LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: LITTLE LAKE CITY SCHOOL DISTRICT
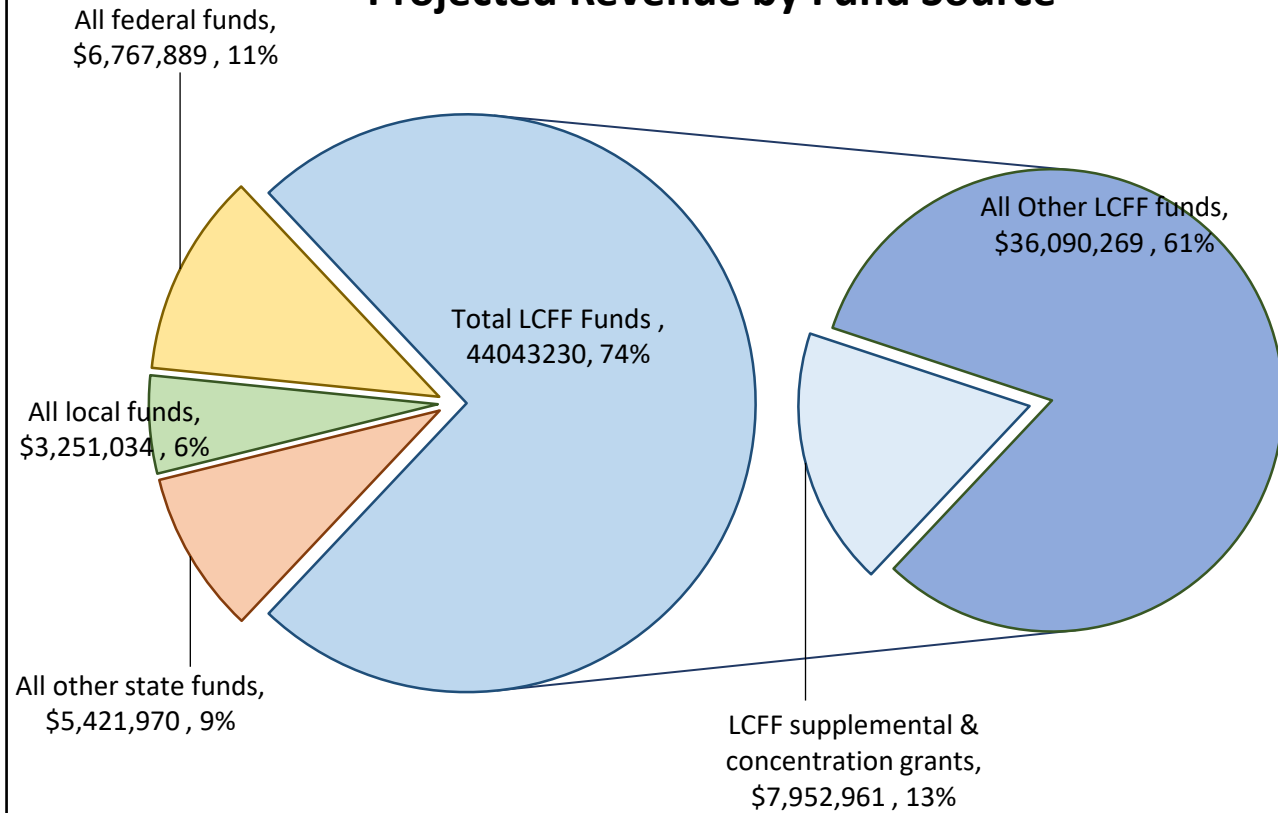
CDS Code: 19-64717

School Year: 2021 – 22

LEA contact information: MONICA JOHNSON

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

All federal funds, $6,767,889 , 11%

All local funds, $3,251,034 , 6%

All other state funds, $5,421,970 , 9%

Total LCFF Funds , 44043230, 74%

All Other LCFF funds, $36,090,269 , 61%

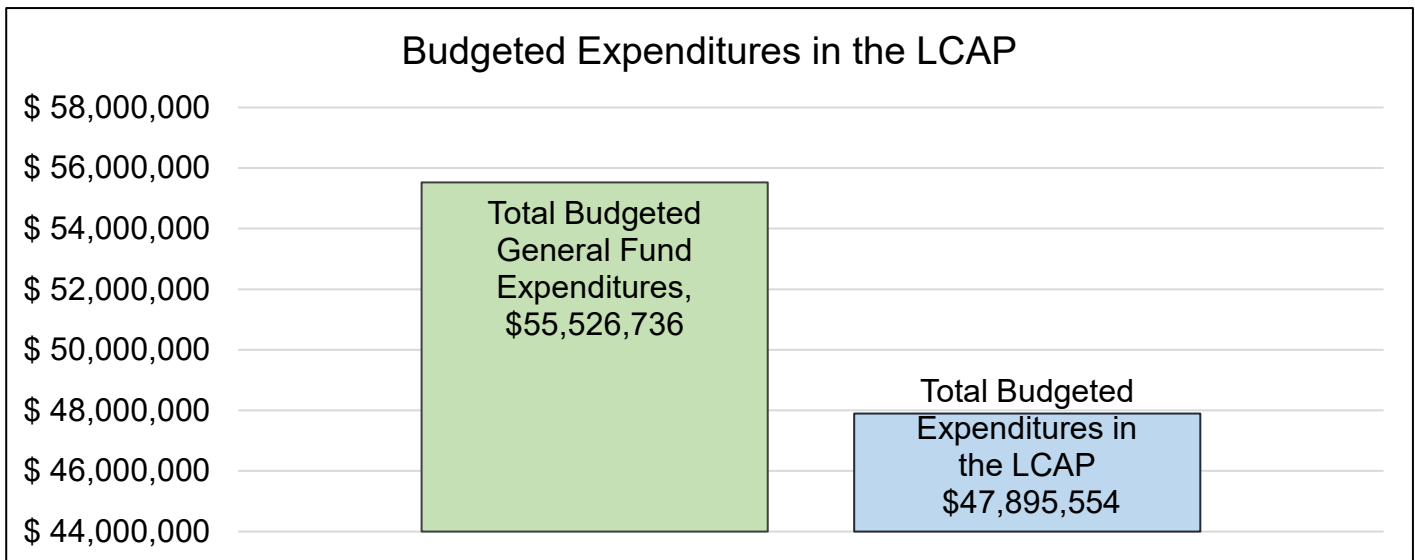LCFF supplemental & concentration grants, $7,952,961 , 13%

This chart shows the total general purpose revenue LITTLE LAKE CITY SCHOOL DISTRICT expects to receive in the coming year from all sources.

The total revenue projected for LITTLE LAKE CITY SCHOOL DISTRICT is $59,484,123.00, of which $44,043,230.00 is Local Control Funding Formula (LCFF), $5,421,970.00 is other state funds, $3,251,034.00 is local funds, and $6,767,889.00 is federal funds. Of the $44,043,230.00 in LCFF Funds, $7,952,961.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $55,526,736

Total Budgeted Expenditures in the LCAP $47,895,554

This chart provides a quick summary of how much LITTLE LAKE CITY 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.

LITTLE LAKE CITY SCHOOL DISTRICT plans to spend $55,526,736.00 for the 2021 – 22 school year. Of that amount, $47,895,554.00 is tied to actions/services in the LCAP and $7,631,182.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
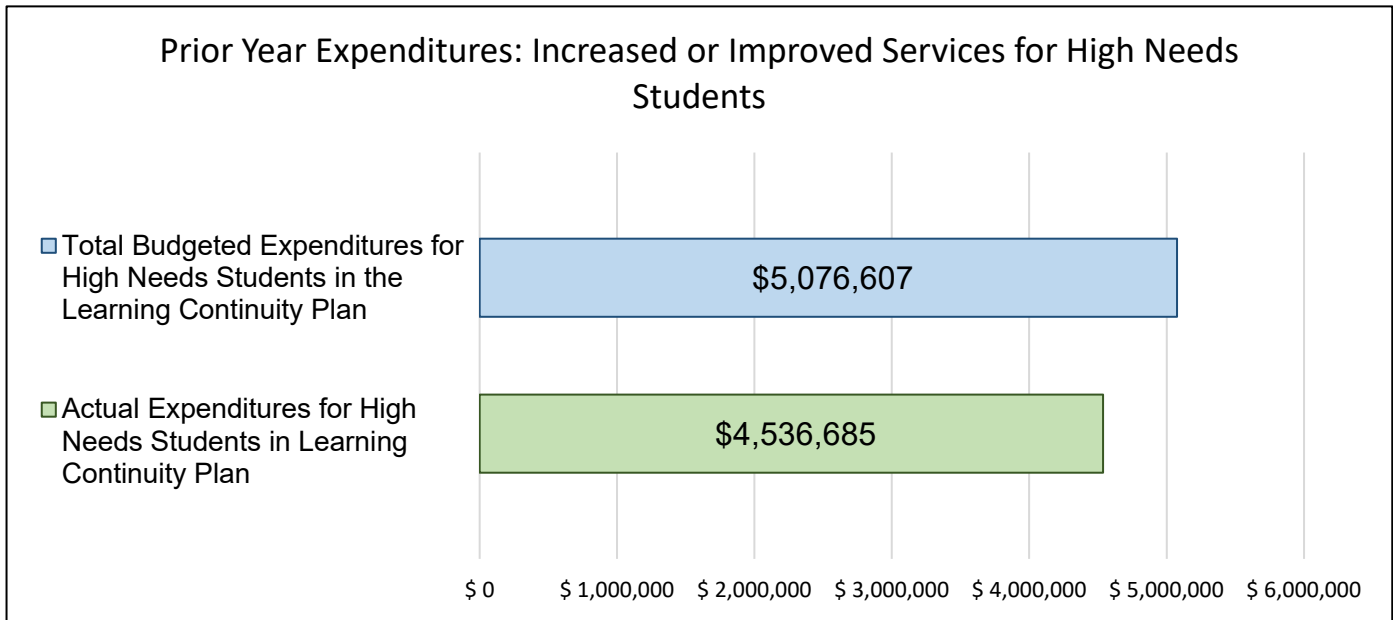
The total General Fund Expenditures not included in the LCAP are $7,631,182. These expenditures are derived from local, state, and federal restricted resources that are not presented as part of the LCAP. These expenditures include personnel and non-personnel expenditures from the Title I, Title II,Title III, Title IV, McKinney Vento, ASES, Mental Health, Classified Professional Development Grant, Low Performing Students Block Grant, and Parcel Tax. The expenditure amount also includes the projected STRS On Behalf ($2.78 million), in addition to the projected staff and department costs arising from business services, technology, personnel services and operations ($4.37 million).

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

In 2021 – 22, LITTLE LAKE CITY SCHOOL DISTRICT is projecting it will receive $7,952,961.00 based on the enrollment of foster youth, English learner, and low-income students. LITTLE LAKE CITY SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. LITTLE LAKE CITY SCHOOL DISTRICT plans to spend $8,579,364.00 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$5,076,607**

□ Actual Expenditures for High Needs Students in Learning Continuity Plan: **$4,536,685**

(Horizontal axis: $ 0, $ 1,000,000, $ 2,000,000, $ 3,000,000, $ 4,000,000, $ 5,000,000, $ 6,000,000)

This chart compares what LITTLE LAKE CITY 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 LITTLE LAKE CITY 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, LITTLE LAKE CITY SCHOOL DISTRICT's Learning Continuity Plan budgeted $5,076,607.00 for planned actions to increase or improve services for high needs students. LITTLE LAKE CITY SCHOOL DISTRICT actually spent $4,536,685.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $539,922.00 had the following impact on LITTLE LAKE CITY SCHOOL DISTRICT's ability to increase or improve services for high needs students:

Differences in the estimated actual and budget expenditures were primarily due to the fact that one math coach retired at the end of the 2019/2020 year. Although that position was budgeted for the 2020/2021 school year, the retiree was not replaced at that time. The district still had a math instructional coach in place for the 2020/2021 school year to support professional development for teachers. Additional funding not expended on identified actions and services were spent on PPE for health and safety and technology services (monthly internet services on hotspots).

California Department of Education
January 2021

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Little Lake City School District	Monica Johnson Assistant Superintendent, Educational Services	mjohnson@llcsd.net (562) 868-8241 ext 2240

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

Goal 1: K-8 students will demonstrate growth and/or maintain growth as measured by the following:

A. State Indicators (California School Dashboard Data): K-8 students will demonstrate growth and/ or maintain growth as measured by the following state measures:

   1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 as measured by English Language Arts Assessment Report (Status and Change Report) and the Math Assessment Report (Status and Change Report)

   2. Pupil Academic Indicators Dashboard District Data:

      - Suspension as measured by Suspension Rate Report

      - EL Progress (EL Progress Indicator Report Status and Change Report)

      - Chronic Absenteeism measured by Dashboard Status and Change Reports

B. Other State measures: K-8 students will demonstrate growth and/or maintain as measured by the following state measures:

    1. Percentage of ELs Making Progress in Learning English based on:

      - CELDT/ELPAC

      - Percentage of ELs attaining English Proficiency Level on the CELDT/ELPAC

    2. Reclassification Rates for Els

    3. Physical Fitness Tests in grades 5 and 7

    4. CAST in grades 5 and 8

C. K-8 students will demonstrate growth and/or maintain as measured by the following district measures:

    1. District assessments in ELA (DRA) and Math in grades K-2

    2. Science District Benchmarks: grades 7 and 8

    3. District assessments in history/social science in grades 7-8

State and/or Local Priorities addressed by this goal:

State Priorities:

2. Implementation of State Standards;

4. Pupil achievement;

5. Pupil engagement;

7. Course access;

8. Other pupil outcomes

Local Priorities:

Local Governance Team Goal: #1

Strategic Goal: Strategies 2 and 3 Technology Use Plan

Annual Measurable Outcomes

Expected	Actual

SBAC ELA Grades 3-8

2019-20

K-8 students will demonstrate growth and/or maintain growth as measured by the following:

ELA Grades 3-8

English Language Arts Assessment Report: Status and Change Report

All: Increased, Significantly Increased, or Maintained

Latino: Increased, Significantly Increased, or Maintained

White: Increased, Significantly Increased, or Maintained

Afr-Am: Increased, Significantly Increased, or Maintained

Filipino: Increased, Significantly Increased, or Maintained

RFEPs: Increased, Significantly Increased, or Maintained

SWD: Increased, Significantly Increased, or Maintained

Low Income: Increased, Significantly Increased, or Maintained

Els: Increased, Significantly Increased, or Maintained

EL Progress: EL Progress Indicator Report-Status and

Change Report: Increased, Significantly Increased, or Maintained

Target	Actual	Met	Not Met
All: Increased, Significantly Increased, or Maintained	Maintained	X	
Latino: Increased, Significantly Increased, or Maintained	Maintained	X	
White: Increased, Significantly Increased, or Maintained	Maintained	X	
Afr-Am: Increased, Significantly Increased, or Maintained	Maintained	X	
Filipino: Increased, Significantly Increased, or Maintained	Increased	X	
RFEPs: Increased, Significantly Increased, or Maintained	Declined		X
SWD: Increased, Significantly Increased, or Maintained	Declined		X
Low Income: Increased, Significantly Increased, or Maintained	Maintained	X	
Els: Increased, Significantly Increased, or Maintained	Maintained	X	
EL Progress: Increased, Significantly Increased, or Maintained	N/A Data metric changed to levels		

Foster Youth: Increased, Significantly Increased, or Maintained	**Foster Youth:** Increased, Significantly Increased, or Maintained	Increased	X	

District assessments in DRA K-2

2019-20

Growth Target +5 from prior year: (maintain at 90%)

K: 78%

1st: 77%

2nd: 85%

Target	Actual	Met	Not Met
78%	70%		X
77%	71%		X
85%	75%		X

District assessments in history/social science in grades 7-8

2019-20

District Assessments: History/SS.

