,505 CSAM Object 4000 LCFF Supplemental and Concentration \$1,000 CSAM Object 5000 LCFF Supplemental and Concentration \$1,795	CSAM Object 2000 LCFF Supplemental and Concentration \$949.50 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$576.71 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$204.21 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$760

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,400

Goal Analysis

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

Due to the pandemic, several Actions/Services were unable to be fully implemented for 2019-2020. Unfortunately, we were unable to hire a VP to support our teachers and parent engagement but we were able to continue to support our teachers by providing additional Professional Development for Distance Learning for Differentiated Instruction to further support our Low-Income, English Learners and foster youth students. Our Resource Teacher provided extra support to our teachers who needed assistance with Distance Learning. Our Resource Teacher also continued to provide support to the teachers in the induction program. We provided support to our parents and students and staff by providing additional support via our Computer Lab Technician who assisted with troubleshooting issues with technology. We continued supporting students with small group intervention utilizing our Accelerated Resource Teachers. Some of the actions/services were shifted from Supplemental/Concentration to Title programs due to the inability to spend down carryover in those programs, but the actual actions/services were indeed implemented. We also were unable to take our students to various educational field trips that were planned before the pandemic. Schools were closed on March 16, 2020 due to COVID-19 Pandemic. Some planned expenditures were paid with CARES Act funding due to COVID-19 Pandemic. We continued to build classroom technology and provide IT support for teachers, students and parents with CARES Act funds.

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

Action 1.1-Recruited and retained highly qualified teaching staff, classified support and administrative personnel. Teachers provided with support through Induction Program.

Action 1.2-Provided high quality standards aligned curriculum in all subject areas to meet the needs of all students. Purchased curriculum and frameworks. Due to COVID, we were unable to have any NGSS educational field trips for students.

Action 1.3-Unable to recruit an Academic Support/Parent Involvement Coordinator. Continued to build classroom technology with CARES Act funding. Provided Professional Development. Continued IT support with CARES Act funds. Assessments provided with Title I funds.

Action 1.4-The implementation in the area of NGSS during school day and extended day was a successfully completed.

Action 1.5-Literacy instruction intervention was successful with Instructional Assistants and Accelerated Resource Teachers. We were unable to fully staff all Accelerated Resource Teachers included in the budget due to COVID.

Action 1.6-Renaissance Program was continued to increase reading and math fluency. Library books were purchased with Title I dollars.

Action 1.7-The visual and performing arts program continued with a music teacher. Students unable to attend performances due to COVID.

Action 1.8-Positive health and well-being were implemented with school sponsored sports activities but were unfortunately cut short due to COVID.

Goal 2

Ensure Seeley School has a safe, welcoming, and inclusive climate for all students and their families so that all students are in their classes ready to learn each and every day.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local Tool: Sign In Sheets (2.1a)</p> <p>19-20 Increase percent of parents participating in school activities and providing input</p> <p>Baseline Increase percent of parents participating in school activities and providing input by 10%</p>	<p>202-2021 outcome not met due to COVID. Although very few parents did attend virtual meetings, there was not enough parent participation due to the lack of technology skills from our parents.</p>
<p>Metric/Indicator Local Tool: Annual Parent Survey (2.1b)</p> <p>19-20 Maintain the percent of parents completing Annual Survey at 50% or better</p> <p>Baseline Increase percent of parents completing Annual Survey 46%</p>	<p>2020-2021 outcome not met due to COVID. Parents' lack of knowledge of the use of digital signing made it very difficult to receive responses for the completion of the annual survey.</p>
<p>Metric/Indicator Local Tools: Annual Parent Survey (2.1c)</p> <p>19-20</p>	<p>96% of parents who completed the annual parent survey feel they receive timely information about their child's education. Outcome met.</p>

Expected	Actual
<p>Maintain the percentage of parents feeling they receive timely information about child's education at 85% or better</p> <p>Baseline Maintain the percentage of parents feeling they receive timely information about child's education at 99%</p>	
<p>Metric/Indicator Local Tool: Meeting Notes (2.1d)</p> <p>19-20 Maintain the percent of all parents of individuals with exceptional needs be informed of opportunities for parental participation in events and student programs at 85% or better</p>	<p>Outcome met. Continued to inform all parents with exceptional needs students of opportunities for parental participation events via Zoom and student programs. All parents were notified via Class Dojo and parent dialer system.</p>
<p>Baseline Maintain 100% of all parents of individuals with exceptional needs be informed of opportunities for parental participation in events and student programs.</p> <p>Metric/Indicator Local Tool: Annual Attendance Report (2.2a)</p> <p>19-20 The school attendance rate be at 96.75% or better.</p> <p>Baseline The school attendance rate will remain at or above 96.75%.</p>	<p>Attendance rate was 96.32% for 2020-21. Outcome not met.</p>
<p>Metric/Indicator CA Dashboard Release Chronic Absence Indicator (2.2b)</p> <p>19-20 Fall 2018 = 1.8% The chronic absenteeism rate will be 5% or below.</p> <p>Baseline The chronic absenteeism rate will remain less than 1%.</p>	<p>Chronic absenteeism according to the 2019 CA School Dashboard is 3.5%. Outcome met</p>

Expected	Actual
<p>Metric/Indicator Local Tool: CALPADS (2.2c)</p> <p>19-20 The middle school dropout rate will remain at 0%.</p> <p>Baseline The middle school dropout rate will remain at 0%.</p>	<p>Middle School dropout rate remains at 0%. Outcome met.</p>
<p>Metric/Indicator CA Dashboard Release Suspension Rate Indicator (2.3a)</p> <p>19-20 Fall 2018 = 1% The suspension rate will be 2% or below.</p> <p>Baseline The suspension rate will remain at or below 1%.</p>	<p>Suspension rate was 3.5% according to California School Dashboard for 2019-20. Outcome met.</p>
<p>Metric/Indicator California Healthy Kid Survey (2.3c)</p> <p>19-20 The percent of students who feel safe most or all of the time at school will be at 85% or better.</p> <p>Baseline The percent of students who feel safe most or all of the time at school will increase. 5th gr 83% 7th gr 96%</p>	<p>77% of students feel safe at school according to the California Healthy Kids Survey.</p>
<p>Metric/Indicator Local Tool: Annual Parent Survey (2.4d)</p> <p>19-20 The percentage of parents who feel their children are safe most or all of the time at school be at 85% or better.</p> <p>Baseline</p>	<p>99% of parents who completed the annual parent survey feel their children are safe at school. Outcome met.</p>