Growth Target 5% growth from prior year (maintain at 90%)

7th   59%

8th   90%

Target	Actual	Met	Not Met
59%	36%		X
90%	75%		X

EL Progress (Dashboard Data)

2019-20

Target	Actual	Met	Not Met
Increased, Significantly Increased, or Maintained	N/A Data metric changed to levels		

EL Progress (Dashboard Data) and EL Proficiency (ELPAC)			
EL Progress: EL Progress Indicator Report - Status and Change Report: Increased , Significantly Increased, or Maintained			

| Reclassification rates for ELs

2019-20

Growth Target 2% from prior year

12% | Goal was met
Reclassification Rate 19.3% (126 students) | | |

Pupil Academic Indicators

(replaced by new accountability system)

2019-20

Suspension Rate:

Suspension Rate Report: Increased, Significantly Increased, or Maintained

English Learner Progress:

English Learner Progress Indicator Report -Status and Change Report: Increased, Significantly Increased, or Maintained

Target	Actual	Met	Not Met
Suspension Rate: Increased, Significantly Increased, or Maintained	Maintained	X	
English Learner Progress Indicator: Increased, Significantly Increased, or Maintained	N/A Data metric changed to levels		
English Language Arts: Increased, Significantly Increased, or Maintained	Maintained	X	
Mathematics: Increased, Significantly Increased, or Maintained	Maintained	X	

English Language Arts (3-8):

English Language Arts Assessment Report-Status and Change Report: Increased, Significantly Increased, or Maintained

Mathematics (3-8):

Mathematics Assessment Report- Status and Change Report: Increased, Significantly Increased, or Maintained

Physical Fitness Tests in grades 5 and 7

2019-20

Physical Fitness Test: Target Growth 5% from prior year

5th   72%

7th   80%

Target	Actual	Met	Not Met
72%	36%		X
80%	75%		X

SBAC Math Grades 3-8

2019-20

K-8 students will demonstrate growth and/or maintain growth as measured by the following:

Math Grades 3-8

Math Assessment Report: Status and Change Report

All: Increased, Significantly Increased, or Maintained

Latino: Increased, Significantly Increased, or Maintained

White: Increased, Significantly Increased, or Maintained

Afr-Am: Increased, Significantly Increased, or Maintained

Filipino: Increased, Significantly Increased, or Maintained

RFEPs: Increased, Significantly Increased, or Maintained

SWD: Increased, Significantly Increased, or Maintained

Low Income: Increased, Significantly Increased, or Maintained

ELs: Increased, Significantly Increased, or Maintained

Foster Youth: Increased, Significantly Increased, or Maintained

Target	Actual	Met	Not Met
All: Increased, Significantly Increased, or Maintained	Maintained	X	
Latino: Increased, Significantly Increased, or Maintained	Maintained	X	
White: Increased, Significantly Increased, or Maintained	Increased	X	
Afr-Am: Increased, Significantly Increased, or Maintained	Maintained	X	
Filipino: Increased, Significantly Increased, or Maintained	Increased	X	
RFEPs: Increased, Significantly Increased, or Maintained	Maintained	X	
SWD: Increased, Significantly Increased, or Maintained	Maintained	X	
Low Income: Increased, Significantly Increased, or Maintained	Maintained	X	
Els: Increased, Significantly Increased, or Maintained	Increased	X	
EL Progress: Increased, Significantly Increased, or Maintained	N/A Data metric changed to levels		
Foster Youth: Increased, Significantly Increased, or Maintained	Increased	X	

District Assessments for Math K-2 2019-20 Math: +5 or maintain at 90% K 90% 1st 90% 2nd 90%	Target	Actual	Met	Not Met
	K – 90%	86%		X
	1 – 90%	81%		X
	2 – 90%	39%		X

| ELs: ELA Proficiency Level on SBAC (Dashboard)

2019-20

ELs: ELA Proficiency
English Language Arts Assessment Report - Status and Change Report

ELs: Increased, Significantly, Increased, or Maintained | Target | Actual | Met | Not Met |
| | Increased, Significantly Increased, or Maintained | Maintained | X | |

CAST Grades 5 and 8 2019-20 Once CAST data are available, they will be included	Baseline Year	Data
	5th grade	29% Met or Exceeded
	8th grade	40% Met or Exceeded

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	$114,076 - LCFF - 4000-4999 Books and Supplies - CaSS Supplemental Materials $35,924 - LCFF -	$78,891 - LCFF - 4000-4999 Books and Supplies - CaSS Supplemental Materials $32,245 - LCFF -

CaSS Supplemental Materials Actions: The district will identify and purchase materials to support CaSS for targeted K-8 students. Services: Targeted students will use materials to address their academic needs.	5000-5999 Services and Other Operating Expenses - CaSS Supplemental Materials	5000-5999 Services and Other Operating Expenses - CaSS Supplemental Materials
Action 2 Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools **Common Core Professional Development** Actions: The district and school sites will provide new CaSS professional development in ELA/ELD, CELL/ExLL, and NGSS (e.g., conferences, district and site inservices, collaboration sessions) for all instructional staff to support targeted students. Services: Targeted students will receive instructional and support from highly trained teachers, administrators, and classified instructional staff.	$52,347 - LCFF - 1000-1999 Certificated Salaries - Common Core Professional Development $10,596 - LCFF - 3000-3999 Employee Benefits - Common Core Professional Development $5,246 - LCFF - 4000-4999 Books and Supplies - Common Core Professional Development $61,811 - LCFF - 5000-5999 Services and Other Operating Expenses - Common Core Professional Development	$29,411 - LCFF - 1000-1999 Certificated Salaries - Common Core Professional Development $5,044- LCFF - 3000-3999 Employee Benefits - Common Core Professional Development $928 - LCFF - 4000-4999 Books and Supplies - Common Core Professional Development $29,141 - LCFF - 5000-5999 Services and Other Operating Expenses - Common Core Professional Development

Action 3		
Students to be Served: English Learners **Scope of Service:** LEA-wide **Location:** All Schools **Instructional Technology** Actions: The district will maintain targeted students' access to, and use of, classroom technology devices (e.g., Chromebooks) for instructional purposes. Actions: The district will provide professional development on the effective use of instructional technology to all teachers of targeted students. A detailed action plan will be developed and implemented. Services: Targeted students will receive instruction including the integration of current instructional technology devices to support their grade level proficiency. Services: Targeted students will receive effective instruction including the integration of technology designed to support their grade level proficiency in content standards.	$92,470 - LCFF - 1000-1999 Certificated Salaries - Instructional Technology $38,586 - LCFF - 3000-3999 Employee Benefits - Instructional Technology $75,035 - LCFF - 4000-4999 Books and Supplies - Instructional Technology	$92,470 - LCFF - 1000-1999 Certificated Salaries - Instructional Technology $44,397 - LCFF - 3000-3999 Employee Benefits - Instructional Technology $7,076 - LCFF - 4000-4999 Books and Supplies - Instructional Technology
Action 4		
Students to be Served: English Learners, Foster Youth, Low Income **Scope of Service:** LEA-wide **Location:** All Schools **DRS/Arts for All** Actions: K-8 principals will schedule and facilitate periodic data reflection sessions (DRS) for each grade level and/or subject area team. DRS sessions will be conducted at each elementary site every two weeks. DRS sessions will be conducted at each middle school site for each content area every six weeks. District will maintain itinerant instructors to provide Arts for All instruction. Services: Interventions and support directed to meet the instructional needs of targeted students will be planned during DRS sessions.	$169,288 - LCFF - 1000-1999 Certificated Salaries - DRS/ Arts for All $0 - LCFF - 2000-2999 Classified Salaries - DRS/Arts for All $34,212 - LCFF - 3000-3999 Employee Benefits - DRS/Arts for All $10,000 - LCFF - 4000-4999 Books and Supplies	$152,006 - LCFF - 1000-1999 Certificated Salaries - DRS/ Arts for All $0 - LCFF - 2000-2999 Classified Salaries - DRS/Arts for All $44,397 - LCFF - 3000-3999 Employee Benefits - DRS/Arts for All $7,076 - LCFF - 4000-4999 Books and Supplies

Action 5 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Tier 3 Increased Support** Actions: Additional certificated staffing (4.5 FTEs) will be allocated to all schools to provide additional Tier 3 proactive academic support to targeted students who are at risk in core academic areas. All schools will have a certificated teacher on site. Services: Targeted students will receive additional academic support in core academic areas from specialized certificated staff.	$327,010 - LCFF - 1000-1999 Certificated Salaries - Tier 3 certificated increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase) $134,867 - LCFF - 3000-3999 Employee Benefits - Tier 3 certificated increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase)	$329,200 - LCFF - 1000-1999 Certificated Salaries - Tier 3 certificated increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase) $147,522 - LCFF - 3000-3999 Employee Benefits - Tier 3 certificated increase to 1.0 FTE @ K-5 sites and 2.0 FTE @ MS (4.5 total increase)
Action 6 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: Grades 6,7,8 **Increased Staffing:Middle School Team Structure** Actions: Certificated staff beyond the allocation ratio will be provided at both middle schools in order to maintain the interdisciplinary team structure. Services: Targeted students will benefit from their participation in an interdisciplinary team structure, including increased differentiation and interdisciplinary instruction, and greater connectedness to school.	$252,103 - LCFF - 1000-1999 Certificated Salaries - Increased staffing to maintain MS team structure $98,199 - LCFF - 3000-3999 Employee Benefits - Increased staffing to maintain MS team structure	$251,489 - LCFF - 1000-1999 Certificated Salaries - Increased staffing to maintain MS team structure $103,841 - LCFF - 3000-3999 Employee Benefits - Increased staffing to maintain MS team structure
Action 7 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: TK	$302,769 - LCFF - 1000-1999 Certificated Salaries - TK Funds already budgeted in GSA Actions and Services (repeated expenditure)	$305,784 - LCFF - 1000-1999 Certificated Salaries - TK Funds already budgeted in GSA Actions and Services (repeated expenditure)

Grade Span Adjustment Actions: The district will **Maintain** the eligibility window for entrance into the Transitional Kindergarten (TK) Program to include students with birth dates from September 2 through March 2; additional staff will be **Maintained.** Services: An increase number of targeted students will participate in the TK Program providing earlier access to school and increased academic achievement.	$129,567 - LCFF - 3000-3999 Employee Benefits - Expanded TK (included in GSA) (repeated expenditure)	$148,987 - LCFF - 3000-3999 Employee Benefits - Expanded TK (included in GSA) (repeated expenditure)
Action 8 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: TK-5 **Elementary VAPA** Actions: The district will implement an Arts for All program for targeted TK-5 students at all elementary sites. The district will hire itinerant instructors to provide Arts for All instruction to targeted TK-5 students. Services: Targeted students will participate in ninety minutes of art, music, and PE instruction on a biweekly basis provided by itinerant teachers.	$169,288 - LCFF - 1000-1999 Certificated Salaries - Expenditure already allocated in DRS/Arts for All Action and Service (repeated expenditure) $0 - LCFF - 2000-2999 Classified Salaries - Expenditure already allocated in DRS/Arts for All Action and Service (repeated expenditure) $34,212 - LCFF - 3000-3999 Employee Benefits - Expenditure already allocated in DRS/Arts for All Action and Service (repeated expenditure) $10,000 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)	$152,006 - LCFF - 1000-1999 Certificated Salaries - DRS/ Arts for All- Expenditure already allocated in DRS/Arts for All Action and Service (repeated expenditure) $0 - LCFF - 2000-2999 Classified Salaries - Expenditure already allocated in DRS/Arts for All Action and Service (repeated expenditure) $44,397 - LCFF - 3000-3999 Employee Benefits - DRS/Arts for All - Expenditure already allocated in DRS/Arts for All Action and Service (repeated expenditure) $7,076 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)
Action 9 Students to be Served: English Learners, Foster Youth, Low Income	$182,401 - LCFF - 1000-1999 Certificated Salaries - Collaboration K-5	$182,401 - LCFF - 1000-1999 Certificated Salaries - Collaboration K-5

Scope of Service: LEA-wide Location: All Schools, Specific Grade Spans: TK-5 **Grade Level Collaboration** Actions: The district will maintain itinerant elementary physical education credentialed teachers to provide additional planning time for grade level teachers to design lessons to meet the needs of targeted students. Services: Targeted TK-5 students will participate in PE instruction in order to provide teachers with additional common core planning time.	$66,189 - LCFF - 3000-3999 Employee Benefits - Collaboration K-5	$73,173 - LCFF - 3000-3999 Employee Benefits - Collaboration K-5
Action 10 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Common Planning** Actions: The district will schedule and coordinate common grade level/subject specific planning days (3 days compensated) annually for all teachers and site administrators. Services: Targeted TK-8 students will participate in an instructional program that is consistent, research or evidence-based, and aligned with the California State Standards (CaSS) in core content areas, including ELD, physical education and arts.	$226,043 - LCFF - 1000-1999 Certificated Salaries - Common Planning Time $93,957 - LCFF - 3000-3999 Employee Benefits - Common Planning Time	$224,214 - LCFF - 1000-1999 Certificated Salaries - Common Planning Time $94,134 - LCFF - 3000-3999 Employee Benefits - Common Planning Time
Action 11 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Summer School** Actions: The district will design and offer a summer school program to build the academic proficiency of targeted underperforming students. The district will hire appropriate staff	$67,573 - LCFF - 1000-1999 Certificated Salaries - Summer School $3,725 - LCFF - 2000-2999 Classified Salaries - Summer School	$1,850 - LCFF - 1000-1999 Certificated Salaries - Summer School $1,072 - LCFF - 2000-2999 Classified Salaries - Summer School $596 - LCFF -

(certificated, classified, administrative) necessary to offer the summer school program to support targeted students. Services: Targeted underperforming students will attend a summer school program to assist them in attaining grade level proficiency on the new CaSS.	$14,789 - LCFF - 3000-3999 Employee Benefits - Summer School $23,913 - LCFF - 4000-4999 Books and Supplies - Summer School $15,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Summer School	3000-3999 Employee Benefits - Summer School $0 - LCFF - 4000-4999 Books and Supplies - Summer School $460 - LCFF - 5000-5999 Services and Other Operating Expenses - Summer School
Action 12 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools, Specific Grade Spans: TK-3 **GSA @ 24 to 1** Actions: Hire additional TK-3rd grade classroom teachers to reduce the student: teacher ratio to an average of 24: 1. 26 FTEs above the base requirement. Services: Targeted students in grades TK-3rd will experience reduced class sizes and increased differentiated instruction.	$1,801,879 - LCFF - 1000-1999 Certificated Salaries - GSA @ 24:1 $730,888 - LCFF - 3000-3999 Employee Benefits - GSA @ 24:1	$2,555,157 - LCFF - 1000-1999 Certificated Salaries - GSA @ 24:1 $782,269 - LCFF - 3000-3999 Employee Benefits - GSA @ 24:1
Action 13	$44,325 - LCFF - 1000-1999 Certificated	$111,177 - LCFF - 1000-1999 Certificated

Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Interventionists Support** Actions: Every elementary and middle school will provide intervention/enrichment learning opportunities beyond the core program for targeted students in grades TK-8th. Services: Targeted students will receive intervention/enrichment learning opportunities beyond the core program to build their proficiency in grade level ELA/ELD and mathematics standards.	Salaries - Interventionist support $22,404 - LCFF - 2000-2999 Classified Salaries - Interventionist support $11,157 - LCFF - 3000-3999 Employee Benefits - Interventionist support $9,514 - LCFF - 4000-4999 Books and Supplies - Interventionist Support $607,590 - LCFF - 5000-5999 Services and Other Operating Expenses - Interventionist support $87,919 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Interventionists $37,414 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Interventionists	Salaries - Interventionist support $4,656 - LCFF - 2000-2999 Classified Salaries - Interventionist support $19,731 - LCFF - 3000-3999 Employee Benefits - Interventionist support $1,475 - LCFF - 4000-4999 Books and Supplies - Interventionist Support $247,876 - LCFF - 5000-5999 Services and Other Operating Expenses - Interventionist support $56,765 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Interventionists $25,079 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Interventionists

	$280,011 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Interventionist	$263,598 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Interventionist
Action 14 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Math Coaches** Actions: Instructional coaches (2.0 FTE) will support classroom teachers in the implementation of mathematics instruction aligned with the California State Standards and frameworks. Services: All K-8 students, particularly unduplicated students, will receive more effective core instruction in mathematics instruction.	$192,552 - LCFF - 1000-1999 Certificated Salaries - Math Coaches (2.0 FTEs) $67,561 - LCFF - 3000-3999 Employee Benefits - Math Coaches (2.0 FTEs)	$192,677 - LCFF - 1000-1999 Certificated Salaries - Math Coaches (2.0 FTEs) $75,856 - LCFF - 3000-3999 Employee Benefits - Math Coaches (2.0 FTEs)
Action 15 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Technology Specialists** Actions: The district will support certificated technology	$149,434 - LCFF - 1000-1999 Certificated Salaries - Technology Specialist $65,329 - LCFF - 3000-3999 Employee Benefits - Technology Specialist $0 - LCFF - 5000-5999	$149,434 - LCFF - 1000-1999 Certificated Salaries - Technology Specialist $65,687 - LCFF - 3000-3999 Employee Benefits - Technology Specialist $0 - LCFF - 5000-5999

specialists (2.0 FTEs) to provide direct instruction to students in the application of technology to their learning; and to model for classroom teachers effective practices for the integration of technology into instruction. Services: All targeted TK-8 students will receive instruction in the use of technology to enhance their learning in all content areas. Teachers of targeted TK-8 students will receive modeling in the effective integration of technology into the instructional program.	Services and Other Operating Expenses - Technology Specialist	Services and Other Operating Expenses - Technology Specialist
Action 16 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Library Services** Actions:Every elementary and middle school will provide library services to all grades levels in grades TK-8. Services: All TK-8 targeted students will benefit educationally from the use of the school library and will receive the services of a part-time library media specialist.	$155,678 - LCFF - 2000-2999 Classified Salaries - Library Hours/Access $23,998 - LCFF - 3000-3999 Employee Benefits - Library Hours/Access	$147,095 - LCFF - 2000-2999 Classified Salaries - Library Hours/Access $22,435 - LCFF - 3000-3999 Employee Benefits - Library Hours/Access
Action 17 Students to be Served: All Location: All Schools **CaSS Supplemental Materials** Action: The district will identify and purchase supplemental materials. Service: Students will use supplemental materials. (Priority 1)	$0 - LCFF - 4000-4999 Books and Supplies - Supplemental Materials LCFF Base (repeated expenditure)	$0 - LCFF - 4000-4999 Books and Supplies - Supplemental Materials LCFF Base (repeated expenditure)
Action 18 Students to be Served: All Location: All Schools	$0 - LCFF - 1000-1999 Certificated Salaries - Teacher's salaries are already accounted for in Goal 2. (repeated expenditure)	$0 - LCFF - 1000-1999 Certificated Salaries - Teacher's salaries are already accounted for in Goal 2. (repeated expenditure)

Qualified Staff Action: All teachers will implement instruction of the state standards during the regular class time and will provide additional support or enrichment of the standards during RTI time. Services: All students will receive additional support or enrichment of the state standards during RTI during time. (Priority 2)		
Action 19 Students to be Served: All Location: All Schools **DRS/Arts for All** Action: all teachers will participate in Data Reflection Session to continuously monitor student achievement by reviewing benchmark assessment data. Teachers will identify areas of need, plan and modify instruction as needed to increase student achievement. Services: All students will receive instruction that has been carefully planned to meet their specific needs.	$0 - LCFF - 1000-1999 Certificated Salaries - DRS takes place during the instructional day. Teacher salaries have already been accounted for in Goal 2. (repeated expenditure)	$0 - LCFF - 1000-1999 Certificated Salaries - DRS takes place during the instructional day. Teacher salaries have already been accounted for in Goal 2. (repeated expenditure)
Action 20 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Enrichment/Extended Day** Actions: Identified targeted students will receive extended day enrichment opportunities. Services: Each school will provide extended day enrichment opportunities either before and after school for identified targeted students	$11,009 - LCFF - 1000-1999 Certificated Salaries - Enrichment/Extended Day $956 - LCFF - 2000-2999 Classified Salaries - Enrichment/Extended Day $2,535 - LCFF - 3000-3999 Employee Benefits - Enrichment/Extended Day	$4,982 - LCFF - 1000-1999 Certificated Salaries - Enrichment/Extended Day $0 - LCFF - 2000-2999 Classified Salaries - Enrichment/Extended Day $982 - LCFF - 3000-3999 Employee Benefits - Enrichment/Extended Day

	$18,006 - LCFF - 4000-4999 Books and Supplies - Enrichment/Extended Day $22,494 - LCFF - 5000-5999 Services and Other Operating Expenses - Enrichment/Extended Day	$784 - LCFF - 4000-4999 Books and Supplies - Enrichment/Extended Day $11,202 - LCFF - 5000-5999 Services and Other Operating Expenses - Enrichment/Extended Day
Action 21 Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools **ELA/ELD Specialist:** Action: The district will maintain a total of two ELA/ELD Specialists to support classroom teachers in the implementation of the new ELA/ELD instruction in line with the California State Standards and Framework. Service: All EL students will receive more effective core instruction in ELD. RFPs will be monitored for two years after reclassification to ensure student success. Monitoring includes analysis of student data, such as benchmark assessments and grades.	$188,195 - LCFF - 1000-1999 Certificated Salaries - ELD Specialist $74,810 - LCFF - 3000-3999 Employee Benefits - ELD Specialist	$188,195 - LCFF - 1000-1999 Certificated Salaries - ELD Specialist $80,870 - LCFF - 3000-3999 Employee Benefits - ELD Specialist
Action 22 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **STEM Specialist**	$82,328 - LCFF - 1000-1999 Certificated Salaries - STEM Specialist $25,316 - LCFF - 3000-3999 Employee Benefits - STEM Specialist	$82,328 - LCFF - 1000-1999 Certificated Salaries - STEM Specialist $26,983 - LCFF - 3000-3999 Employee Benefits - STEM Specialist

Action: The District will maintain a STEM Specialist to support classroom teachers in the implementation of science instruction aligned with the Next Generation Science Standards and Framework. Services: All K-8 students, particularly unduplicated students, will receive more effective core instruction in science instruction.		
Action 23 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Technology To Go-Internet and Computer Access** Action: The District will purchase additional Chromebooks and internet access. Service: The District will assign Chromebooks and Internet access to targeted students that do not have access to these resources at home	$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Internet and Computer Access	$517 - LCFF - 4000-4999 Books and Supplies - Internet and Computer Access $8,583 - LCFF - 5000-5999 Services and Other Operating Expenses - Internet and Computer Access
Action 24 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: TK **TK Support** Action: The district will hire interventionists to provide daily instructional support to TK students. Service: The district will ensure that TK students will receive more frequent small group and one on one instruction from the classroom teacher or interventionist resulting in increased learning opportunities for students.	$114,844 - LCFF - 5000-5999 Services and Other Operating Expenses - TK Support	$4,719 - LCFF - 1000-1999 Certificated Salaries - TK Support $806 - LCFF - 3000-3999 Employee Benefits - TK Support $86,554 - LCFF - 5000-5999 Services and Other Operating Expenses - TK Support

Goal Analysis

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

The actions and services identified under goal #1, student achievement, were implemented to the greatest extent practicable despite the circumstances of physical school closures due the the COVID-19 pandemic beginning in March 2020. When reviewing the budgeted expenditures and actual expenditures for the actions and services tied to goal #1, the data indicates that every action and service was indeed implemented. In fact, the majority of actions and services for the 2019-2020 school year were fully implemented despite physical school closures as many services to students continued to take place, although some in a modified or virtual format.

Actions and Services with budgets that were not fully expended:

Action #1 - CASS Supplemental Materials - A majority of the budgeted allocations for CASS supplemental materials was used, however there were remaining funds that were not spent due to physical school closures.

Action #2 - Common Core Professional Development - While a majority of professional development under action #2 took place, any professional development after March 13 came to a pause. All conferences were cancelled for the rest of the school year, leaving allocated funds unspent. In addition, release time for grade level professional development under action #2 was put on hold so that teachers would not be out of their virtual classrooms.

Action #11 - Summer School - Traditional summer school did not take place as planned during summer 2020 due to physical school closures.

Action #20 - Enrichment/Extended Day - While a majority of enrichment/extended day support under action #20 did take place prior to physical school closures, most before and after school opportunities were put on hold as the priority and focus for all teachers was transitioning to distance learning for the remainder of the 2019/2020 school year.

Action #23 - Tech on the go - Tech on the go budget was not fully expended as the need outgrew the specified budgeted amount. This became a new action and service and not reflected in action #23 as the amount of devices and monthly internet service support grew due to distance learning.

Action #24 - TK Support - TK support which includes a half day Interventionist in the TK classroom was implemented until physical school closures on March 13, 2020, which resulted in the budget not being completely expended.

Funds that were not fully implemented for goal #1 actions and services were expended on other actions due to COVID-19. To support student learning under the distance learning model, hotspots devices and monthly internet subscriptions were purchased to provide support for students who did not have access to the internet at home. While goal #24 provided "tech on the go" with a focus on foster youth students, the switch to distance learning provided an increased need in this area. The additional devices were distributed to student in need, with low-income students, foster youth, and English language learners prioritized for receiving these devices. This

ensured that students were able to connect with their teachers, engage in daily learning, and have access to peers via the Zoom platform.

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

The Little Lake City School District was committed to providing high-quality instruction throughout the 2019/2020 school year, and that commitment did not waiver as school campuses were physically closed on March 13, 2020 and we made the shift to distance learning. While all actions and services were implemented during the 2019/2020 school year, some actions and services did came to a pause, or were modified during the pandemic, leaving the funds unexpended.

Despite physical school closures, many actions and services were successfully implemented under the goal of Student Achievement. Action #3, Instructional Technology was implemented successfully as targeted students received effective instruction on the integration of technology as devices and programs were used specifically to support learning of content standards. Professional development in the area of instructional technology was quickly implemented to support teachers and students on platforms such as Zoom, Google Classroom, Google Docs, Google Forms, and Screencastify. Training included the basics of how to use these platforms, in addition to best practices for implementation and effective use for distance learning. In addition to training, TOSAs provide on-going support through 1:1 coaching, demonstration lessons, co-teaching, co-planning lesson, etc. throughout the school year. While the traditional format of Arts for All (action #8) did not continue, itinerant Arts for All teachers continued to provide instruction in the areas of physical education, music, and art by creating digital lessons and videos for students to watch and participate virtually. District Common Planning (action 10) took place prior to school closure, with a District wide focus on the successful implementation of NGSS Science in collaboration with the UCLA Science Project. District TOSAs in the area of ELA/ELD (action #21), math(action #14), technology (action #15) and science (action #22) continued to provide professional development for all teachers, with a focus on training and coaching for new teachers. Although they saw some slight shifts in daily job duties during school closures, they continued to provide professional development to teachers, in addition to creating distance learning packets for all grade levels across subjects during the initial school closures in March 2020.

Actions and services that were challenging to implement in full included the purchase of CASS Supplemental Materials (action #1). A majority of the budgeted allocation for CASS supplemental materials was used, however there were remaining funds that were not spent due to physical school closures. Another challenge was the implementation of professional development (action #2) as after March 13, 2020 all conferences came to a pause and were ultimately cancelled. In addition, release time for grade level professional development under action #2 was put on hold so that teachers would not be out of their virtual classrooms. Summer School (action #20) did not take place as we did not feel that providing a 100% virtual summer school was the best way to support student learning. Finally, while a majority of enrichment/extended day support under action #20 did take place prior to physical school closures, it was challenging to continue with implementation during distance learning as the priority and focus for all teachers was successfully transitioning to distance learning for the remainder of the 19/20 school year.

Despite the challenges, we are extremely proud of the shift our teachers, students, and staff made to distance learning. When surveyed in May 2020, 81% of parents agreed that their child was successful in managing the Little Lake City School District Distance Learning Platform. In addition, 80% of parents were satisfied overall with the Little Lake City School District's Distance Learning Program.

Goal 2

Goal 2: Conditions for Learning

Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)

2. Rates of fully credentialed and appropriately assigned certificated, classified and administrative and instructional staff.