	Expected	Actual
	<p>The percentage of parents who feel their children are safe most or all of the time at school will remain or 99% or better</p>	
Actions / Services	Planned Actions/Services	Budgeted Expenditures
<p>Increase the amount of opportunities for parent participation throughout the year to foster awareness, seek input for decision making, and improve communication. Progress towards LCAP goals will be presented throughout the year.</p> <ul style="list-style-type: none"> • Parent Involvement Coordinator will continue leading advisory committees (School Site Council, English Learner Advisory Committee, Migrant Parent Advisory) • Continue training parents on governance, school advisory and advocacy • Increase parent communication and dissemination of parent information by continuing with technological tools (dialer system, text, website), parent calendars, marquee, monthly meetings, and assemblies magnetic year calendar (\$500) • Continue providing parent workshops on (CCSS, math, literacy, homework, technology) • Parent Involvement Coordinator will work with SpEd teacher to provide opportunities and activities that will foster parent student interaction throughout the year during IEP meetings. 	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,500</p> <p>CSAM Object 5000 LCFF Supplemental and Concentration \$7,900</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,833.29</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$927.18</p>
<p>Support student engagement throughout the school year.</p> <ul style="list-style-type: none"> • Continue to provide additional opportunities for learning such as Saturday Attendance Recovery. There will be a priority for students deemed to be chronically absent. Establish yearlong goal for students with patterns of chronic absenteeism and monitor. (9 Saturday Schools x 3 teachers x \$32/hour x 4 hours) • Recognize students who maintain outstanding attendance with recognition for those with perfect attendance each quarter and awards for those with perfect attendance each month. Staff will promote school attendance during meetings with parents. 	<p>CSAM Object 1000 LCFF Supplemental and Concentration \$4,320</p> <p>CSAM Object 2000 LCFF Supplemental and Concentration \$63,745</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$31,229</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,507.93</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$64,765.05</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$30,458.82</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Monitor attendance, hold monthly SART meetings, and provide interventions for chronically absent students. Send monthly letters home. • Work with Sheriff's Department to accompany staff on home visits as necessary for students deemed chronically absent. • Utilize dialer system to report absences on a daily basis. • Review report to ensure calls are getting through. • Provide transportation for students as needed before and after school. • Utilize counselor to assist with chronic absenteeism. 	<p>CSAM Object 4000 LCFF Supplemental and Concentration \$1,000</p> <p>CSAM Object 5000 LCFF Supplemental and Concentration \$500</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$694.28</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$50</p>
<p>Continue to maintain a safe and drug-free learning environment for all students.</p> <ul style="list-style-type: none"> • Improve discipline and health by creating additional activities during morning and lunch recess. Maintain additional staff support to utilize more playing field. <p>* Improve safety procedures and drills by continuing to train staff. * Continue to provide a gate monitor that will manage a secure visitor badge system. * Purchase and install an internal/external paging system with new speaker installation. * Administrators will attend the annual Safe School Conference to remain up to date and revise Comprehensive Safety Plan as needed.</p> <ul style="list-style-type: none"> • Maintain a Counselor to ensure regular, individual contact with high risk students to oversee all academic and social interventions. Provide small group sessions with students as needed focusing on self-management, social and self-awareness, decision-making, and building relationships. * * *Increase behavioral health services to support students dealing with trauma or other emotional issues. • Continue supporting TK/K teachers, students, and parents in reducing the chances of students developing anti-social behaviors and improving academic performance and mental health wellness utilizing Positive Behavior Interventions and Supports (PBIS) by participating in the First Step to Success Program (Imperial County Behavior Health). 	<p>CSAM Object 1000 LCFF Supplemental and Concentration \$58,298</p> <p>CSAM Object 2000 LCFF Supplemental and Concentration \$55,896</p> <p>CSAM Object 3000 LCFF Supplemental and Concentration \$28,204</p> <p>CSAM Object 4000 LCFF Supplemental and Concentration \$2,000</p> <p>CSAM Object 5000 LCFF Supplemental and Concentration \$5,000</p> <p>CSAM Object 6000 LCFF Supplemental and Concentration \$50,000</p> <p>CSAM Object 1000 6512-Mental Health \$19,433</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$58,932.89</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$53,628.28</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$26,288.56</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,862.11</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,094.99</p> <p>CSAM Object 6000 LCFF Supplemental and Concentration \$0</p> <p>1000-1999: Certificated Personnel Salaries 6512-Mental Health \$19,644.60</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Support staff by providing continuous training on discipline along with student of the month, monthly character traits, and grade level appropriate curriculum utilizing VP, Counselor, and Sheriff's Department. Continue campaign against bullying. 	CSAM Object 3000 6512-Mental Health \$4,662	3000-3999: Employee Benefits 6512-Mental Health \$4740.74

Goal Analysis

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

Although we were unable to implement the purchase of an internal/external paging system for the safety and security of our students, we continued with a gate monitor to scan visitor ID's and provide badges to those allowed on campus. We continued to support our low-income, English Learners, and foster students, families, teachers and staff by providing a parent dialer system for parent and staff communication along with web hosting services. Our counselor also continued to support our students throughout the pandemic by meeting individually and in group settings both in person during the first part of the year and virtually via Zoom throughout the school closure. Transportation services were continuously provided right up until the school closure in March of 2020. Absences were continuously monitored and Attendance Recovery took place during the year up until the closure of the school in March of 2020. Our attendance clerk continued to make daily phone calls to parents of those students who were absent.

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

- 2.1 - Increase parent communication via planners for students/parents were purchased and distributed. Dialer system was used to increase parent communication especially during the Stay at Home Order. Parent Involvement Coordinator was not successfully hired to help foster awareness and seek input for decision making. The Superintendent/Principal was able to step in and assume those roles and responsibilities. School Site Council and English Learner Advisory Committee meeting were able to take place virtually during the pandemic.
- 2.2 - Saturday Attendance for chronically absent students was held as planned until the stay at home order was in place. Students were recognized for Perfect Attendance as planned both in school and virtually. Our Dialer system was used to report student absences. Transportation continued to be provided as needed before and after school while students were attending school in person.
- 2.3 - Maintained school counselor, The purchase and installation of a paging system was unsuccessful. Continued with Yard Duty Supervisors and Gate monitor to improve school safety for students and staff. Also purchased a visitor badge system for added security. Professional Development for TK/K teachers were provided for Positive Behavior Interventions and Supports.

Goal 3

Ensure that our learning materials, teacher assignments, and facilities will promote excellence and are conducive to a learning environment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Annual Williams/SARC Report facilities (3.0)</p> <p>19-20 School facilities are maintained in good repair or better.</p> <p>Baseline 100% of school facilities are maintained in good repair.</p>	<p>2019-20 School Facilities were exemplary on FIT Annual Williams Report. Outcome met.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Provide facilities that are safe and well-maintained. • Continue with monthly safety walks. • Repair fencing in areas around the perimeter of the school. <p>* Continue to repair concrete in areas throughout the school campus. * Replace carpet in administrative building and ASES classrooms. * Paint interior of administrative building and exterior of classrooms as needed.</p> <ul style="list-style-type: none"> • Continue to provide custodial staff with training on the use of cleaning supplies to ensure restrooms and drinking fountains are clean. 	<p>CSAM Object 4000 LCFF Supplemental and Concentration \$10,000</p> <p>CSAM Object 5000 LCFF Supplemental and Concentration \$45,898</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,955.94</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$27,858.87</p>

Goal Analysis

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

All actions/services were implemented for this goal. All funds budgeted were not expended.

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

3.1 - Facilities were kept safe and well-maintained as many projects continued throughout the school closure. Shade structures were repaired, necessary roofing and fencing repairs were made for safety and security. Several classrooms received new carpeting to replace carpeting which was in disrepair and causing a tripping hazard.

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
Classroom & Offices Personal Protective Equipment	\$24,907.88	\$11,661.96	No
Hire Health Assistant Position (Temporary) to support health and safety of students and staff during in-person learning.	\$ 11,816.93	\$0	Yes
Purchase of safety equipment and supplies to keep students and staff safe during in-person instruction.	\$11,954.27	\$124,905.01	No

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

We were unable to recruit a health assistant for any in-person learning but we were able to purchase a plentiful amount of safety equipment and cleaning supplies in order to keep our students and staff safe for in-person instruction.

Analysis of In-Person Instructional Offerings

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

Challenges: The Seeley Union School District remained in the State Tier of deep purple until March 2021. Students were provided instruction through distance learning. Teachers and staff were allowed to work from their school sites. The district moved to the Red Tier in March 2021.

Successes: Improvements to the safety and cleanliness of district facilities were made to ensure health and social distancing protocols could continue to be maintained when it was safe to open schools to in-person instruction. This included the purchase of personal protective equipment, signage, office remodeling as needed, thermometers, and temperature detectors. Training was provided to existing staff and additional pupil supervisors were hired to ensure the monitoring and safety of students for in-person instruction. Parents were offered a hybrid-model of distance learning and in-person instruction beginning after Spring Break on April 12, 2021.

Approximately 50% of our TK-8 grade students received in-person instruction while the remaining 50% stayed with distance learning only.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
D2L licenses	\$15,000	\$15,000.00	Yes
Renaissance PD and licenses	\$10,190	\$10,120.00	Yes
Purchase devices, headphones, monitors, and document cameras for staff and student use.	\$168,640.78	\$182,090.07	Yes
Imagine Learning	\$22,000	\$22,000.00	Yes
Coast to Coast: Sports For Learning	\$5,025.63	\$4,250.00	Yes
Illuminate	\$6,300	\$6,307.00	Yes
Distance Learning ELA and ELD professional development	\$10,000	\$15,592.47	Yes
Contract with Zoom	\$2,250	\$2,267.58	Yes
Allocate classroom funds to be used at district's discretion to improve student engagement and support academic progress	\$10,000	\$30,056.41	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 substantive difference for the Distance Learning program relates to the allocation of funds at the district's discretion to improve student engagement by bringing back an aide in a classroom to sit with our most chronically truant students to provide access to synchronous instruction via Zoom.