3. Sufficiency of standards-aligned instructional materials (board resolution)

4. Student transportation, as required by IEPs and safety criteria (allocated funds)

5. Basic Supplies and Services

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic

Local Priorities: Local Governance Team Goal: 2

Annual Measurable Outcomes

Expected	Actual
100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)	Goal Not Met: 7/9 schools

2019-20: Facilities Inspection Tool Target: 100% of schools to receive a Good/Excellent rating Growth Target: 9/9 schools	
Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 2019-20 Qualified Staff: Credentialed 100% Assigned 100% Highly Qualified 100%	Goal Met
Sufficiency of standards-aligned instructional materials (board resolution) 2019-20 Sufficiency of standards-aligned instructional materials (board resolution) 100% sufficiency based on William's Board Resolution	Goal Met
Student transportation, as required by IEPs and safety criteria 2019-20 Student transportation, as required by IEPs and safety criteria. 100% of eligible students have access to student transportation.	Goal Met
Basic Supplies and Services 2019-20 100% of sites have basic supplies and services based on allocated base funds.	Goal Met

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 Students to be Served: All Location: All Schools **Standards Aligned Instructional Materials** The district will select, adopt and purchase standards aligned instructional materials for grades K-8. Services: All K-8 students will have the use of standards aligned instructional materials.	$10,000 - Other State Revenues - 4000-4999 Books and Supplies - Textbooks	$13,490 - Other State Revenues - 4000-4999 Books and Supplies - Textbooks
Action 2 Students to be Served: All Location: All Schools **Maintenance of Facilities** Actions: The district will complete facilities maintenance projects according to the Five-Year Deferred Maintenance Plan. Services: School staff and students will work in facilities that rate good to excellent on the OPSC Facilities Inspection Tool.	$469,301 - LCFF - 2000-2999 Classified Salaries - Maintenance of Facilities $241,693 - LCFF - 3000-3999 Employee Benefits - Maintenance of Facilities $152,000 - LCFF - 4000-4999 Books and Supplies - Maintenance of Facilities $305,559 - LCFF - 5000-5999 Services and Other	$483,611 - LCFF - 2000-2999 Classified Salaries - Maintenance of Facilities $271,677 - LCFF - 3000-3999 Employee Benefits - Maintenance of Facilities $81,124- Other State Revenues - 4000-4999 Books and Supplies - Maintenance of Facilities $346,432 - LCFF - 5000-5999 Services and Other

	Operating Expenses - Maintenance of Facilities $71,982 – LCFF – 7000-7499 Other; Maintenance of Facilities	Operating Expenses - Maintenance of Facilities $8,871 - LCFF - 6000-6999 Capital Outlay - Maintenance of Facilities
Action 3 Students to be Served: All Location: All Schools **Qualified Staff** Actions: The district will attract and retain qualified general and special education teachers, administrators, and classified staff to provide research-based CaSS instruction, monitor growth, and provide differentiated support and enrichment to all TK-8 students, as appropriate. The district will provide competitive compensation and satisfactory working conditions. Services: All TK-8 students will receive research-based instruction and differentiated support designed to build their proficiency as measured by SBAC assessments, district common assessments, and school based informal assessments.	$17,743,166 - LCFF - 1000-1999 Certificated Salaries - Qualified Staff $4,999,889 - LCFF - 2000-2999 Classified Salaries - Qualified Staff $8,941,965 - LCFF - 3000-3999 Employee Benefits - Qualified Staff	$17,448,251 - LCFF - 1000-1999 Certificated Salaries - Qualified Staff $5,559,797 - LCFF - 2000-2999 Classified Salaries - Qualified Staff $12,495,677 - LCFF - 3000-3999 Employee Benefits - Qualified Staff
Action 4 Students to be Served: All Location: All Schools	$422,701 - LCFF - 4000-4999 Books and Supplies - Basic Supplies and Services	$594,635 - LCFF - 4000-4999 Books and Supplies - Basic Supplies and Services

Basic Supplies and Services Action: The district will provide sufficient supplies to support daily operations and instruction. Services: Supplies necessary to support daily operations and instruction for students will be provided to schools and the district.	$4,250,308 - LCFF - 5000-5999 Services and Other Operating Expenses - Basic Supplies and Services	$5,534,547 - LCFF - 5000-5999 Services and Other Operating Expenses - Basic Supplies and Services
Action 5 Students to be Served: All Location: All Schools **Transportation** Action: The district will provide busing services for selected groups of general and special education students. Service: Eligible general and special education students will be safely transported to and from school.	$1, 001,413 - LCFF - 5000-5999 Services and Other Operating Expenses - Transportation	$878 - LCFF - 4000-4999 Books and Supplies - Transportation $1,017,629 - LCFF - 5000-5999 Services and Other Operating Expenses - Transportation

Goal Analysis

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

The actions and services identified under goal #2, conditions for learning, were all fully implemented despite the circumstances of physical school closures due the the COVID-19 pandemic beginning in March 2020. When reviewing the budgeted expenditures and actual expenditures for the actions and services tied to goal #2, the data indicates that every action and service was indeed fully funded. These actions and services include standards aligned instructional materials, maintenance of facilities, fully qualified staff, basic supplies and services, and transportation.

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

Actions and services for this goal were implemented fully. The overall success of the planned actions and services as measured by the LEA, using annual measurable outcome data, indicate the following:

1) 100% of teachers, classified and administrative staff are appropriately assigned and credentialed.

2) 100% of students have use of current CaSS aligned textbooks

3) 100% of special education and eligible general education students received transportation to and from school (prior to school closures)

4) All sites received basic supplies and services

Even with the challenges from the pandemic and school closures in March 2020, the Little Lake City School District was successful in the implementation of actions and services in Goal 2, Conditions for Learning.

Goal 3

Goal 3: School Climate

School Climate will be conducive to effective teaching and learning, as measured by (metrics):

1. Suspension Rate

2. Expulsion Rate

3. Student School Safety Survey Rates (Grades 5 and 7)

4. Parent Safety Survey Rate

State and/or Local Priorities addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School Climate

Local Priorities: Local Governance Team Goal: 4

Annual Measurable Outcomes

Expected	Actual
Suspension Rate < than 1% 2019-20 Dashboard Suspension Rate Report- Status and Change Report All Students: Increased Significantly, Increased, or Maintained.	19/20 Suspension Rate: 0.9% - Met using local data
Expulsion Rate 2019-20 Expulsion Rate Growth Target: <1%	Expulsion Rate: 0.0% - Met using local data
Student School Safety Survey Rates (Grades 5 and 7) 2019-20 Student School Safety Survey Rates (Grades 5 and 7) Maintain at/or above 90% Growth Target: 5th grade: 90% 7th grade: 90%	Student Safety Survey Results 5th grade: 91% - Goal Met 7th grade: 82% - Goal Not Met
Parent Safety Survey Rate 2019-20 Parent Safety Survey Rate Maintain at/or above 95% Growth Target:95%	Due to the pandemic, our schools closed on March 13, 2020 which had an impact on our LCAP. Along with the school closures, we were unable to administer the 2019/2020 Parent Surveys which are typically given in April.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **PBIS** Action: All schools will be in full PBIS implementation mode. Services:Targeted students at all nine schools will benefit from the tiered system of behavioral supports, thereby increasing their safety and connectedness to school.	$18,957 - LCFF - 1000-1999 Certificated Salaries - Alternatives to Suspension (PBIS) $3,831 - LCFF - 3000-3999 Employee Benefits - Alternatives to Suspension(PBIS) $37,212 - LCFF - 5000-5999 Services and Other Operating Expenses - Alternatives to	$11,408 - LCFF - 1000-1999 Certificated Salaries - Alternatives to Suspension (PBIS) $247 - LCFF - 2000-2999 Classified Salaries - Alternatives to Suspension (PBIS) $1,854 - LCFF - 3000-3999 Employee Benefits - Alternatives to Suspension(PBIS) $39,202 - LCFF - 5000-5999 Services and Other Operating Expenses - Alternatives to Suspension (PBIS)

	Suspension (PBIS)	
Action 2 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Counselors** Actions: The district will maintain itinerant elementary/middle school counselors (4FTEs) to support targeted students. Services: Increased counseling services will be provided to meet targeted students' academic, social and personal needs.	$387,950 - LCFF - 1000-1999 Certificated Salaries - ES/MS Counselors (4.0 FTE) $149,874 - LCFF - 3000-3999 Employee Benefits - ES/MS Counselors	$436,780 - LCFF - 1000-1999 Certificated Salaries - ES/MS Counselors (4.0 FTE) $180,590 - LCFF - 3000-3999 Employee Benefits - ES/MS Counselors
Action 3 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Pupil Engagement/School Climate** Actions: District and site specific plans (Single Plans for Student Achievement) will be developed to address: 1. Suspension Rate 2. Expulsion Rate 3. Student Survey safety (Grade 5) 4.Student Survey safety (Grade 7) 5.Parent Survey safety (Question #2) Services: All students will benefit from a safe school environment and time spent out of school due to suspension/expulsion will be decreased as outlined and reflected in district and site plans (Single Plans for Student Achievement).	$101,531 - LCFF - 1000-1999 Certificated Salaries - School Climate $13,562 - LCFF - 2000-2999 Classified Salaries - School Climate	$101,380 - LCFF - 1000-1999 Certificated Salaries - School Climate $14,237 - LCFF - 2000-2999 Classified Salaries - School Climate $47,585 - LCFF - 3000-3999 Employee Benefits - School Climate $10,402 - LCFF - 4000-4999 Books and

		$41,737 - LCFF - 3000-3999 Employee Benefits - School Climate $35,181 - LCFF - 4000-4999 Books and Supplies - School Climate $17,583 - LCFF - 5000-5999 Services and Other Operating Expenses - School Climate	Supplies - School Climate $2,703 - LCFF - 5000-5999 Services and Other Operating Expenses - School
Action 4 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Student Motivation**		$17,317 - LCFF - 1000-1999 Certificated Salaries - Student Motivation	$16,474 - LCFF - 1000-1999 Certificated Salaries - Student Motivation $1,279 - LCFF - 2000-2999 Classified Salaries - Student Motivation

Actions: Each school will provide student motivational activities before school, during school, and/or after school activities designed to encourage and support school connectedness and a positive school climate. Services: Targeted student participation in motivational activities will increase school connectedness.	$1,759 - LCFF - 2000-2999 Classified Salaries - Student Motivation $4,055 - LCFF - 3000-3999 Employee Benefits - Student Motivation $62,857 - LCFF - 4000-4999 Books and Supplies - Student Motivation $21,012 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Motivation	$3,414 - LCFF - 3000-3999 Employee Benefits - Student Motivation $35,166 - LCFF - 4000-4999 Books and Supplies - Student Motivation $13,375 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Motivation
Action 5	$96,985 - Other State	$109,195 - Other State

	Revenues - 1000-1999 Certificated Salaries - Counselor 1 FTE	Revenues - 1000-1999 Certificated Salaries - Counselor 1 FTE
Students to be Served: All Location: All Schools **Counselors** Action: The district will maintain an additional itinerant elementary/middle school counselor (1 FTE) to support all students. Services: Increased counseling services will be provided to meet the academic and social emotional needs of all students.	$37,475 - Other State Revenues - 3000-3999 Employee Benefits - Counselor 1 FTE	$45,148 - Other State Revenues - 3000-3999 Employee Benefits - Counselor 1 FTE

Goal Analysis

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

The actions and services identified under goal #3, school climate, were implemented to the greatest extent practicable despite the circumstances of physical school closures due the the COVID-19 pandemic beginning in March 2020. When reviewing the budgeted expenditures and actual expenditures for the actions and services tied to goal #3, the data indicates that most of the actions and services were implemented. In fact, the majority of actions and services for the 2019-2020 school year were fully implemented despite physical school closures, as many services to students continued to take place, although some in a modified or virtual format.

Actions and Services with budgets that were not fully implemented:

Action #1 - PBIS - A majority of the budgeted allocation for action #1, PBIS is for the PBIS coach and PBIS Team professional development through LACOE and the associated costs for substitute coverage. Due to the COVID-19 pandemic, this professional development series was not completed leaving funds unspent.

Funds that were not fully implemented for goal #3 actions and services were expended on other actions due to COVID-19. These additional expenditures include initial purchases of PPE and health and safety equipment for staff who continued to work on campuses

in order to provide essential services to students. Services including school meals, distribution of technology, and distribution of materials were essential for students, especially our foster youth, low income students, and English learners.

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

The actions and services for goal 3, school climate, were successfully implemented overall. Each school provided student motivational activities (action #4) before, during, and after school. Prior to school closures, schools hosted assemblies, supported their PBIS plans with incentives, raffles, and prizes, and purchased school swag and other items to promote school spirit. Even with physical school closures taking place in March 2020, school principals and staff found creative ways to keep school spirit up and encourage students to participate in distance learning. Virtual events were held for students, additional prizes and incentives were purchased, and school mascots cheered students on during drive thru events where school materials and other special treats were handed out to students by school staff. Itinerant elementary and middle school counselors (action #2) were successful in continuing to provide social emotional and mental health support and services to targeted students individually and in small groups. These services continued, even when support became 100% virtual. Counselors remained an integral part of student services and support, calling and zooming to check on students and families, strategizing with teachers and parents over how to best meet the needs of our students, and even supporting staff as needed. While PBIS training (action #1) was paused, school PBIS coaches and teams looked for ways to continue the framework. Student expectations were shifted from on-campus expectations to distance learning expectations. Positive reinforcement systems and check-in/check-out continued, albeit in an altered format.

Goal 3 was successfully implemented. Although SB98 eliminated the local indicator for suspension for the 2019-2020 school year, local data indicated that our suspension rate for the 2019-2020 school year was at 0.9% meeting our target rate of 1% of below. There were also zero expulsions for the 2019/2020 school year. While the Parent Satisfaction survey was not given to parents this school year to gather data on school safety, the Healthy Kids Survey was administered. Our target for both 5th and 7th grade students on school safety questions is at or above 91%. While 7th grade students came in at 82%, 5th grade students exceeded the target at 91%.

The greatest challenge for Goal 3 implementation was access to students and maintaining communication. With students not physically on campus, staff had to be creative in order to keep up student engagement and create a positive school climate in a virtual setting. Students with attendance issues had to be continuously reached out to through phone calls and even home visits to students in need of additional support.

Goal 4

Goal 4: Stakeholder Engagement

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. Parent Survey Response Rate

2. Revised Parent Satisfaction Survey Rate

3. Revised Parent Engagement Rate (District and Site SMART Goals)

4. Student School Connectedness Rate (HKS Grades 5 and 7)

5. Attendance Rate

6. Chronic Absenteeism Rate

7. Middle School Dropout Rate

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate

Local Priorities: Local Governance Team Goal: 3

Annual Measurable Outcomes

Expected	Actual
Parent Survey Response Rate 2019-20 Parent Survey Response Rate Growth Target Maintain at/or above 80% Growth Target: 80% Parent Satisfaction Survey Rate 2019-20 Parent Satisfaction Survey Rate Maintain at/or above 95% Growth Target 95%	Due to the pandemic, our schools closed on March 13, 2020 which had an impact on our LCAP. Along with the school closures, we were unable to administer the 2019/2020 Parent Surveys which are typically given in April.

Parent Satisfaction Survey Rate 2019-20 Parent Satisfaction Survey Rate Maintain at/or above 95% Growth Target 95%	Due to the pandemic, our schools closed on March 13, 2020 which had an impact on our LCAP. Along with the school closures, we were unable to administer the 2019/2020 Parent Surveys which are typically given in April.
Revised Parent Engagement Rate (District and Site SMART Goals) 2019-20 Parent Engagement Rate (District and Site SMART Goals) Growth Target: Maintain or increase Survey will be administered electronically this year. Results may vary due to the change in process. 1. Communication with teacher or other school personnel: Level of Engagement: 85% 2. Attendance at school events: Level of Engagement: 87% 3. Participation in parent education opportunities: Level of Engagement: 53% 4. Awareness of opportunities for Parent Leadership/Decision Level of Engagement: 59%	Due to the pandemic, our schools closed on March 13, 2020 which had an impact on our LCAP. Along with the school closures, we were unable to administer the 2019/2020 Parent Surveys which are typically given in April.
Student School Connectedness Rate (HKS Grades 5 and 7)	2019/2020 Student Connectedness Survey Results 5th grade: 90% - Goal Met 7th grade 75% - Goal Met

2019-20 Student School Connectedness Rate (HKS Grades 5 and 7) Growth Target: +1 until rate is at 90% or greater Grade 5: 88% Grade 7: 73%	
Attendance Rate 2019-20 Growth Target Maintain at 97% Growth Target: 97%	Due to the pandemic, our schools closed on March 13, 2020. Effects of the pandemic and connectivity issues resulted in attendance data that is not comparable to the previous school year.
Chronic Absenteeism Rate 2019-20 Chronic Absenteeism Rate: Decrease by 1% 2.9%	Due to the pandemic, our schools closed on March 13, 2020. Effects of the pandemic and connectivity issues resulted in attendance data that is not comparable to the previous school year.
Middle School Dropout Rate 2019-20 Middle School Dropout Rate: Maintain at 0% Growth Target: 0%	19/20 Middle School Dropout Rate: 0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	$4,778 - LCFF - 1000-1999 Certificated Salaries - Parent Involvement	$3,837 - LCFF - 1000-1999 Certificated Salaries - Parent Involvement

Parent Involvement Action: Each school site will develop and implement a tiered plan to increase parent involvement, participation and leadership regarding strategies to promote the success of targeted students as measured by Parent Engagement Survey. Services: Targeted students will benefit from increased opportunities for their parents to be engaged with the school through: effective home-school communication; participation in site workshops; school events, and leadership/decision-making activities.	$28,316 - LCFF - 2000-2999 Classified Salaries - Parent Involvement $13,465 - LCFF - 3000-3999 Employee Benefits - Parent Involvement $13,940 - LCFF - 4000-4999 Books and Supplies - Parent Involvement $0 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Involvement	$34,256 - LCFF - 2000-2999 Classified Salaries - Parent Involvement $15,142 - LCFF - 3000-3999 Employee Benefits - Parent Involvement $2,440 - LCFF - 4000-4999 Books and Supplies - Parent Involvement $6,077 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Involvement
Action 2 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Pupil Engagement/School Climate** Action: District and site plans (SPSAs) will include programs designed to increase stakeholder engagement and to reinforce positive school climate, such as: 1. WEB implementation at both middle schools; 2. "No Bully" Program implementation and support at all schools; 3. District elementary attendance clerk services for TK-5 schools;	$101,531 - LCFF - 1000-1999 Certificated Salaries - Pupil Engagement/School Climate (repeated expenditure) $13,562 - LCFF - 2000-2999 Classified Salaries - Pupil Engagement/School	$101,380 - LCFF - 1000-1999 Certificated Salaries - Pupil Engagement/School Climate (repeated expenditure) $14,237 - LCFF - 2000-2999 Classified Salaries - Pupil Engagement/School

4. The District will hire an additional (1 FTE) counselor to focus on supporting students, staff, and parents when dealing with student conflict. The counselor will research effective programs and strategies to meet our student needs. Services: Targeted students will experience and exhibit increased engagement through programs designed to build a stronger school community and resulting in increased positive student to student interactions, a shared understanding of conflict resolution strategies among staff, students, parents, and a systematic approach when dealing with conflict in an effort to increase student learning.	Climate (repeated expenditure) $41,737 - LCFF - 3000-3999 Employee Benefits - Pupil Engagement/School Climate (repeated expenditure) $35,181 - LCFF - 4000-4999 Books and Supplies - Pupil Engagement/School Climate (repeated expenditure) $17,583 - LCFF - 5000-5999 Services and Other Operating Expenses - Pupil Engagement/School Climate (repeated expenditure)	Climate (repeated expenditure) $47,585 - LCFF - 3000-3999 Employee Benefits - Pupil Engagement/School Climate (repeated expenditure) $10,402 - LCFF - 4000-4999 Books and Supplies - Pupil Engagement/School Climate (repeated expenditure) $2,703 - LCFF - 5000-5999 Services and Other Operating Expenses - Pupil Engagement/School Climate (repeated expenditure)
Action 3 Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Parent Involvement**	$30,895 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Parent Involvement $21,670 - Federal	$28,204 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Parent Involvement $21,426 - Federal

Action: The district will develop parent engagement and leadership through educational courses such as Technology, GED, ELD, Parent Project, Civic Leadership offered through the school year, as measured by Parent Engagement Survey. Service: Parents will be able to attend a variety of courses in our district and receive college credit through Cerritos Community College.	Revenues - Title I - 3000-3999 Employee Benefits - Parent Involvement $5,400 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Parent Involvement	Revenues - Title I - 3000-3999 Employee Benefits - Parent Involvement $2,503 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Parent Involvement $10,728 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Parent Involvement
Action 4 Students to be Served: All Location: All Schools **Parent Involvement** Action and Service: Parent Involvement is site specific to include such activities as: 1.Science Night 2. Reading on the Green 3. Mom's and Muffins 4. Dads and Donuts, 5.Back to School Night, 6. Open House which do not require funding.	$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Sessions were procured at zero cost. $10,065 - Other State Revenues - 2000-2999 Classified Salaries $6,919 - Other State Revenues - 3000-3999 Employee Benefits	$156 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Sessions were procured at zero cost. $9,170 - Other State Revenues - 2000-2999 Classified Salaries $7,074 - Other State Revenues - 3000-3999 Employee Benefits

Goal Analysis

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

The actions and services identified under goal #4, stakeholder engagement, were implemented to the greatest extent practicable despite the circumstances of physical school closures due the the COVID-19 pandemic beginning in March 2020. When reviewing the budgeted expenditures and actual expenditures for the actions and services tied to goal #4, the data indicates that most of the actions and services were implemented. In fact, the majority of actions and services for the 2019-2020 school year were fully implemented despite physical school closures as many services to students continued to take place, although some in a modified or virtual format.

Actions and Services with budgets that were not fully expended :

Action #2 - Pupil Engagement/School Climate - A portion of the budgeted allocation for action #2, pupil engagement/school climate, were not fully expended due to physical school closures.

Funds that were not fully implemented for goal #4 actions and services were expended on other actions due to COVID-19. Due to physical school closures, school promotion assemblies for 5th and 8th grade students could not take place in the traditional format. Funds were used to produce virtual promotions via videos in addition to the purchase of lawn signs for all eight grade students.

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

Goal 4, stakeholder engagement, was implemented successfully. Parent Involvement (action #4) was high at school sites with increased opportunities for parents to be engaged with the school through effective home-school communication using a variety of tools and an increased use of electronic communications due to school closure. Parents also participated in site workshops, school events, and leadership/decision-making activities such as SSC with a majority of activities taking place prior to physical school closures. Web Activities (action #2) took place in August 2019 with 8th grade WEB leaders welcoming incoming 6th graders onto the middle school campuses with engaging activities to foster school connectedness and ease the fears and anxieties of students as they transition to a new campus. The District also engaged parents and kept them involved (action #3) through a variety of parent workshops and classes in collaboration with our community partners at Cerritos College and through resources facilitated by our family liaisons. In addition, school sites engaged parents (action #4) in a number of events including Back to School night, Science night, etc which took place prior to school closures. The biggest challenge with the implementation of the actions and services to Goal 4 was finding ways to continue to engage all stakeholder groups once schools physically closed. While some actions were easily transitioned to a virtual platform, others were more difficult and had to be cancelled. Priorities shifted for staff and parents, as health and safety became a top priority.

While data is limited for the 2019/2020 school year, we were able to capture some data that indicates success for this goal. Due to the pandemic and school closures, the Parent Engagement and Parent Satisfaction Surveys used to measure parent levels of engagement were not completed by parents in the spring. However, when surveyed regarding distance learning in May 2020, 80% of parents were satisfied overall with the Little Lake City School District's Distance Learning Program. The Healthy Kids Survey was administered to 5th and 7th grade students prior to school closures with specific questions asked to gather data on school connectedness. The goal was to increase the rate of school connectedness from the prior year. The goal was met among 5th graders, with 90% of students feeling connected to school and also met among 7th graders with 75% of students feeling connected to school.

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
CASS Supplemental Materials School sites are allotted funds to purchase CASS-aligned supplemental materials to support the needs of their EL, FY, LI students.	$150,000	$63,354	Y
Professional Development Teachers will receive professional development according to their site based identified needs to increase their effectiveness in delivering standards-based instruction to their ELs, FY and LI students.	$130,000	$13,044	Y
Instructional Technology	$226,684	$146,176	Y

Teachers are supported with the integration of instructional technology in order to assist students in reaching grade level proficiency in content standards.			
Expanded TK Eligibility and Grade Span Adjustment The district will expand the eligibility window for entrance into the TK program to include students with birth dates from September 2nd through March 2nd. In addition, class sizes will be reduced in grades TK-3 where there will be a teacher to student average ratio of 24:1.	$2,565,985	$2,618,295	Y
Common Planning Time Teachers will utilize common planning time on three professional development days to increase their effectiveness in delivering standards-based instruction to their ELs, FY and low income students.	$320,000	$320,000	Y
Summer School 1st - 7th grade EL, FY, and LI students will receive additional summer instruction to assist them in attaining grade level proficiency in the California State Standards, as well as enrichment opportunities. A summer school program will be designed and implemented to meet their unique needs.	$125,000	$1,718	Y
Instructional Math Coaches Teachers will receive support and training allowing students to receive more effective mathematics instruction in order to increase their academic achievement.	$260,191	$127,718	Y
Extended Day Enrichment Students have opportunities for enrichment/ extended day to increase differentiated instruction to meet their unique needs	$55,000	$0	Y
STEM Specialist	$109,898	$111,608	Y

Students will receive more effective core instruction in the new Next Generation Science Standards			
Face Masks Face masks have been purchased in order to provide required PPE needed for staff, students, and any visitors to resume in person instruction.	$17,285	$17,285	N
Touchless Thermometers Additional touchless thermometers have been purchased following required health department guidelines to safely assess all students and staff before they come on campus for in person instruction.	$2,343	$6,913	N
Gallon Hand Sanitizers Additional hand sanitizer has been purchased to keep in all classrooms and high touch areas in order to maintain a healthy and safe environment for all students and staff as they return to campus for in person instruction.	$6,895	$36,830	N
Disinfectant Additional cleaning supplies have been purchased in order to provide a safe and healthy environment for students and staff upon return to in person instruction.	$2,955	$119,990	N
Electrostatic Sprayer Additional cleaning supplies have been purchased in order to provide a safe and healthy environment for students and staff upon return to in person instruction.	$44,197	$44,198	N
Super 60 Foam Spray Additional cleaning supplies have been purchased in order to provide a safe and healthy environment for students and staff upon return to in person instruction.	$4,059	$4,059	N
School Nurse Additional Hours Additional staffing is needed to maintain safety and daily operation protocols to prepare for in person instruction	$1,344	$5,703	N

Reusable Face Masks Reusable face masks were purchased for students and staff in order to provide a safe and healthy environment in accordance with the guidelines set forth by the department of health upon return to in person instruction.	$1,080	$27,480	N
Reusable Face Masks with LLCSD Logo Reusable face masks were purchased for students and staff in order to provide a safe and healthy environment in accordance with the guidelines set forth by the department of health upon return to in person instruction.	$10,953	$20,001	N
Signage In accordance with the department of public health guidelines for in person instruction, signage including symptoms checklists and social distancing requirements were purchased for all school sites.	$12,937	$14,906	N
Plexiglass Plexiglass barriers were purchased for teacher's desks and common areas, including school offices to provide a safe environment for students and staff upon return to in person instruction.	$30,000	$103,348	N

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.

The 2020/2021 school year began with all Little Lake City School District students in a 100% distance learning model, however, planning was taking place for the eventual return to an in-person hybrid instructional model. The actions listed above were part of the initial planning for the return to in-person instruction completed over the summer of 2020. As we solidified our reopening plan and eventually opened for in-person hybrid instruction on April 12, 2021,some actions saw a difference in their budgeted expenditures and estimated actuals as identified below.

CaSS Supplemental Materials - Funds were allocated to sites for the use of CaSS Supplemental Materials similar to the funds the receive yearly through the LCAP. While in Distance Learning, most learning tools remained virtual and technology platform licenses were covered as part of the Distance Learning plan and will appear in the next section. School sites did not need to purchase the usual supplies needed resulting in the substantive difference.

Professional Development - Funds were allocated to the sites for professional development including site and grade level professional development at the beginning of the year, similar to the funds sites receive yearly though LCAP. Unfortunately, as the year progressed there were limited opportunities to attend conferences and we limited site professional development in order to keep teachers within their virtual classrooms.

Instructional Technology - The substantive difference in due to the fact that technology replacement and other devices were paid out of other relief funds.

Summer School -The substantive difference in due to fact that summer school for 2021 will be covered by other relief funds.

Instructional Math Coach - This substantive difference is a result of an employee retirement. Two instructional math coaches were budgeted, but the retiree was not replaced this school year resulting in a difference in the expenditures.

Extended Day/Enrichment - The substantive difference is due to the fact that we were unable to implement many of the extended day and enrichment opportunities that usually take place before and after school due to physical school closures.

PPE Equipment (Touchless Thermometers, Gallon Hand Sanitizer, Disinfectant, Reusable Face Masks, Reusable Face Mask with LLCSD Logo, Plexiglass) - The substantive difference for many of the PPE items were to ensure that all staff and students had the appropriate supplies for health and safety in order to reopen in accordance with the LLCSD Reopening plan and under the guidance of the Los Angles County Department of Public Health. The original costs for plexiglass included central gathering places such as school and district offices where personnel would eventually come into contact with the public, and all teacher desks. Although not required by the Los Angeles Department of Public Health, the District decided to purchase additional plexiglass so that every student returning to in-person hybrid instruction had a plexiglass shield on their desk as an extra layer of protection.

Analysis of In-Person Instructional Offerings

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

The Little Lake City School District developed reopening plans to offer classroom-based instruction with a focus on the following objectives:

- Continue providing an extraordinary education in an inspiring environment with caring people.

- Provide an optimal balance of restrictions and risk, in changing circumstances, to create a safe environment for students, staff, campus guests, and the community.

- In order to provide students the best opportunity to improve their academic achievement, have and maintain social-emotional efficacy and stability, and ensure their physical well-being; as well as minimize childcare needs for working parents; bring students back to school full-time for in-person instruction, including special education and intervention services, when local conditions allow.

- Create a learning landscape that promotes the following: keeping students and staff physically safe, keeping learning coherent by focusing on essential standards with aligned systems of assessments, bound in units of instruction in our core curriculum, caring for the social-emotional and mental health needs of students, meeting the needs of every student by considering the unique experiences of students and by considering students' families as active partners in learning, designing flexibility into school schedules to implement health and safety protocols, and norms for being together in-person and physically distanced.

- Provide an alternative learning program for students and their families.

- Plan for a robust and rigorous distance learning program in the event that a class, a school, or the District is closed due to COVID-19 cases or when public health orders prohibit in-person instruction.

- Temperature and symptom check all individuals coming onto the school campus each day.

- Maintain students in stable cohort groups throughout the day and avoid mixing of groups as much as possible and practicable.

- Keep students and staff 6 feet apart from each other during the day as much as possible and practicable.

- Expect students and staff to use facial coverings over their nose and mouth to protect their safety and the safety of others, but allow for opportunities for students to remove facial coverings at school when it is reasonably safe to do so.

- Provide additional staff and adequate resources for essential activities that increase the safety of students, employees, and the community.

On March 16, 2021, the Little Lake City School District Board of Education approved a return to campus for in person instruction in a hybrid model beginning on April 12, 2021. The hybrid instructional model successfully allowed students to return to campus and participate in in-person instruction on a limited basis. Parents were given the opportunity to choose to have their child participate in hybrid instruction or remain in distance learning.