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.

Continuity of Instruction

Successes: The district implemented a full distance learning program for the 2020-21 school year. Each teacher in the district created and maintained a Google Classroom and communicated with their parents via ClassDojo. Students met with their teachers daily over synchronous Zoom classes and were assigned asynchronous assignments to meet the minimal instructional minutes requirement for their grade level. All students had all of the required instructional materials provided at the beginning of the school year. Due to the high rate of infection in our county for a majority of the school year, teachers and support staff working from home were accommodated with all the technology equipment needed to provide continuous instruction to their students. The district offered a Hybrid model beginning April 12, 2021, which allowed for students to be supported by their teacher at the school site. In the meantime, Distance learning continued for the remainder of the students in the morning for two hours. Every morning students met with their teachers for their Meeting focusing on social-emotional learning and then had the opportunity in the afternoons to participate in virtual enrichment classes through ASES.

Challenges: Ensuring students were participating daily and monitoring of student asynchronous assignments was a challenge, however teachers were provided with time for office hours and monitoring of student work on daily with extended time on Mondays. Some issues were encountered with connectivity and technical issues with devices.

Access to Devices and Connectivity

Successes: When the district closed in March 2020 due to the COVID-19 Pandemic, the district sent students home with their iPads and also arranged opportunities for parents to pick-up devices, as needed. All students were issued district iPads and the district purchased updated devices to swap out as the older models became less effective.

Challenges: For those students with connectivity issues, the District provided MiFi devices to ensure connectivity using our BorderLink connection.

Pupil Participation and Progress

Successes: Student academic progress continued to be monitored throughout the school year with the district online benchmark assessment over Zoom. Student attendance was also closely monitored by our attendance clerk and Teachers. Teachers tracked student participation using the District Participation Logs and Synergy Student Information System. Training and support was provided to teachers on how to correctly complete the participation logs. Phone calls were made daily to students who did not participate in distance learning. Parent conferences and Student Study Team meetings were held over Zoom.

Challenges: Assessing students over Zoom was a challenge but the district benchmark assessment was administered online and monitored by the classroom teacher over Zoom. Connecting with disengaged students and families through repeated phone calls was complicated. Students who were disengaged and not participating daily were required to attend in person and monitored by a classified staff member to ensure that they connected to their classrooms synchronously and remained engaged throughout the day. Transportation was also provided for those students.

Distance Learning Professional Development

Successes: The district supported distance learning and online instruction with the purchase, implementation, and training of several educational technology applications. Professional development for teachers and support staff were held virtually three times a week including weekly office hours to help with trouble shooting. The pre-service trainings and annual professional development with Steve Ventura and ICOE continued remotely.

Challenges: The district provided extensive professional development and support for teachers and support staff. The challenges continued to be connectivity issues that occurred occasionally.

Staff Roles and Responsibilities

Success: Staff roles were adapted to accommodate the district needs. Library technician, Accelerated Resource Teachers and instructional assistants continued to support students online during Zoom meetings. Site technology and computer lab assistants helped families with online technology needs and trouble shooting, as well as distribution of devices.

Challenges: The district worked to ensure all needs were met and all staff contributed to the distance learning program.

Support for Pupils with Unique Needs

Success: All special education and student support services were adapted to online including the use of teletherapy and teleassessment for assessment and speech needs. Instructional assistants continued to support these student online and with their individual needs. IEP meetings were conducted over Zoom. Designated English language development time was scheduled daily for all English Learners. English Learners were also supported with language development software and virtual after school classes.

Parents received support through the Community Learning Hub and the Computer Lab Technician.

Challenges: Small cohorts of our neediest students returned to in-person instruction in October but were transitioned back to distance learning in December when COVID-19 infection rates increased. Engaging our students with unique needs was challenging via Zoom.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Imagine Learning	\$22,000	\$22,000.00	Yes
Maintain Illuminate data systems to support implementation of district's common assessment system.	\$6,330	\$6,307.00	Yes
Curriculum Associates licenses for Reading and Mathematics and PD	\$24,000	\$18,115.50	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.

There were not any substantive differences in budgeted expenditures for the planned actions to address pupil learning loss. All actions were implemented.

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.

Successes: The district invested in the purchase, continuous training, and technical support of numerous educational technology applications. Districtwide benchmark assessments were administered on a regular basis to monitor student progress. Students needing additional support were referred to the Student Study Team and interventions. Small group instructional time was embedded into the daily schedule for all grade levels. English learners continued to be assessed with the state ELPAC virtually and when allowable, in person. Student Individualized Education Plans were followed and adapted to distance learning supports. English learners were supported with language applications, after school tutoring, and designated English Language Development time. Students were supported with daily morning meetings that focus on Social Emotional learning with lessons created by our school counselor. The counselor supports students virtually on Zoom and with virtual counseling corners. The district continued the after school program virtually and daily tutoring and enrichment were offered.

Challenges: Students and adults began to show Zoom fatigue in the virtual learning environment. Social-emotional learning was a main focus for all classrooms including close monitoring of student well-being by teachers, counselor, and administrator. District benchmarks showed very little student growth. The district is taking appropriate measures to be able to support students when they return to the classroom in-person for the new school year.



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.

We continued to provide support for our students via our Mental Health counselor. The counselor continued to meet with students both individually and in group settings. There was also SEL curriculum purchased for the counselor to utilize throughout the pandemic for those students in need.

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. Teachers and staff learned how to engage in many other strategic ways during the pandemic. We utilized our parent dialer system, printed multiple posters and posted announcements outside of the school as well as the marquee. We also communicated with parents utilizing class dojo with links to pertinent information. Staff received Professional Development on how to use Zoom for Distance Learning. Teachers were effective in reaching out and holding various parent meetings utilizing this platform for parent conferences.

Analysis of School Nutrition

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

School breakfast and lunch continued throughout the pandemic. Meals were served daily as a grab and go. We were challenged with trying to send multiple days worth of food at one time as opposed to having parents pick up food daily. We did have success on the days where we served a hot meal that students really enjoyed eating. We were able to receive more participation on those days by sending out communication to parents.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	\$5,000	\$1,436.87	No
Mental Health and Social and Emotional Well-Being	Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	\$5,000	\$101,198.88	Yes
Mental Health and Social and Emotional Well-Being	Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	\$5,000	\$0	No
N/A	School Psychologist: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	\$34,000	\$32,000	Yes
Pupil Engagement and Outreach	Hello Sign	\$3,000	\$6,480	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Salary and benefits for Library Technicians to provide literacy activities, monitor and promote Accelerated Reader, and Read Alouds	\$29,074.76	\$40,826.52	Yes
N/A	Technical Support Services: Technology Assistant to assist with district technology needs and services	\$46,811.03	\$72,613.63	Yes

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

Substantive differences between the planned actions and estimated actual expenditures include a Mental Health Counselor salary and benefits. The Counselor assisted with implementing programs and assisting in the support of staff and students with trauma. Outreach to educate community for mental health and social and emotional well-being continued with parent links, posters, class dojo and school website. No dollar amounts were spent on communication. Technology services include Computer Lab Tech who assisted students, parents and teachers with technical support during Distance Learning.