An important component that led to the successful implementation of in-person instruction was the development and work completed by the various LLCSD Task Forces. The District recognized that it was essential to engage all stakeholders in order to understand the needs of our community and collectively plan for a successful and safe reopening. To ensure that input and feedback from all stakeholders was considered, the District established a variety of task force committees including the Instructional Schedule and Program Task Force, Daily Operations Task Force, Special Education Task Force, Family Engagement Task Force, and Social Emotional Learning Task Force. Members of these committees included teacher representatives, classified representatives, counselors, administrative representatives from both sites and district office, bargaining unit representatives, and parents. The collective work that was undertaken and completed by these groups paved the way for a safe and organized reopening that addressed the concerns of our stakeholders.

Another area of success for in-person instruction was due to the creative scheduling developed by the Instructional Task Force under the guidance provided by the CDE, Los Angeles County Office of Education, and our local public health department. The amount of students in the classroom were limited, allowing students to benefit from receiving as much in person contact with their teachers and

live instruction as possible. In addition, our primary students in preschool, transitional kindergarten, and kindergarten, who were at the greatest risk for experiencing learning loss, participated in a model of in-person instruction which allowed for this population of students to return to campus safely four days per week.

Contributing to a successful return to campus was the work done to ensure health and safety for all. School and District staff followed protocols in the LLCSD Reopening plan to ensure that PPE was in place including face coverings for staff and students, and additional PPE for office/health technicians, District Nurse, Special Education staff and custodians. Classrooms were reconfigured to place student desks six feet apart with plexiglass shields as an additional safety measure. Signage was placed around campus with health and safety protocols listed and to identify six feet of distance, as well as to organize the flow of traffic.

An initial challenge that we met was having the need to increase classified support staff to ensure health and safety protocols were followed and that our reopening was successful. Classified staff provided support in the morning taking temperatures and supervising arrivals, office/health technicians effectively maintained a relocated health office and isolation room, custodians utilized additional cleaning equipment and Clorox 360 sprayers to sanitize school campuses, nutrition services staff prepared grab and go lunches, as well as breakfast and snack to all in-person students, and additional support staff monitored restrooms and hallways to ensure safety and social distancing protocols.

Another challenge of our in-person model came from the restrictive way classrooms were configured. Due to health and safety guidelines, students had to sit at individual tables and desks in rows and columns and work independently. This instructional style is very different from the collaborative groups, partner sharing, and table talk that is expected in LLCSD classrooms. Guided Reading, a signature practice, could not take place at a kidney table with students working within close proximity of each other. Teacher used technology and creative practices to keep students engaged and sharing with one other, but it was certainly a style outside of our daily practice.

Additional feedback from our stakeholders supports the successful return to campus. When surveyed in March regarding returning to campus, 59.13 % of parents elected to have their children return to in-person instruction in a hybrid model resulting in 2,345 students attending. Further supporting the successful return to in-person instruction, 98% of parents surveyed agreed that LLCSD schools provided a safe in person environment for students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

HotSpots Hotspots were purchased to ensure that all students and families have internet access in their home in order to successfully access distance learning instruction and platforms. Students who are low-income, foster youth, and English learners were a priority for this service, although the District was able to ensure that all students who requested a hotspot had access to one.	$11,611	$11,612	Y
Hotspot Services The District will maintain the cost of operating the Hotspot internet service on a monthly basis. Students who are low-income, foster youth, and English learners were a priority for this service, although the District was able to ensure that all students who requested a hotspot had access to one.	$5,200	$105,243	Y
Zoom Licenses Zoom licenses were purchased for all certificated staff members in order to provide daily, live interaction with students using all of the advanced features of the Zoom platform.	$1,037	$17,421	N
Screencastify Screencastify is a digital platform that makes it easy to record, edit, and share videos of your computer screen. Recordings can easily be shared in Google Classroom.	$6,750	$6,750	N
Lexia The Lexia reading program was purchased for 6th - 8th grade students. It is a personalized, self-paced direct instruction and intervention in English language arts. Students begin by taking the Lexia Rapid Assessment, which is a computer-adaptive assessment that identifies and monitors key reading and language skills, and providing actionable data for instructional planning. Students then progress through the skill based lessons they are assigned based on their data.	$45,800	$45,800	N
Seesaw	$7,011	$7,011	N

A distance learning online platform for student engagement, primarily for preschool through second grade. Students can show what they know using photos, video, drawing, or text. Teachers can provide immediate feedback on student work.			
Learning A-Z Raz Plus A technology program for distance learning that gives teachers and students access to a wide variety of leveled books. This platform can be used for virtual guided reading and books can be printed or read digitally. Teachers can assign leveled books to students, perform online reading running records where students record themselves for teachers to assess, and access materials to use for close reading.	$27,158	$27,158	N
Ed Puzzle Ed Puzzle is a digital platform for teachers to use during distance learning that allows them to turn any video into a lesson by editing the video and adding questions, teacher commentary, and instructions for student work and engagement throughout.	$8,550	$8,550	N
BrainPop BrainPop is an online learning resource that will be used for middle school students to support core and supplemental instruction. It includes engaging learning games and animated movies and activities and challenges students to reflect and make connections.	$23,600	$26,734	N
KAMI KAMI is a digital classroom application that transforms any document into an interactive learning experience for students and teachers. Students can annotate, add text, draw, and record. In addition, it integrates directly into Google Classroom.	$11,627	$11,628	N
TWIG Science An online science program used for students in grades 1-5 to allow students to engage in and experience STEM activities, become engaging problem solvers, and make sense of phenomena.	$55,560	$55,561	N
Discovery Education Experience	$22.960	$22,960	N

Discovery Education Experience provides engaging high-quality content, ready-to-use digital lessons, creative collaboration tools, and practical professional learning resources to give educators everything they need to facilitate instruction.			

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 2020/2021 school year began with all Little Lake City School District students in a 100% distance learning model, unsure of when students would be able to return to campus for in-person. The actions listed above were part of the initial planning for the return to in-person instruction completed over the summer of 2020. As we solidified our reopening plan and eventually opened for in-person hybrid instruction on April 12, 2021, some actions saw a difference in their budgeted expenditures and estimated actuals as identified below.

Hotspot Services - In order for students to access live distance learning instruction for the entire 2020-2021 school year, the District provide monthly internet services for all families in need. The need substantially increased as the school year began and we continued to see an increase in request for internet access throughout the school year leading to a substantial increase in cost.

Zoom Licenses - The substantive difference is a result of basic Zoom services no longer being available free of charge. Zoom licenses needed to be purchased for all teachers and administrators, in addition to elementary interventionists, substitute teachers, and even some instructional assistants, in order to provide a safe and secure virtual classroom.

All other actions and services were implemented in full, along with the proposed budgets.

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.

The Little Lake City School District was committed to providing high-quality instruction during distance learning. The Board of Education approved full distance learning for all students which began on August 19, 2020. The LLCSD Distance Learning Program was created with a focus on rigorous, standards-based instruction delivered thoughtfully and consistently through a variety of instructional platforms. The first success in the implementation of distance learning for the 2020/2021 school year was the creation of the LLCSD Task Forces. The District established a variety of task force committees including the Instructional Schedule and Program Task Force, Daily Operations Task Force, Special Education Task Force, Special Education Task Force, Family Engagement Task Force, and Social Emotional Learning Task Force to ensure stakeholder feedback was included in the development of the Distance Learning Plan. Members of these committees included teacher representatives, classified representatives, counselors, administrative representatives from both sites and district office, bargaining unit representatives, and parents.

Continuity of Instruction

The continuity of instruction was an area of success for the Little Lake City School District. The Instructional Schedule Taskforce collaboratively developing academic schedules for the distance learning program for all students while adhering to the revised minimum instructional minutes per SB 98. The instructional day included daily live teaching from the classroom teacher, in addition to asynchronous work. The Transitional Kindergarten and Kindergarten schedule included an AM and PM group. This was successful in that it allowed for smaller groups and increased the ability for the teacher to more closely monitor students in the online instructional platforms. The 1st - 5th grade schedule included the assistance of a support teacher for each grade level allowing small groups for instruction throughout the day. The middle school (6th-8th) schedule for distance learning was a block schedule allowing teachers to have more instructional time and interaction with their students. All three schedules were implemented successfully.

Another success in providing continuity of instruction were the modifications made to grade level pacing guides and assessments. Grade level committees met virtually, prior to each trimester, to make changes in instructional pacing and assessments to meet the learning needs of our students and to accelerate student learning. The most essential standards, based on SBAC Blueprints and Item Specification, were identified in each unit within the pacing plans.

In addition, the selection and implementation of Instructional Platforms was another area of success. The Instructional Program Taskforce was charged with recommending these effective technology tools and platforms for distance learning for all students. These programs included the following:

- SeeSaw (PreK-1) - Platform for student engagement. Students can show what they know using photos, video, drawing, text, etc. Teachers can provide immediate feedback.

- RAZ Plus (PreK-5) - Contains Reading A-Z and Raz Kids. Books are leveled and align with our Data Reflection Sessions. Students read grade level books and can record themselves reading. Students can also have a personal library.

- Clever (All) - Single Sign On Platform allows students and staff to access all of their learning platforms with one sign on.

- EdPuzzle (2nd-8th) - Turns any video into a lesson (YouTube, Khan Academy, or self created). Teachers can add their own voice to the video and embed questions for students. Teachers can monitor student's work and monitor their progress in real time.

- Zoom (All) - One license per teacher.

- Screencastify (All) - Platform to record and edit videos. Works with Ed Puzzle directly. Can be used for Read Alouds or to explain content.

- TWIG Science (1st-5th) - Online NGSS science lessons designed for distance learning that can be done independently. Focused on investigation, design, building and understanding phenomena.

- Discovery Experience (PreK-8) - Access to all Discovery ED content and videos covering all subject areas, but specifically Science/Social Studies. Teachers can use already created Storylines, or create their own to include video, text, and questions.

- Lexia (6th-8th) - Personalized self paced direct instruction and intervention in language arts.

- KAMI (2nd-8th) - Allows students and teachers to view, annotate, and collaborate on any document or image on a Chromebook.

Parent and student survey data further support the success of the distance learning plan. On the LCAP Survey, 94% of parents and 98% of students agreed that their school provided them with strong academic instruction. 86% of parents and 88% of students agreed that their school is preparing students for future college or career paths. Finally, 83% of parents were pleased with the progress that their child was making towards meeting state standards.

The biggest challenge that was faced was in regards to a few of the instructional platforms, specifically TWIG Science. Due to the interactive nature and videos embedded in the program, it required a significant amount of bandwidth that at times exceeded students' bandwidth at their homes. We had to be a little more flexible with the implementation of this program knowing that there were some technical difficulties that we had trouble addressing.

Finally, as successful as the implementation of the distance learning program. It just does not provide the same opportunities for learning as our instructional model that takes place in our classrooms.

Access to Devices and Connectivity

Access to Devices and Connectivity was another area of success for the 2020-2021 school year. The Little Lake City School District was committed to ensuring that every child had a technology device and that every family had internet access through the use of a hot spot. An initial survey went out to help identify the need and number of devices, both Chromebooks and hotspots, to help ensure we had the correct number of devices ready for distribution. Curbside distribution took place at the school sites prior to the first day of school to ensure that every child had what they needed to access distance learning on day one. In an effort to make the use of this technology easy and accessible, emails were sent out in both English and Spanish prior to the first day of school with step by step directions and pictures to help students and parents log in properly to the District Chromebooks and access our distance learning platforms including Zoom and Clever. We continued to loan devices to students throughout the year as needed. In addition, we offered a series of parent trainings for parents, grandparents, and caregivers on technology, focusing on the devices and platforms that our students were using. When completing the LCAP survey, 98% of parents and 97% of students agreed that the school provided them with the materials and technology need to help students learn.

A challenge in this area was the lack of bandwidth on some students home internet service and on the district hotspots. Due to the many instructional platforms running, often at the same time, there were issues from time to time with programs not running successfully. Technology Services was always on hand to support families and students and troubleshoot these issues.

Pupil Participation and Progress

There were both successes and challenges to keeping students engaged, participating, and progressing in the Distance Learning Program. To ensure participation, it was necessary that all students had access to technology, which we did successfully. The Instructional Task Forces were successful at developing schedules that met or exceeded the required instructional minutes. These schedules consisted of both daily, live interaction with a certificated staff member, and a time for independent practice and asynchronous work.

The Little Lake City School District was successful in implementing attendance procedures in order to closely monitor pupil participation. Elementary teachers recorded attendance twice per day in the morning and after lunch, while middle school attendance was taken every period. The Educational Services team and school site office staff made phone calls when we saw through attendance procedures that students were not connecting with their teachers. In addition, students who were not consistently participating in instruction were supported through the District's re-engagement plan.

Teachers were also successful at monitoring student progress. This was done in a variety of ways including during live instruction, through small groups work, during whole group and small group discussion, through assignments, and with assessment results. LLCSD continued to use teacher created district assessments and benchmarks to to assess students' mastery of essential standards. In addition, Fastbridge assessments in reading and math were given to all students in grades two through eight at the end of each trimester. Teachers and site administrators reviewed all student data during Data Reflection Sessions to closely monitor student progress, participation, and attendance.

When surveyed, 84% of parents agreed that their child learned new skills and improved during the 2020/2021 school year.

Distance Learning Professional Development

Distance Learning Professional Development was also an area of success for the Little Lake City School District. With the implementation of a variety of technology tools and platforms for distance learning, professional development for teachers and support staff was provided prior to the first day of school and a system of ongoing support was developed. The professional development day in August consisted of training in Clever, RAZ Plus, KAMI, Lexia, Screencastify, SeeSaw, and EdPuzzle. Training included the basics of how to use these platforms, in addition to best practices for implementation and effective use for distance learning. In addition to training, TOSAs provided on-going support through 1:1 coaching, demonstration lessons, co-teaching, co-planning lesson, etc. throughout the school year. Interventionists, who played an integral role in our elementary distance learning program also received training on Zoom, Google Classroom, TWIG Science, Lexia, as well as training in our ELD programs, including English 3D. Additional after school professional development sessions took place on Seesaw, KAMI, and Gizmos.

Instructional assistants were also utilized to support students during distance learning. To ensure that instructional assistants were effectively implementing the technology tools and platforms, professional development was also provided on instructional platforms such as Zoom and Google Classroom.

The were no identified challenges with the professional development received by staff on the Distance Learning Programs.

Staff Roles and Responsibilities

While the majority of our staff members remained in the same roles with the same responsibilities prior to COVID-19, there are a few who have had their roles and responsibilities modified due to student needs and modifications to our daily operations of how we served students. While this initially posed as a challenge, we are proud of the hard work and flexibility of our staff to shift and fill roles as needed to ensure the success of our program. It is a true example of our District belief, "Whatever it Takes!"

Some Instructional Assistants working with special education students were moved to a different classroom assignment during distance learning. All instructional assistants were assigned in pairs of two in order to safely provide support to students using the break out room feature in Zoom. Breakout rooms allowed students to receive small group or even 1:1 support, but only with two instructional assistants present.

Stone Soup child care employees and noon supervisors were also reassigned to other roles due to the fact that we did not offer child care, or need lunch supervision in person while in 100% distance learning. These employees' roles changed to include taking temperatures of all staff upon entering school campuses, making copies for teachers at the copy machine ensuring that the surface was not touched by numerous people, or assisting our family liaisons with weekly food distribution.

The role and responsibilities of our Library Media Specialists also changed as our libraries remained closed. Their responsibilities shifted to include distribution of textbooks, workbooks, Chromebooks and other materials, and recording read alouds for student and teacher use.

Support for Pupils with Unique Needs

Another area of success was the efforts made by the Little Lake City School District to meet the needs of students with exceptional needs including English learners, foster youth and low-income students during distance learning. Chromebooks and Hotspots were distributed to students, including English learners, foster youth and low-income students, based on need, in order to access distance learning classes and programs. Technology devices were delivered to students' homes if transportation was not available. In addition, daily meals (breakfast and lunch) are provided to all students.

We continued to meet the needs of our students with disabilities per their IEPs. Although through a virtual platform, all related services (speech, OT, PT, APE) continued for our students as indicated in their IEPs. Service providers worked diligently to communicate with each family to schedule remote service time for the student. In addition, IEP meetings were held virtually and we continued to monitor student progress on goals.

English learners were provided with Integrated ELD throughout the day in all content areas. Designated ELD was provided through small group instruction. To ensure the quality of instruction, ELA/ELD TOSAs developed Designated ELD lessons and trained support teachers in effective ELD virtual lesson delivery. In addition, the TOSAs and site English Learner Coordinators continued to provide support for teachers of English Learners and monitor students. Online programs and tools to support our English learners and their families, such as Rosetta Stone, BrainPop ELL, and Kami were provided as additional instructional supports.

Our Family Liaisons maintained close communication with our Foster Youth families to ensure they obtained the necessary technology devices (Chromebooks and Hotspots) from the District in order to access Distance Learning. In addition, District counselors frequently connect with our Foster Youth students and parents to ensure their social emotional needs were met and provide counseling services virtually, as needed.

Low-income families continued to participate in the weekly Backpack Program which provided them with non-perishable foods for the week. In some instances, these backpacks were delivered to homes where families lack transportation. District Family Liaisons

increased communication with our disadvantaged families to monitor students and determine any additional needs. Based on needs, they provide timely information regarding community services.

In addition, our McKinney Vento students were provided with a backpack full of school supplies to start the year well equipped with the necessary tools to access instructional materials to complete assignments at home. These backpacks were provided to parents via a drive through method to ensure all safety protocols were adhered to for the safety of all. In some instances, backpacks were delivered to the home due to lack of transportation.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Fastbridge The Fastbridge program houses a variety of diagnostic and formative assessments for students in grades K through 8. LLCSD will primarily use the aReading and aMath assessments as a diagnostic assessment given electronically three times per year to gauge learning loss and gains and to help plan for intervention and instruction.	$34,192.50	$33,268	N
Successmaker (SAVVAS) Successmaker is an online intervention program that provides adaptive, game-based math and reading instruction to students with exceptional needs.	$25,900.00	$25,900	N
iknowit iknowit is a comprehensive, interactive math practice site that will be used during asynchronous learning. Assignments are differentiated for students allowing them to work at their independent level and pace toward mastery of concepts and skills.	$1,350.00	$1,350	N
Learning A-Z ELL Edition	$2,381.85	$2,382	Y

The ELL Edition provides research-based resources for English learners including assessments to track progress, resources to develop English speaking, listening, writing, reading and academic vocabulary.			
Brain Pop ELL BrainPop ELL will be used for middle school English learners as an online platform to not only assess students, but to give them access to a collection of resources, including ELL-specific graphic organizers, and lessons covering grammar, reading, writing, and language functions.	$7,155.00	$7,155	Y

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

The 2020/2021 school year began with all Little Lake City School District students in a 100% distance learning model, unsure of when students would be able to return to campus for in-person. The actions listed above were part of our plan to address student learning loss. There were no substantive difference between the planned actions and budgeted expenditures and what was implemented and expended in the actions.

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.

In an effort to address pupil learning loss, one success was instructional scheduling. The LLCSD Instructional Task Force teams for both elementary and middle schools created schedules that met or exceeded the required instructional minutes per SB98. In addition, these schedules consisted of both synchronous and asynchronous learning time built in to ensure daily live interaction with a certificated staff member, and time for independent practice and assignment/assessment completion. Regular instruction, check-ins, assignments, assessments, and checking for understanding activities and discussions in real time assisted in determining the levels of student access, engagement, and progress.

To further mitigate student learning loss successfully and fill learning gaps, Bridge Units were created for each grade level in the areas of language arts and math. The Bridge Units consisted of the most essential standard from the prior grade that teachers needed to review with their students during the beginning of the school year. The pacing guides allowed for flexibility of time during the beginning of the year to review pertinent standards from the previous year before beginning to teach using the current grade level pacing guide.

Teachers successfully monitored student progress in a variety of ways including participation in live instruction, small groups, discussions, assignment completion and assessment results. We continued the use of our teacher created District benchmarks to assess students' mastery of essential standards with results used to make instructional decisions for students. Fastbridge assessments were also given at the end of each trimester to measure student growth in the areas of reading and mathematics. Additionally, site administrators pulled data from Powerschool, Illuminate, and the Weekly Engagement Record to also monitor student progress, participation and attendance. Several instructional platforms were used including iknowit, Successmaker, BrainPop, and RAZ Plus to further address gaps in student learning and provide instruction to meet the needs of each student. Finally, when surveyed, 84% of parents agreed that their child had learned new skills and improved during the 2020/20201 school year.

Challenges did exist in the area of pupil learning loss. A review of the data does indicate a decline in the areas of reading and English language arts, particularly in the primary grades of K-4 and a decline in the area of mathematics. On the spring Fastbridge assessment which was an assessment given throughout the year to all students, the average reading score for all students was 520.71 and the average math score for all students was 445.62. Students identified as low income students scored relatively similar to the all in the area of reading with the average score of 518.35, but had a definite difference in the area of math scoring an average of 216.61. Our English learners scored lower than the all with the average English learner score in reading being 495.32 and the average English learner score in mathematics was 208.05. Students identified as Foster Youth scored an average of 499.41 in reading and an average of 208.04 in the area of mathematics. For students who are identified as homeless, the average reading score was 510.38 and the average math score was 213.21. Finally, students with exceptional needs who took the Fastbridge assessment in reading scored an average of 496.49, while those who took the assessment in math scored an average of 207.38.

With all students receiving instruction virtually for over one year, we anticipated that learning loss to some degree would occur. The decrease in instructional minutes per SB 98, resulted in less time for instruction. In addition, instruction on a virtual platform, especially for our youngest learners is not as effective as in-person instruction. Also having a negative impact was the increase in trauma from a devastating pandemic which had a great affect on many families. We know that added concerns over students' social emotional well being also resulted in further implications for learning loss. Considering the challenges that were faced by students, families, and staff, we are proud of the work was that done, but are aware of the work ahead as we return to pre-pandemic settings in order to accelerate student learning loss and close the gaps.

Analysis of Mental Health and Social and Emotional Well-Being

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

The Little Lake City School District successfully implemented a variety of programs to address the mental health and emotional well being of staff and students. One of those successes was the commitment to continued implementation of our Social Emotional

Learning program, even during physical school closures. All LLCSD students participated in Social Emotional Learning using the Second Step Program. SEL lessons were part of the distance learning schedule and took place at minimum once per week at the elementary level and twice per week at the middle school level. Lessons covered topics including bullying, managing feelings and emotions, self care, and conflict resolution.

The deployment of our Elementary and Middle School Counselors to work with students virtually was also an area of success. Counselors worked with students based on referrals or on an as needed basis to provide small group or individual social emotional support to students. If a student or family has additional needs beyond the scope of the school counselors, referrals were made to outside resources and community providers for additional therapy and support. The School Counselors provided bi-monthly activities for students virtually around the topics of friendship, bully prevention, gratitude, kindness, college and career, and self-care. School Counselors also created virtual counseling rooms where students could choose from calming music and videos, and read alouds with lessons on growth mindset and how to handle emotions. The creation of the virtual rooms also allowed students to make direct contact with their counselors if they need additional assistance.

Another success were the various supports in place for staff. Certificated and classified staff had received professional development on social emotional learning and best practices for the last few years. In early October, a group of certificated and classified staff participated in the annual conference hosted by the National Association for the Education of Homeless Children and Youth. Many of the sessions were focused on student social emotional wellbeing during the pandemic. In addition, our district website includes prevention resources for bullying, harrassment, and youth suicide, along with a wide array of links to websites where staff can obtain additional information and resources. Finally, an LLCSD staff virtual calming room was created by our counselors. The virtual calming room included an array of resources as well as guided meditation, music, puzzles, and coloring. Staff members also had access to the Employee Assistance Services for Education (EASE) program offered through the Los Angeles County Office of Education. EASE provides confidential face-to-face counseling services, phone conversations, and community referrals for employees and immediate family members. EASE flyers and information are sent were monthly to employees by the Assistant Superintendent of Personnel Services. In addition, principals met with grade level teams at least once a month to check in with the team and determine student and staff needs. These meetings provided principals the opportunity to provide support to staff as many staff members were dealing with trauma and other impacts of COVID-19 within their own homes and families. Since most of our teachers were working from home, many principals had a Zoom meeting open at all times to ensure teachers immediate access to the principal throughout the day.

Supporting mental health and the social emotional well being of our students and staff did not come without challenges. The reality of the severity of the COVID-19 pandemic truly hit during the 2020/2021 school year, particularly in the winter. The trauma faced by families and students included deaths and illnesses of immediate family members, loss of employment, housing loss, lack of supervision due to parents working while students remained home or under the care of others, in addition to the effects of isolation from peers and loved ones, had a profound impact on the social emotional health of students and families.

Providing support for all of these needs was clearly a challenge. Students missed appointments for Zoom sessions, and at times could be difficult to get ahold off, or had technology difficulties when trying to connect. We saw an increase in the number of referrals as

needs grew throughout the district. Providing therapy and counseling services in a virtual format, much like teaching, has its limitations. It was at times difficult to put strategies into action and practice application.

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.

Pupil and Family Engagement and Outreach was crucial in the the 2020/2021 school year and many components of the re-engagement plan were implemented successfully. To begin with, the LLCSD Social Emotional Learning Task Force, composed of teachers, school counselors, family community liaisons, and administrators, were dedicated to strengthening the voice of students and families, by bringing focus to the needs of students so as to allow every student to reach full potential. The District was fully prepared to ensure that students continued to receive educational experiences. Devices and hotspots were provided to all students to ensure their ability to connect with their virtual classes.

Parent communication was heavily increased during distance learning to ensure parents had the information needed to help their children connect and be successful during distance learning. Parent meetings to introduce distance learning and later, to introduce the transition to hybrid instruction were held remotely and recorded for parents to review. Family liaisons sent out the monthly LLCSD Parent Connections newsletter filled with pertinent resources for both students and families. Parent trainings were held around the topics of instructional platforms. PTA/PTO, SSC, ELAC, and DAC/DELAC meetings continued to be held, although remotely, to keep parents involved and connected to the school and District.

On the LCAP Parent Survey, 92% of parents stated that there was good school-parent communication, 98% of parents stated that they were aware of school events and meeting, 93% of parents stated that they attended school events and meetings, and 95% of parents stated that they were aware of parent education and parent leadership opportunities.

Another success was the implementation of the LLCSD Re-engagement plan which included a tiered support of pupil and family outreach when students were disengaged from school:

Tier 1: Student is absent 60% of the week.

On Mondays, attendance/engagement reports will be run for the prior week. If a student is marked absent for 3 days in one week (elementary), or misses 2 or more periods 3x a week (middle school), that student will be logged into the "Attendance Re-engagement Program".

1. Attendance Clerks/Office Staff will reach out to parents/guardians and communicate attendance guidelines.

2. Be sure parents are receiving any automated alerts sent out by the teacher/school.

3. Address any attendance barriers to online learning (Identify social, emotional, and physical health); technology (access to devices and WIFI); parent employment; or housing barriers to attendance.

Tier 2: **Students are logged into the "Attendance Re-engagement Program" for 3 weeks during the trimester.**

School Counselor/Family Liaison will reach out to facilitate the scheduling of a Student, Parent, Teacher, Administrator Conference via Zoom/Virtual platform.

1. Attendance goals and plans will be developed.

2. Address any attendance barriers to online learning (Identify social, emotional, and physical health; technology (access to devices and WIFI); parent employment; or housing barriers to attendance.

3.School Counseling Referral (if necessary).

Tier 3: **Students are logged into the "Attendance Re-engagement Program" for 5 weeks during the trimester.**

If safe, socially distanced Home Welfare Check by team (Principal, School Counselor, Family Liaison).

1. Verify safety and residency

2. School Attendance Review Team S.A.R.T.

3. School Attendance Review Board S.A.R.B.

A huge challenge however, was that despite these engagement efforts, some students demonstrated a lack of engagement even after all tiers of support were implemented and continued to be absent from instruction. The District has a history of working with the District Attorney's office through the ACT (Abolish Chronic Truancy) program. This program came to a halt during with the pandemic along with our local SART program. Data indicated that students who had attendance issues and were part of the ACT program continued to have attendance issues, however, there was not support from the DA or program to assist with these concerns. With students not on campus, we were dependent on phone calls, some of which went unanswered, to reach out to parents whose children had attendance issue. Home visits were made, some successfully, but many not, where doors were not answered or staff was met with resistance.

Analysis of School Nutrition

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

The Little Lake City School District continued to work diligently to successfully provide meals to the children in our community. Nutrition Services made the required modifications to ensure safety for all, implementing social distancing, handwashing, and proper use of personal protection equipment.

To increase participation in the school nutrition program, the staff successfully created a handful of campaigns to attract students to the program including making engaging and entertaining videos posted to social media platforms describing the menu for the week. Pizza Fridays and Chocolate Milk days as well as prizes, jokes, and notes in lunches assisted in increasing student participation.

Nutrition services developed a successful plan throughout the distance learning model, in order to provide a breakfast and lunch meal Monday through Friday on school days. A cold breakfast was served for the following day and a hot lunch was served for the current day. During distribution, food bags were placed on a cart by the cafeteria staff. The staff walked at least six (6) feet away from the cart before informing the parent to pick the bags up from the cart. Parents/guardians were required to wear a face covering and maintain social distancing of six (6) feet at all times as per State and Local health department orders.

When schools reopened in April for hybrid instruction, the Nutrition Services staff worked diligently to create an updated model to best serve students. For elementary school students, breakfast was provided during the first morning break. In addition, a snack was provided during the second morning break. Site staff delivered both the morning breakfast and snack to the classroom teacher. Lunch meals were distributed to all students in their classrooms to grab and go at the end of the school day.

For our middle schools students, breakfast was delivered to classrooms in order to be distributed to students during the first morning break. Lunch meals were distributed to all students at each designated gate as they exited the campus at the end of the school day.