Overall Analysis

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

The lessons learned from a year of implementing distance learning programs include how the district's investment in counselors and school psychologists has been a major support in the social-emotional learning of our students, teachers, and staff during this trying time. The district's professional development program, along with the Resource Teacher, was also integral during a time when everyone was on a steep learning curve to learn how to reach and teach students virtually. The Technology department staff and supports were a necessity when all district business, including the education of our students and the training of our teachers, was transitioned to an online platform. These learnings have developed the goals and actions in the 2021–24 LCAP, as well as how we will proceed with teaching and learning in general, in the following ways: Teachers and students will be supported with the continued purchase of the educational technology applications that they spent so much time learning and using to engage their students online, including training for how to use these applications in the in-person classroom setting; The district will also be investing in replacing and updating the student iPads and iPad carts for classrooms and continued support for internet access at home for those in need including the upgrading of our district network; Custodial training in appropriate cleaning procedures and pupil supervision of students to ensure social distancing and masking will continue in the new school year; The district will hire an additional school counselor to support student social and emotional well-being; The district will also hire a VP for additional academic/support and parent involvement; School facilities and offices have been modified to allow for social distancing; Supplemental materials and training for reading foundations and

language support software licenses for all English learners; Extension of English-language arts and mathematics intervention programs; Professional development in mathematical best practices and strategies; continued support for our Pupil Services and Attendance Office.

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

The district included a specific action in the 2021-24 LCAP to address student needs affected by the COVID-19 pandemic. Under Goal 1: Action 5; Best Practices and Instruction will be provided for English Learners, SWD's, homeless, foster youth and struggling students with the use of support personnel for additional small group instruction: Action 6; Supplemental Instructional materials that support academic achievement for literacy and numeracy. Homeless and Foster Youth will be supported with dedicated counselor time, Saturday Academies, and additional instructional materials.

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.

During the 2020-2021 school year, Seeley Union school District met its Minimum Proportionality Percentage (MPP) and its increased and improved services requirement a variety of ways. In addition to the contributing actions listed in the 20-21 Learning Continuity Plan (LCP), SUSD continued many of its actions/services from the 2019-2020 board approved LCAP. Some of those actions include continued support with our computer lab technician and technology for classroom use, extended learning opportunities including STEM, interventions that focused English Learners and reading fluency, Renaissance, and iReady. It is the sum of the 2020-2021 LCP and continued 2019-2020 actions which ensured that we met our increased and improved services requirement for the 2020-2021 school year.

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.

An analysis on student outcomes in the 19-20 LCAP and 20-21 LCP reflects the district's continued progress in student achievement as measured by the California School Dashboard and local data. Although students were not assessed with the CAASPP during the 2019-2020 or the 2020-2021 school year due to the COVID-19 Pandemic, the California School Dashboard has not shown improvement towards students achieving grade level standards in English Language Arts and Mathematics. There has also been a narrowing of the achievement gap between the district as a whole and our most significant student groups: Low Income, Hispanic, and English Learners, in both English language arts and mathematics. Even with the various needs of our English Learners, they continue to make steady growth toward English proficiency. The analysis also reflects that our students with disabilities student group has made the most significant progress in English language arts and mathematics. This can be attributed to the district's investment in intervention materials and professional development and coaching for the special education teachers which will be expanded in the 21-24 LCAP. The Dashboard also shows the progress the district has made towards identifying and supporting chronically absent students. Our low suspension rate has also been maintained with the behavior and social emotional supports in which the district has and will continue to invest in, with the biggest decrease in suspensions in the students with disabilities student group. Local data also supports these steady increases towards student proficiency. The standards-based, consistent districtwide benchmark system - established in the last couple of years supports the monitoring of student progress throughout the school year and will also continue to be supported in the 21-24 LCAP. Another substantial district investment reflected in these student outcomes has been in the social-emotional well being of our students, with the addition of counselors and school psychologists. These positions and the impact they have on our most significant students groups will be expanded in the 21-24 LCAP. This steady, continuous progress on student outcomes is reflected in the maintaining of the four district goals and a majority of actions in 21-24 LCAP. With the disruption of the COVID-19 Pandemic to our academic and social-emotional support systems for students, the district anticipates an even greater need for the effective and engaging programs that have been built and improved upon over the last few years. Stakeholder input and feedback are in agreement with the continuity and strengthening of these support systems as reflected in the actions and action steps of the 2021-24 LCAP.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,364,624.00	3,222,945.35
6512-Mental Health	24,095.00	24,385.34
LCFF Base	2,164,423.00	2,381,172.00
LCFF Supplemental and Concentration	1,112,626.00	698,367.64
Special Education	49,665.00	37,084.87
Title I	11,415.00	66,885.50
Title II	0.00	11,750.00
Title III	2,400.00	3,300.00

* 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	3,364,624.00	3,222,945.35
1000-1999: Certificated Personnel Salaries	0.00	1,621,068.03
2000-2999: Classified Personnel Salaries	0.00	626,105.62
3000-3999: Employee Benefits	31,229.00	95,662.54
4000-4999: Books And Supplies	4,500.00	141,540.12
5000-5999: Services And Other Operating Expenditures	0.00	91,706.54
5800: Professional/Consulting Services And Operating Expenditures	0.00	31,753.00
CSAM Object 1000	1,712,152.00	0.00
CSAM Object 2000	532,382.00	949.50
CSAM Object 3000	640,758.00	579,157.00
CSAM Object 4000	128,210.00	0.00
CSAM Object 5000	265,393.00	35,003.00
CSAM Object 6000	50,000.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,364,624.00	3,222,945.35
1000-1999: Certificated Personnel Salaries	6512-Mental Health	0.00	19,644.60
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	1,389,499.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	211,924.43
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	412,516.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	184,870.15
2000-2999: Classified Personnel Salaries	Special Education	0.00	28,719.47
3000-3999: Employee Benefits	6512-Mental Health	0.00	4,740.74
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	31,229.00	82,556.40
3000-3999: Employee Benefits	Special Education	0.00	8,365.40
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	4,500.00	118,715.12
4000-4999: Books And Supplies	Title I	0.00	19,525.00
4000-4999: Books And Supplies	Title III	0.00	3,300.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	67,599.04
5000-5999: Services And Other Operating Expenditures	Title I	0.00	12,357.50
5000-5999: Services And Other Operating Expenditures	Title II	0.00	11,750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	31,753.00
CSAM Object 1000	6512-Mental Health	19,433.00	0.00
CSAM Object 1000	LCFF Base	1,320,249.00	0.00
CSAM Object 1000	LCFF Supplemental and Concentration	372,470.00	0.00
CSAM Object 2000	LCFF Base	338,329.00	0.00
CSAM Object 2000	LCFF Supplemental and Concentration	155,881.00	949.50
CSAM Object 2000	Special Education	38,172.00	0.00
CSAM Object 3000	6512-Mental Health	4,662.00	0.00
CSAM Object 3000	LCFF Base	505,845.00	579,157.00
CSAM Object 3000	LCFF Supplemental and Concentration	118,758.00	0.00
CSAM Object 3000	Special Education	11,493.00	0.00
CSAM Object 4000	LCFF Supplemental and Concentration	125,810.00	0.00
CSAM Object 4000	Title III	2,400.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
CSAM Object 5000	LCFF Supplemental and Concentration	253,978.00	0.00
CSAM Object 5000	Title I	11,415.00	35,003.00
CSAM Object 6000	LCFF Supplemental and Concentration	50,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,972,039.00	2,922,701.82
Goal 2	336,687.00	270,428.72
Goal 3	55,898.00	29,814.81

* 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	\$48,679.08	\$136,566.97
Distance Learning Program	\$249,406.41	\$287,683.53
Pupil Learning Loss	\$52,330.00	\$46,422.50
Additional Actions and Plan Requirements	\$127,885.79	\$254,555.90
All Expenditures in Learning Continuity and Attendance Plan	\$478,301.28	\$725,228.90

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$36,862.15	\$136,566.97
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$10,000.00	\$1,436.87
All Expenditures in Learning Continuity and Attendance Plan	\$46,862.15	\$138,003.84

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,816.93	
Distance Learning Program	\$249,406.41	\$287,683.53
Pupil Learning Loss	\$52,330.00	\$46,422.50
Additional Actions and Plan Requirements	\$117,885.79	\$253,119.03
All Expenditures in Learning Continuity and Attendance Plan	\$431,439.13	\$587,225.06

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
Seeley Union School District	Andrea R. Ellis Superintendent	aellis@seeleyusd.org (760) 352-3571

Plan Summary [2021-22]

General Information

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

According to Dataquest, Seeley Union School District had an enrollment of about 393 students in Transitional Kindergarten through grade 8 in 2020-2021. This single-school District is located in the rural town of Seeley, California in Imperial County. Our student population identifies with the following ethnic groups: 88.7% Hispanic, 2.6% African American, 5.9% White, 0.3% Asian, 1.3% American Indian/Alaskan Native 0.50% Filipino and 0.8% of Two or More Races. 44.3% of our students are identified as English learners, 9.7% Homeless, 92.4% social-economically disadvantaged students, and currently 0% Foster Youth. 11.3% of the student population receives special education services. Some of the programs that the District has to offer include school counseling, Gifted and Talented Education (GATE), transitional Kindergarten through eighth grade music, teacher induction, and the After School Education and Safety Program. The vision of the District is an unwavering commitment to student success.

The District LCAP is designed to meet the needs of all students and in particular, our unduplicated student population. The plan seeks to increase outcomes for students with actions, services and expenditures aligned to three District goals. We have developed school wide initiatives to promote language and math literacy beginning in TK. The feedback received was to continue goals from the previous year, including implementation of the state standards, retaining high quality staff, providing staff development, improving facilities, and strengthening commitment to community engagement. We have a strong community of support who are eager for all students to grow academically and socially in a safe and healthy environment. Students, staff, and parent groups participated in stakeholder engagement sessions and their input is reflected in the plan.

Reflections: Successes

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

The 2020 CA School Dashboard "Additional Reports and Data" section provided College/Career Measure data and Graduation Rate data only. The following information about Seeley Union School District's successes and progress includes the most recent available data.

Throughout the year, as various pieces of data is released, data is continually analyzed as it becomes available as part of the annual needs assessment. Data sets include but are not limited to CA School Dashboard, Dataquest, CAASPP, CA Healthy Kids Survey, and school based benchmark assessments. This data is analyzed by school and student groups as needed to address questions that help identify best practices and gaps that may exist. Staff share data with stakeholders and have conversations around how data can be used to improve educational programs, teaching strategies, and the identification of interventions that may be needed. As part of parent and community engagement meetings, data is also shared to get feedback on various areas of focus. After review of the latest CA School Dashboard's Performance Overview Reports for the District, particular strengths identified are in the English Learner Progress, Suspension Rate, and Mathematics Achievement indicators.

English Learner Progress Indicator: 72.7% of our English learners are making progress towards English language proficiency. Currently, the state averages at 48.3% of students making progress. The district will continue to make ELPAC testing a priority and employ a Resource Teacher to ensure testing continuity and proper testing conditions. The implementation of an English Language Development program aligned to the 2012 California English Language Development Standards and support software for ELPAC level 1 English Learners also support their increase in academic progress.

Suspension Rate: The suspension rate continues to decline. The California School Dashboard indicator level is green for all students. Socioeconomically Disadvantaged students, Students with Disabilities, and White students also are green and all show declining suspension rates. Homeless student groups also declined by 5.6% and English Learners declined 1%.

Student Achievement in Mathematics: The California School Dashboard demonstrates the continued improvements being made in student achievement in the area of Mathematics district-wide and for all student groups, including socioeconomically disadvantaged students (increased 6.6 points) and English learners (increased 11.7 points). Overall, our district increased by 4.9 points which brought us from orange to yellow on the dashboard. Students with Disabilities also showed 3.5 points growth.

The District plans to build on this progress with continued focus on best teaching practices and strategies for learning and instruction, Professional Learning Communities, Multi-Tiered System of Supports, and the use of data to drive decisions.

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.

As a result of the statewide physical school closures in March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data collected through CALPADS are not valid and reliable for the 2019–20 academic year, as required by SB 98. Therefore, the CDE has not processed this data and they are unavailable for public release. This includes chronic absenteeism rate and absenteeism reason data for 2019–20. Addressing chronic absenteeism is an identified area of need for SUSD and the district will calculate and monitor local measures to address chronic absenteeism. We believe that building strong relationships between students and staff will reconnect students to school and reduce absences.

After over a year of distance learning, learning loss, academic acceleration, and student's emotional well-being is of utmost concern to all stakeholders. The LCAP was written with the idea of continuing to work towards goals of increasing student performance in all academic areas, but still focusing on the emotional well being of all of our students. Seeley did not have any state indicators in the "red" category or any areas of "not met" for two or more years. The stakeholders feel that Seeley is on the right track, but we want to continue the emphasis on high-quality instruction for its students in order to increase the percentage of students who are at or above standards in both English Language Arts and mathematics. Stakeholders also want to continue the use of STREAM instruction, field trips, and projects in order to provide opportunities for our students to explore additional areas of interest.

In the 2019 Dashboard, SUSD's overall performance was in the "orange" for one indicator, ELA. In response, the District has taken several steps to address achievement in this area. An increase to support personnel and Accelerated Resource Teachers will be utilized to focus on learning loss and academic acceleration.

Another area of need based on stakeholder input and assessment data is the area of supporting our students with disabilities, specifically in the area of mathematics. Accelerated Resource Teachers and additional instructional assistants will be providing intensive intervention through small group instruction. Their focus will be to ensure that students with disabilities are receiving additional support in mathematics and ELA. In addition, all students will be receiving additional support in ELA to address the performance gap. Our school counselors will assist the administrative team when addressing chronic absenteeism with our homeless population. Extended services will be a priority for these students.

LCAP Highlights

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

SUSD's 2021-2024 LCAP features a continuation of work to support students, staff, and families in a variety of ways. SUSD will continue to support numerous actions to improve student success in ELA, math, science, literacy, and social emotional learning. There will be an intentional focus on our unduplicated students with academic and social-emotional supports. There will also be an intentional focus to

support all students, parents and staff both during and after the pandemic. SUSD recognizes that with the learning disruption experienced by students comes the need for learning recovery and all the associated actions, including additional social, emotional, and physical wellness supports for all stakeholders.

SUSD will continue important work from before, during and after the pandemic, such as professional development for the classroom, aligned to CA State standards for our teachers; technology refresh for student and staff computers; social-emotional supports, health supports, and after-school programming; increases to ELA and Math Literacy supports and increased equity focus.

Working closely with stakeholders throughout the district to align our Single School District Plan with our LCAP, three goals have been identified for focus within the next three years to improve outcomes for all students.

GOAL 1 - High-quality classroom instruction and academics: SUSD will provide a high quality and comprehensive instructional program that promotes college and career readiness with academic interventions in place to eliminate barriers to student success. Our efforts to support teachers in planning, delivering, assessing, and evaluating data to meet the needs of all students will continue to be the focus.

GOAL 2 - Community and family support: SUSD will ensure the school has a safe, welcoming, and inclusive climate for all students and their families so that all students are in their classes ready to learn every day. Utilizing community resources to meet the needs of our families will be a priority, as well as engaging the community through events, social media, and parent workshops.

GOAL 3 - High-quality curricula, staff, and facilities: SUSD will ensure that our learning materials, teacher assignments, and facilities will promote excellence that are conducive to the learning environment. The community recently passed a bond measure to build a multipurpose facility/gym. In addition to the construction of the gym, facilities are well- maintained. The recent need to hire teachers provides an opportunity for finding the right fit for our school family.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The 2020-2021 school year presented barriers in obtaining feedback from stakeholders in a face-to-face meeting. SUSD believes that receiving feedback during meetings with staff and parents is the best way to understand and take action based on that feedback.

1. 2020-2021 Learning Continuity Plan and 2019-2020 LCAP was reviewed at Staff Meetings -August, September, and October 2020
2. Parent Surveys – Fall and Spring Surveys

Fall surveys- 88% overall returned

73% EL Parents returned

Spring surveys- 85% overall returned

3. School Site Council Meetings/ ELAC/DELAC

There are monthly meetings held with staff, parents, and community members. These meetings allow for an open forum/discussion time where stakeholders are able to discuss ideas, concerns, and goals for Seeley Elementary School. Goals and actions were displayed in classrooms and around the school. A handout of the goals and actions was distributed during their October meeting. As data was received on benchmarks and metrics used to determine progress it was presented at the monthly meetings throughout the year. A draft of the 2021-2022 LCAP was presented at the May monthly meeting.

4. - Board Meetings

Updates on goals and actions were presented quarterly at the regular monthly meetings by Superintendent. Ellis. Board members' suggestions and concerns were used to help develop the 2021-2022 LCAP.

5. Staff meetings

Staff met twice a month throughout the year. Goals and actions were reviewed to ensure that SUSD was working toward meeting its goals. Data was reviewed from benchmarks and metrics that were obtained during the year. Teaching strategies and professional development needs were also discussed at the meetings.

6. – Staff Input/ Bargaining Unit (STA)

Staff input was received in the August and January during staff development days. Goals and actions were presented in a visual handout. Feedback was ongoing throughout the year and it was used to develop the 2021-2022 LCAP.

7. March 2021-Met with Local SELPA director to collaborate and discuss ways of ensuring students with disabilities were included in the goals and actions of the LCAP.

8. March 2021- Met with Imperial County Foster Youth Liaison to provide insight in ways to ensure goals and actions were developed with particular attention to foster youth students, if Seeley should have any.

9. In the Spring of 2021, a survey was provided to seventh and eighth grade students to receive feedback and input for LCAP purposes.

10. Public Notification (Website & Newspaper)

11. - Board Meeting Public Hearing (June 8, 2021 5:00 p.m.)

12. - Board Approval (June 15, 2021)

A summary of the feedback provided by specific stakeholder groups.

During meetings with our stakeholders we reviewed the 2019-20 LCAP goals, 2020-21 Learning Continuity and Attendance Plan, CAASPP spring 2019 results, district benchmark test results for math and ELA. We also looked at data which we received from parent surveys and parent and student forums. Attendance and tardy percentages were reviewed, along with the specific needs and areas that stakeholders wanted to focus on in our academic education programs. We also reviewed the LCFF Dashboard information and used it as a metric in determining our progress, needs, and goals for the 2021-22 LCAP.

Students: Feedback from surveys suggest that our students value collaboration with their peers while working on enrichment activities.

Teachers: Teachers were given opportunities during staff meetings to provide input. Additional training opportunities and collaboration time were concerns.

Parents: Parents would like continual communication between staff and parents regarding how to best support their child's needs.

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

Parents expressed a need for engagement opportunities to continue. Goal Two specifically incorporates a variety of communication tools that are needed in order to communicate with families and increase opportunities for shared decision making.

Students expressed a need for continued learning and enrichment opportunities. Actions 1.2 and 1.4 increase expanded learning opportunities and provide more access to career development and world experiences for students.

Teacher feedback helped shape many aspects of this plan including Goal One as a whole and action 1.3 which provides professional development to support English Learners.

Goals and Actions

Goal

Goal #	Description
1	Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success. Provide small group instruction to support the need to close the achievement gap.

An explanation of why the LEA has developed this goal.

SUSD serves many vulnerable youth in the District. For students performing below grade level, high quality standards aligned instruction and accelerated learning need to take place.

- The SARC indicates 100% of SUSD teachers are fully credentialed and appropriately assigned.
- Teachers/Staff surveys and input from meetings have indicated a need for additional support with Accelerated Resource Teachers to have small group instruction for intensive intervention.
- The School Accountability Report Card (SARC) indicates 100% of SUSD teachers are fully credentialed and appropriately assigned.
- CAASPP Statewide summative student achievement data, district benchmark tests (STAR), and district report cards show a need to close the achievement gap for all under- performing student groups.
- Parent and student surveys demonstrate a need for continued professional development for California English Language Arts, writing, and mathematics.
- Teacher/Staff surveys and input from meetings have indicated a need to have additional support with paraprofessionals and Accelerated Resource Teachers to help with small group instruction in our classes.
- ELPAC scores and reclassification rates always show a need for increased English Learner support for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	2020-21 School Accountability Report Card (SARC) 90% of staff was fully credentialed and appropriately assigned.				100% of staff fully credentialed in assigned areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards Aligned Materials - Annual Williams/SARC Report on instructional materials (1.2)	2020-21 100% of students had sufficient access to standards-aligned instructional materials.				100% of students will have sufficient access to standards-aligned instructional materials
Reflection Tool (Priority 2)	Annually, the Implementation of State Standards Reflection Tool will be revisited and recalibrated. Progress on this tool will be presented to the Board every year and also be included in the Dashboard's Local Indicators.				Reflection Tool will be revisited and recalibrated. Progress on this tool will be presented to the Board every year and also included on the Dashboard's Local Indicators.
ELA Academic Indicator (1.3)	2020-21 District 47% EL 22% ED 49%				EL Students at or above Early Advanced: 40% (5/13) Reclassification Rate : 25% (3/13)
Mathematics Academic Indicator (1.3)	District 47% EL 22% ED 49%				District 75% EL 40% ED 60%
Percentage of English Learners who make progress towards English proficiency (ELPI)	2019-2020 Dashboard 72.7% of English Learner Progress Indicator				80% of English Learner Progress will progress according to the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate (1.3)	EL Students at or above Early Advanced: 23% (3/13) Reclassification Rate : 19%				District 75% EL 40% ED 60%
Physical Fitness Test (1.7)	2018-19 50.7% of students were HFZ. Increase the number of students meeting the six fitness areas.				60% of students will be on the Healthy Fitness Zone
Access to Board Course of Study Reflection Tool (Priority 7)	California Dashboard Fall 2019 Local Indicator: Met				California School Dashboard Local Indicator: Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Mentoring and Support	1.1 High quality certificated teaching staff will be in place each school year to continue providing high quality teaching and support. New teachers will be part of the induction program during the 2021/22 school year and a stipend will be paid for Induction Lead/Support Provider. Induction teachers will be provided with support through ICOE and an on-site support provider.	\$26,535.79	Yes
2	Supplemental Instructional Activities	1.2 High-quality standards-aligned curriculum in all subject areas will be implemented. English Language Arts/English Language Development and mathematics will continue being taught with adopted materials. Next Generation Science Standards will be taught using adopted materials and supplemental resources. Field trips for all TK-8 classes will be provided to support NGSS to enhance learning.	\$36,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Supplemental instructional support and academic services	1.3 Support the implementation of academic content standards through professional development. An academic support/parent involvement coordinator and resource teacher will provide PD to support ELA/ELD academic acceleration. Outside consultants (i.e. ICOE, etc.) will also provide PD in all subject areas and MTSS. An IT Support technician from ICOE will assist with implementation and integration of technology in classrooms and strengthen the home-school connection.	\$390,272.48	Yes
4	Extended learning opportunities and broad courses of study with the use of technology	Students will be provided with extended learning opportunities to broaden their course of study including: STREAM, MESA, band, and technology.	\$172,257.96	Yes
5	Academic Acceleration	Best practices and instruction will be provided for English Learners, SWDs, homeless, foster youth, and struggling students with the use support personnel to enhance academic acceleration.	\$335,438.42	Yes
6	Supplemental Instructional Materials	Supplemental materials that support academic achieve with literacy and numeracy will be used school-wide. Students will have access to a wide range of library books and supplemental learning platforms to increase academic achievement and accelerate learning.	\$64,081.01	Yes
7	Improve school culture, health, and well-being.	Positive health and well-being will be a focus to improve school culture. Two school counselors to promote SEL support and extended opportunities including equipment, curriculum, sports uniforms, and intramural support will be provided.	\$211,438.98	Yes
8	Supporting English Learners	Supplemental language acquisition programs and professional development activities will be used to support English Learners	\$58,918.86	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Ensure Seeley School has a safe, welcoming, and inclusive climate for all students and their families so that all students are in their classes ready to learn each and every day.

An explanation of why the LEA has developed this goal.

SBAC student achievement data, teacher survey data, observational walk-through data, indicate continued need for professional development on working with challenging students and improving classroom management. Attendance is an area to improve. Previously, data showed that our Chronic Absence was at 1.2%. All stakeholders agreed to keep the counseling services available to students, with a portion of the time dedicated to students with special needs. Overall communication between the school, teachers, and parents is satisfactory, but there are expressed areas of improvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Local Tool: Annual Attendance Report (2.2a)	2020-21 The school annual attendance rate will remain at or above 96.75%.				The school attendance rate will remain at or above 96.75%.
CA Dashboard Release- Chronic Absence Indicator (2.2b)	2019-20 Dashboard: The chronic absenteeism rate will remain less than 1.2%.				The chronic absenteeism rate will remain less than 1%.
Local Tool: CALPADS- Middle School Dropout Rate (2.2c)	2016-17 The middle school dropout rate will remain at 0%.				The middle school dropout rate will remain at 0%.
CA Dashboard Release -Suspension Rate Indicator (2.3a)	2019-20 The suspension rate will				The suspension rate will remain at or below 1%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
California Healthy Kid Survey (2.3c)	remain at or below 3.5%. 2020-21 The percent of students who feel safe most or all of the time at school will increase. 5th: 68% 7th: No data due to lack of participation				The percent of students who feel safe most or all of the time at school will be at 85% or better.
Local Tool: Parent Engagement Reflection Tool (Priority 3)	2020-2021 The percentage of parents who feel their children are safe most or all of the time at school will remain or 95% or better.				The percentage of parents who feel their children are safe most or all of the time at school will remain or 99% or better.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Leading Advisory Committees	Parent Involvement Coordinator will continue leading advisory committees (School Site Council, English Learner Advisory Committee, Migrant Parent Advisory) and increase the amount of opportunities for parent participation (i.e. Family Nights, conferences, meetings) throughout the year to foster awareness, seek input for decision making, and improve communication. Progress towards LCAP goals will be presented throughout the year.	\$17,141.68	No
2	Parent Communication	Parent communication and dissemination of parent information by continuing with technological tools (Edulink), parent calendars,	\$22,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		marquee, monthly meetings, and assemblies to strengthen parent-teacher communication		
3	Attendance Awareness	Additional learning opportunities will be provided throughout the year to address absenteeism including Attendance Recovery and after-school tutoring for missed instruction.	\$3,000.00	Yes
4	Safety	Video surveillance will be installed to ensure a safe school environment due to the close proximity to a State Prison and the lack of security personnel on site to monitor all entry ways. The town of Seeley does not have a Sheriff substation and the response time is not conducive to the safety of our staff, students and parents. A paging system will also be installed to provide a system to alert our staff of intruders on our campus in order to increase safety measures. A gate greeter and staff support will assist with student safety and social emotional needs. Greeters will make sure students are doing well and recognize signs of distress and the need for support.	\$296,943.10	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	Ensure that our learning materials, teacher assignments, and facilities will promote excellence and are conducive to a learning environment.

An explanation of why the LEA has developed this goal.

- Attendance Rate: 96.62%
- Chronic Absentee Rate: <5 %
- Middle School Drop Out Rate: 0%
- Tardy Rate: <10%
- FIT Rating: Exemplary
- Parent Survey – 90% of the time their child feels safe at school.
- Suspension and Expulsion Percentage – 1% with a Blue LCFF Dashboard Indicator.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate - Chronic Absentee Rate (LCFF Dashboard) (3.1)	2019-2020 Attendance Rate: 96% Chronic Absentee Rate: <5% Dashboard: Blue				Attendance Rate: 98% Chronic Absentee Rate: <5% Dashboard: Blue
Middle School Drop Out Rate (LCFF Dashboard) (3.1)	2019-2020 Middle School Drop Out Rate: 0%				Middle School Drop Out Rate: 0%
Suspension and Expulsion Percentage	Suspension and Expulsion: 0 %				Suspension and Expulsion: 0 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
(LCFF Dashboard) (3.1)					
FIT Rating (SARC) (3.2)	August 2019 FIT: Exemplary				Exemplary

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Support	SARBs, phone calls, and home visits will be made when necessary. Priority service will be targeted at students with chronic attendance issues. Chronically absent students will be identified as missing ten percent or more of school days.	\$1,000.00	Yes
2	School Maintenance	Repair sidewalk cracks and playground surfaces in order to maintain a Good FIT rating.	\$10,000.00	No
3	Student Incentives	Support Seeley Parental Committees with activities including: family nights, the art festival, and carnivals. These events help promote parent involvement at school. Incentives and awards will be purchased to recognize student achievement	\$2,000.00	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
39.29%	1,250,230

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.

In order to address the performance of our low-income students, English Learners, and Foster Youth, we will develop and implement an academic program with regular monitoring of student progress, professional development for teachers, administrators, and support staff with an emphasis on addressing the needs of these student groups, an engaging, hands-on science kit program, increased access to books both in the library and online, integration of engaging technology applications including coaching and support for their implementation, highly engaging STREAM labs, focus on reading foundations instruction including improved student materials, technology applications, and training for teachers and support staff, the expansion of the Renaissance program to all classrooms, support and professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff, GATE, music and art programs, and academic intervention programs for our at-promise students, and access to high-quality technology for students and teachers. These actions are being provided on a districtwide basis and we expect that all students performing below standard met on state assessments will benefit. Due to the lower academic performance of our low-income students, English Learners, and Foster Youth, and because the actions meet the needs of these students, we expect the academic performance for these groups of students will increase more than the academic performance of all students.

After a comprehensive review of the discipline, attendance, and needs of our low-income students, English Learners, and Foster Youth, the data showed that the suspension rate for our socioeconomically disadvantaged students is the same as all students, our English Learners declined by 1%, and our homeless and students with disabilities maintained at 0%. The chronic absenteeism rate for our low-income students is 0.1% higher than all students, the chronic absenteeism rate for our English Learners is 0.2% lower than all students, and there was no data or performance color for the chronic absenteeism rate of our Foster Youth. In order to address the suspension rate and attendance of our low-income students, English Learners, and Foster Youth, we will develop and implement a pupil services and attendance program which includes home visits, parent orientation, and attendance rewards, increased counseling services at the school site,

establishment of positive behavior systems at the school site, and opportunities for parents to provide input and feedback on all programs and trainings. These actions are being provided on a districtwide basis and we expect that all students struggling with discipline issues and regular attendance will benefit. Due to the similar suspension rate and chronic absenteeism rate of our low-income students, English Learners, and Foster Youth with that of all students, and because the actions meet the needs of these students, we expect the suspension and chronic absenteeism rate for these groups of students will decrease as well as that of all students.

(Reference to the following LCAP actions: 1.1: Teacher Mentoring and Support, 1.2: Supplemental Instructional Activities, 1.3 Supplemental Instructional Support and Academics, 1.4 Extended Learning Opportunities and Broad Course of Study with the use of Technology, 1.5: Academic Acceleration, 1.6: Supplemental Instructional Materials, 1.7: Improve School Culture, Health, and Well-being, Parent Communications, Attendance Awareness, Safety, 3.1: Attendance Support, 3.3: Student Incentives)

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 listed above that are being provided on a district-wide basis, SUSD is also providing one action (1.8: Supporting English Learners) to specifically target the needs of our English Learners. Imagine Learning will be used to assess, monitor progress, and build fluent language acquisition with our ELs. SUSD is allotting \$1,342,730.11 toward increasing and improving services for its unduplicated pupils. SUSD is meeting its MPP in both a quantitative and qualitative manner. Through the sum of these actions, SED is meeting its minimum proportionality percentage and its increased and improved services requirement for the 2021-2022 school year. Our community was highly impacted by the COVID-19 pandemic with the highest infection rate in the state for the majority of the time as was common across the country in communities with a high percentage of low-income families. Due to the change of school from in-person to distance learning for the fourth quarter of the 2019-20 school year and the first three quarters of the 2020-21 school year, the district is preparing to address the learning gaps and social-emotional needs that will be the result of this change. Counseling will be increased with the addition of a dedicated school counselor, increased supports for Foster Youth and Homeless students including dedicated counselor time, instructional supplies and clothing assistance, and Saturday Academies. All English Learners will have access to extra language support through software applications. With a concern for low-income and English Learners in grades K-3 who are learning to read being impacted by distance learning, students will receive increased instruction and monitoring in reading foundations including training for teachers and support staff, reading foundations software, and an expansion of the Renaissance program to all classrooms. During distance learning, teachers received weekly training in how to utilize and integrate educational technology applications into their instruction to keep students engaged, monitor progress, and provide feedback. These educational technology applications will now be used during in-person instruction with continued training and support. In order to support our low income students, English Learners, and Foster Youth with effective technology, our district has invested in one-to-one iPads for students including support of home internet services as needed and technology support and the network to support these technologies. To increase the educational opportunities for low income, English Learners, and Foster Youth, the district is providing a robust summer school for all students and implementation of a STREAM lab at the school site. District professional development will focus on the needs of and strategies to support low-income students, English Learners, and Foster Youth. Specific actions

in the LCAP address support for English Learners, including language software licenses, and Foster Youth, including dedicated counselor time.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,353,730.00	\$50,173.48		\$243,674.80	\$1,647,578.28

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,134,178.24	\$513,400.04

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	Teacher Mentoring and Support	\$14,535.79			\$12,000.00	\$26,535.79
1	2	English Learners Foster Youth Low Income	Supplemental Instructional Activities	\$36,150.00				\$36,150.00
1	3	English Learners Foster Youth Low Income	Supplemental instructional support and academic services	\$316,946.15			\$73,326.33	\$390,272.48
1	4	English Learners Foster Youth Low Income	Extended learning opportunities and broad courses of study with the use of technology	\$166,757.96			\$5,500.00	\$172,257.96
1	5	English Learners Foster Youth Low Income	Academic Acceleration	\$271,531.50			\$63,906.92	\$335,438.42
1	6	English Learners Foster Youth Low Income	Supplemental Instructional Materials	\$18,200.00			\$45,881.01	\$64,081.01
1	7	English Learners Foster Youth Low Income	Improve school culture, health, and well-being.	\$161,265.50	\$50,173.48			\$211,438.98
1	8	English Learners	Supporting English Learners	\$32,000.00			\$26,918.86	\$58,918.86
2	1	All	Leading Advisory Committees	\$1,000.00			\$16,141.68	\$17,141.68

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Parent Communication	\$22,400.00				\$22,400.00
2	3	English Learners Foster Youth Low Income	Attendance Awareness	\$3,000.00				\$3,000.00
2	4	English Learners Foster Youth Low Income	Safety	\$296,943.10				\$296,943.10
3	1	English Learners Foster Youth Low Income	Attendance Support	\$1,000.00				\$1,000.00
3	2	All	School Maintenance	\$10,000.00				\$10,000.00
3	3	English Learners Foster Youth Low Income	Student Incentives	\$2,000.00				\$2,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,342,730.00	\$1,620,436.60
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$32,000.00	\$58,918.86
Schoolwide Total:	\$1,310,730.00	\$1,561,517.74

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teacher Mentoring and Support	Schoolwide	English Learners Foster Youth Low Income		\$14,535.79	\$26,535.79
1	2	Supplemental Instructional Activities	Schoolwide	English Learners Foster Youth Low Income		\$36,150.00	\$36,150.00
1	3	Supplemental instructional support and academic services	Schoolwide	English Learners Foster Youth Low Income		\$316,946.15	\$390,272.48
1	4	Extended learning opportunities and broad courses of study with the use of technology	Schoolwide	English Learners Foster Youth Low Income		\$166,757.96	\$172,257.96
1	5	Academic Acceleration	Schoolwide	English Learners Foster Youth Low Income		\$271,531.50	\$335,438.42
1	6	Supplemental Instructional Materials	Schoolwide	English Learners Foster Youth Low Income		\$18,200.00	\$64,081.01
1	7	Improve school culture, health, and well-being.	Schoolwide	English Learners Foster Youth Low Income		\$161,265.50	\$211,438.98

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Supporting English Learners	Limited to Unduplicated Student Group(s)	English Learners		\$32,000.00	\$58,918.86
2	2	Parent Communication	Schoolwide	English Learners Foster Youth Low Income		\$22,400.00	\$22,400.00
2	3	Attendance Awareness	Schoolwide	English Learners Foster Youth Low Income		\$3,000.00	\$3,000.00
2	4	Safety	Schoolwide	English Learners Foster Youth Low Income		\$296,943.10	\$296,943.10
3	1	Attendance Support	Schoolwide	English Learners Foster Youth Low Income		\$1,000.00	\$1,000.00
3	3	Student Incentives	Schoolwide	English Learners Foster Youth Low Income		\$2,000.00	\$2,000.00

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)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve 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.

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	\$48,679.08	\$136,566.97
Distance Learning Program	\$249,406.41	\$287,683.53
Pupil Learning Loss	\$52,330.00	\$46,422.50
Additional Actions and Plan Requirements	\$127,885.79	\$254,555.90
All Expenditures in Learning Continuity and Attendance Plan	\$478,301.28	\$725,228.90

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$36,862.15	\$136,566.97
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$10,000.00	\$1,436.87
All Expenditures in Learning Continuity and Attendance Plan	\$46,862.15	\$138,003.84

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,816.93	
Distance Learning Program	\$249,406.41	\$287,683.53
Pupil Learning Loss	\$52,330.00	\$46,422.50
Additional Actions and Plan Requirements	\$117,885.79	\$253,119.03
All Expenditures in Learning Continuity and Attendance Plan	\$431,439.13	\$587,225.06

SINGLE PLAN FOR STUDENT ACHIEVEMENT 2021-2022

GOAL	ACTION #	STUDENT GROUP	TITLE	LCFF \$	Other State \$	Local Funds	Title 1	Title II	Title III	Title IV	Total Federal	Total Funds
1	1	All	Teacher Mentoring & Support	\$ 14,536.00				\$ 12,000.00			\$ 12,000.00	\$ 26,586.00
1	2		Supplemental Instructional Activities	\$ 36,150.00								\$ 36,150.00
1	3		Supplemental Instructional support and academic services	\$ 316,946.15			\$ 51,030.84		\$ 8,853.39	\$ 13,442.00	\$ 73,326.33	\$ 390,272.48
1	4		Extended Learning Opport. & broad course of study	\$ 166,757.96			\$ 5,500.00				\$ 5,500.00	\$ 172,257.96
1	5		Academic Acceleration	\$ 271,531.50								\$ 271,531.50
1	6		Supplemental Inst. Materials	\$ 18,200.00			\$ 40,540.54	\$ 5,340.47			\$ 45,881.01	\$ 64,081.01
1	7		Improve school culture, health and well-being	\$ 161,265.50	\$ 50,173.48							\$ 211,438.98
1	8		Support English Learners	\$ 32,000.00					\$ 26,918.92		\$ 26,918.92	\$ 58,918.92
2	1		Leading Advisory Committees	\$ 1,000.00			\$ 16,141.60				\$ 16,141.60	\$ 17,141.60
2	2		Parent Communication	\$ 22,400.00								\$ 22,400.00
2	3		Attendance Awareness	\$ 3,000.00								\$ 3,000.00
2	4		Safety	\$ 296,943.00								\$ 296,943.00
3	1		Attendance Support	\$ 1,000.00								\$ 1,000.00
3	2		School Maintenance	\$ 10,000.00								\$ 10,000.00
3	3		Student Incentives	\$ 2,000.00								\$ 2,000.00
* Denotes Actions not contributing												
				\$ 1,353,730.11	\$ 50,173.48						\$ 179,787.86	\$ 1,583,671.45

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$ 1,353,730.11	\$ 50,173.48		\$ 179,787.86	\$ 1,583,671.45

Title I	Title II	Title III	Title IV	Total Federal Funds
\$ 113,213.08	\$ 17,340.47	\$ 35,772.31	\$ 13,442.00	\$ 179,787.86