The largest challenge to providing school nutrition for the 2020/2021 school year was making the change from 100% distance learning to essentially two models in April, one being the new hybrid instructional program and also continuing to services students who remained in the distance learning program. Scheduling had to be creative and an "all hands on deck" approach was used to ensure that each group received their breakfast and lunch in a timely manner, while keeping the groups separate in order to follow cohorting and social distancing protocols. Making sure that breakfast meals were delivered on time so as not to impact instructional blocks was challenging as well. While challenging, the Nutrition Services staff rose to the occasion, monitored the plan closely, and made adjustments along the way to help improve and streamline their services.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Emotional Well Being	Elementary and Middle School Counselors - Itinerant elementary and middle school counselors will provide direct services to EL, FY, LI students to meet their social and emotional needs and to improve their readiness to learn.	$535,915	$543,693	Y

	National studies show that students' mental health services are limited, especially those of our targeted population. By hiring elementary and middle school counselors, we will be able to provide the necessary mental health services for our EL, FY, LI students.			
	Student Conflict Support - Teachers of EL, FY, and LI students will receive professional development on research- based strategies to deal with student conflict. The target students, especially FY students, often times have social-emotional needs which can interfere with the learning process. By hiring a student conflict support counselor to support teachers and students with strategies to address student conflict, EL, FY, and LI students will be able to independently solve student conflict and allow for uninterrupted learning opportunities.	$161,668	$160,869	Y
	PBIS - Implementation of Positive Behavior Interventions and Supports (PBIS) program will improve the school climate and improve school connection of EL, FY, LI students. Positive alternatives to suspension will be developed and implemented to ensure the positive school experience of EL, FY, LI students. Research and data demonstrate that by improving school connection and increasing attendance, EL, FY, LI students will increase student achievement. In particular, FY students need support to ensure they have a positive school connection. In order to maximize the number of days that EL, FY, and LI students are in school, we provide alternatives to suspension (i.e. counseling, conflict resolution groups) to address behavioral and social concerns, when needed. EL, FY, LI students will benefit from safer school climates and increased time in school due to the implementation of PBIS and alternatives.	$60,000	$520	Y
	Family Liaisons - Two Family Liaisons support the district's Foster Youth, Low Income Families, and Families in Transition. The provide district and community resources for families in need and maintain close communication with families. They work collaboratively with district counselors, administrators, and community based agencies to ensure our families in need receive the support needed to ensue student social emotional and academic needs are met.	$109,813	$113,272	Y
	Student Motivation - Each school will provide student motivational activities before school, during school, and/or after school designed to encourage and support school connectedness and positive school climate. Research and data demonstrate that by improving school connectedness, EL, FY, LI students will increase attendance and therefore student achievement. All schools are expected to provide motivational activities before, during, and/or after school, such as STEM club, chess club, robotics club, and sport related activities, to improve EL, FY, and LI student connection to school.	$107,000	$69,707	Y
Pupil and Family Engagement and Outreach	Elementary Attendance Clerk - The Elementary Attendance Clerk will oversee all attendance procedures and support the implementation of the the attendance and re-engagement strategy plan. Attendance for all	$15,572	$15,762	Y

	students will be monitored closely on a daily basis, and reports pulled weekly for students who are over the 60% absence threshold.			
	Tech on the Go - The district will assign Chromebooks and internet access to EL, FY, LI students that do not have access to those resources at home. Parent survey data show that EL, FY, and LI have limited access to technology devices and internet to support their learning as compared to all students. Providing EL, FY, LI students with a device for home use, increases opportunities to use technology as an learning tool. In addition, increased opportunities with technology allows them to practice technology strategies that they will be expected to use for SBAC assessments.	$10,000	$10,000	Y
	Parent Involvement - The district and school sites will develop and implement a tiered plan to increase parent involvement, participation, and leadership regarding strategies to promote the success of targeted students. Research states that there is a strong correlation between student achievement and parent involvement in their child's education. Research also shows that parents of EL, FY, and LI students need parent training that is specific to their needs, such as training in their primary language and/or topics that are relevant to their lives. By providing opportunities for parents to participate in various levels of engagement, parents will be better prepared to support their child. The district offers parent training and courses, such as GED, ELD, Parent Project, and Civic Leadership. The school sites offer activities and events such as, Family Math and Science Nights, Reading on the Green, and Moms and Muffins and Dads and Donuts.	$61,733	$48,757	Y

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.

Additional actions and services in the areas of Social Emotional Health and Pupil and Family Engagement and Outreach were implemented as part of the Learning Continuity Plan for the 2020/2021 school year. The planned actions that had a substantive difference between their initial budgeted expenditures and expended budgets are as follows:

- PBIS - A majority of the budgeted allocation for PBIS (Positive Behavior Interventions and Supports) is for training. PBIS coaches and site principals along with the PBIS Team engage in a professional development series through LACOE. There are also associated costs for substitute coverage. Due to the COVID-19 pandemic, this professional development series was not completed by our PBIS teams, leaving funds unspent.

- Student Motivation - These funds were given directly to school sites for student motivation activities such as assemblies, PBIS incentives, raffles, and prizes, school swag and other items to promote school spirit and student motivation. School principals and staff found creative ways to keep school spirit up and encourage students to participate in distance learning. Virtual events were held for

students, prizes and incentives were purchased, and school mascots and staff cheered students on during drive thru events where school materials and other special treats were handed out to students by school staff. However, the full amount was not spent due to the fact that student assemblies and live events that would typically take place could not due to COVID-19.

- Parent Involvement - These funds were also given directly to school sites for parent involvement activities including all parent and family events on campus (science day/night, literacy night, etc). Typical events could not happen in person due to COVID-19, and although some family events took place virtually or in the form of a drive thru, all allocated funds were not spent.

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 transition to Distance Learning in March of 2020 challenged Little Lake City School District in many ways yet demonstrated the resiliency and fortitude of staff, students, and families. With all of the changes, there were many lesson learned from this past school year. Distance Learning demonstrated our ability to engage in technology in ways we had not imagined previously. As always, the goals and actions for the next LCAP and future years is inclusive of the input from the stakeholder groups and from the 2020-2021 program evaluation. As a result of the data collected, Little Lake will continue to use technology in the classroom and as a tool to extend the learning beyond the classroom. To further support instruction, a new action and service was added for digital instructional platforms. Due to distance learning, the Learning Continuity and Attendance plan included a great amount of online platforms to increase student engagement and overall learning. Great strides were made in the integration of technology and instruction to enhance and support student learning. In an effort to ensure to that the most effective online instructional platforms are maintained, a Digital Platform Survey was created and distributed to all teachers to prioritize the most effective platforms. Professional development programs will be driven to meet the new and ongoing needs to remain current with technology and online instructional platforms.

Many students faced academic challenges this year and intervention will play a large role in the new school year. To address this need the LCAP Central Committee made a recommendation to increase funding for student interventions to include online tutoring support for students. This service will allow students and families to request academic assistance from trained tutors from the comfort of their own home. Although after school tutoring will be available, many times students are unable to attend to do extra curricular activities that take place after school. Online tutoring increases access to all students.

The social emotional needs of our students will continue to be a focus with additional resources available to address these needs through social emotional learning supplemental materials. In addition, each our our school sites will have a counselor to support the growing mental health needs of the students. LCAP will maintain the counselors according to the 2020-2021 LCAP and additional

counselors will be funded through federal ESSER funding. Although this pertains to a different funding source, it's important to note the alignment of all sources of funding to address student academic and social emotional needs.

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

Data and metrics will continue to play a large role in identifying student strengths and needs in reading and mathematics. Little Lake uses multiple measures such as the DRA/BRI, district benchmarks, and other formative assessments to check for understanding in order to monitor and evaluate student growth throughout the school year. These metrics will help drive the cycle for effective instruction and allow the school sites and District to provide additional resources where necessary to increase academic achievement. During the 2020-2021 school year, the Learning Continuity and Attendance Plan implemented an online diagnostic assessment tool, FastBridge, for the 2020-2021 school year and was administered to students once per trimester to identify and measure pupil learning loss.

Throughout the 2020-2021 school year, Little Lake's signature practice of Data Reflection Sessions (DRS) remained as an ongoing cycle of inquiry to analyze student learning through data and metrics. These valuable sessions, facilitated by site principals, allowed grade level teams to collaborate on best distance learning instructional practices, as they supported on another through this difficult school year. DRS kept our grade level teams grounded to continue to use student data to drive instruction regardless of whether the instruction took place via distance learning or in person though the hybrid instructional model. The 2021-2024 LCAP, will continue to support DRS as a way to address pupil learning loss in a timely manner and collaboratively develop ways to mitigate loss. Through DRS, subgroups (English Learners, Low Income, Foster Youth, Homeless, SwD) will be monitored and decisions on classroom instructional strategies and placement in intervention groups will be made. These systematic and scheduled sessions, that occur every other week for elementary schools and once every six weeks for middle schools, will ensure that pupil learning loss continues to be assessed, monitored, and addressed throughout the next school year.

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

The substantive differences between planned and budgeted expenditures has been addressed in the previous sections along with the actions/expenditures that were successfully implemented.

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.

By analyzing and reflecting on the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan, the Little Lake City School District and the LCAP Central Committee has been able to make informed decisions when developing the 21-22 through 23-24 LCAP Plan. Two themes rose to the surface after reflecting on these past two years and analyzing the data that was collected. The first being the critical need to accelerate learning due to the learning loss that has occurred during physical school closures. We know that this is not unique to our district, but nonetheless a critically important task that we must address head on. We must find a balance between providing intervention to address gaps in instruction and continuing with grade level standards and expectations for the next school year. Enhancing our RtI system of intervention during the school day will be key, in addition to providing additional tutoring services and support outside of the school day. Additional instructional time, such as summer, should be used effectively to provide a rigorous academic program to address student needs using research based strategies.

The second is the need for increased counseling and social emotional support. Staff identified a growing need for support throughout the past year. It is likely that we have not yet realized the entire impact of the pandemic on the mental health of our students. There are students out there who we may not realized need the assistance until we have them back on campus which also gives us the direct access we need to service them. While great strides have been made in this area with the addition of school counselors and the implementation of a social emotional learning program, all data indicates that this need will continue to grow and additional resources will need to be provided.

In addition, we realized the importance of reaching out to all of stakeholders to receive feedback on what different groups felt was most important when transitioning our students back to full time instruction. Three clear themes were identified by all of our stakeholder groups. The first included digital instructional platforms to provide continuity of instruction as we return to in person instruction and utilization of the differentiated support many of these platforms provide. A positive outcome of distance learning was been an increase in the effective use of technology as a learning tool, and we want to continue the progress we have made in this area and not lose momentum. The second theme was counseling and social emotional support. Support and services will need to be increased to ensure that we can effectively meet the needs of all students. The final theme was tutoring. Stakeholders are keenly aware of the gaps that exist for many students and agree that additional services will need to be provided to help accelerate learning for all students.

These key themes and learning outcomes will be critical as we move forward and therefore instrumental pieces in our future 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.

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - o Continuity of Instruction,
    - o Access to Devices and Connectivity,
    - o Pupil Participation and Progress,
    - o Distance Learning Professional Development,
    - o Staff Roles and Responsibilities, and
    - o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and 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
Little Lake City Elementary	Monica Johnson Assistant Superintendent of Educational Services	mjohnson@llcsd.net 562-868-8241

Plan Summary 2021-2022

General Information

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

The Little Lake City School District, established in 1871, is a suburban elementary school district located in the southeastern portion of Los Angeles County. The district lies within the municipalities of Santa Fe Springs, Norwalk, and Downey. The nine schools, seven elementary and two middle, serve a diverse student population of 4,124.

The student population in Little Lake is relatively stable in terms of mobility, and is ethnically homogeneous. The ethnic distribution of the student body is approximately 90% Latino, 3.6% White/non-Hispanic, 1.5% African-American, and 5% other. English Learners account for 10% of the student population, with 93% of them speaking Spanish as their primary language. Approximately 67% of the students districtwide qualify for free/reduced lunch.

The district operates a variety of programs to enhance student achievement. All nine schools receive federal Title I, and state Local Control Funds (including supplemental and concentration funds for English learners, socioeconomically disadvantaged and foster students). In addition, GATE and English Learner services (i.e., structured English immersion/integrated English), and special education programs are offered at all sites. The district offers a full-day Transitional kindergarten and kindergarten program at all seven elementary sites. Elementary students receive specialized instruction in art, music and physical education. The middle schools offer elective classes in vocal and instrumental music. Both middle schools host an AVID Program and are organized in interdisciplinary teams. An After School Education and Safety Program exists at eight of the school sites offering free, extended learning opportunities to eligible students.

The Professional Learning Communities model has been embraced by the Little Lake City School District. An emphasis on learning, collaboration, and results is reflected in many of the practices at all sites. Pacing guides and curriculum alignment documents address what our students are expected to learn. Common assessments and state tests provide formative and summative data on how students are learning. All elementary schools implement a Response to Intervention (RtI) model in language arts and mathematics that is systematic, directive, and timely. Both middle schools implement an intervention/acceleration model that addresses students' needs in language arts, mathematics, English Language Development, history/social science, and science.

In the Little Lake City School District, where we believe in Students First, Results Matter and Whatever it Takes, student achievement is a major focus of the school district and has steadily increased as reflected in the student performance results on the most recent administration of the Smarter Balanced Assessments. The following recognitions have been earned by district schools:

-Six elementary schools have been named California Distinguished Schools

-All nine schools have received recognition as California Gold Ribbon Schools
-All nine schools have received recognition as Title I Academic Achievement Schools
-Both middle schools have been named a National School to Watch and have both redesignated in the National
  School to Watch program
-One Middle School has been recognized as an AVID School-wide Site of Distinction
-One elementary school received recognition as a National Blue Ribbon School
-All nine schools have been named Honor Roll Schools by the Campaign for Business and Education Excellence
-7 of 9 schools received the PBIS implementation Award
-Recognized as one of twenty districts "On the Go" by Michael Fullan

Reflections: Successes

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

The following demonstrate Little Lake's successes based on local data:

The 2020-2021 LCAP Parent Survey provides us with valuable feedback used to monitor program effectiveness and guide our future decisions. This survey was distributed to all parents via email on April 28, 2021. The survey results, based on actions and services within the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan, are listed below. The percentage noted is the percentage of parents that selected "Agree" or "Strongly Agree" to the following statements:

STUDENT ACHIEVEMENT
- My school provides my child with strong academic instruction. 94%
- My child has learned new skills and improved this year. 84%
- My child's school is preparing them for future college or career paths. 86%
- I am pleased with the progress my child is making toward meeting state standards. 83%

CONDITIONS FOR LEARNING
- My child's school facilities are clean, safe, and in good condition. 97%
- My child's school provides them with the materials and technology needed to help them learn. 98%

STAKEHOLDER ENGAGEMENT
- I am adequately informed about my child's learning progress. 91%
-There is good school-parent communication. 92%
- I am aware of school events and meetings. 98%
- I attend school events and meetings. 93%
- I am aware of parent education and parent leadership opportunities. 95%
- I participate in parent education and parent leadership meetings and workshops. 52%

SCHOOL CLIMATE
- The school provides a safe in person and/or virtual environment for students. 98%
- The school-wide PBIS/discipline policy is effective. 95%
- My child enjoys attending school each day. 92%
- I have a positive relationship with staff at my child's school. 96%

OVERALL
- In general, I am satisfied with my child's school. 95%

The 2020-2021 LCAP Student Survey also provides us with valuable feedback used to monitor program effectiveness and guide our future decisions. This survey was distributed to all 4th - 8th grade students via Google Forms in mid-May 2021. The survey results, based on actions and services within the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan, are listed below. The percentage noted is the percentage of students that selected "Agree" or "Strongly Agree" to the following statements:

-My school provides me with strong academic instruction. 98%
-I have learned new skills and improved this year. 93%
-My school prepares me for future college or career paths. 88%
-My school provides me with the materials and technology I need to help me learn. 97%
-My school facilities are clean, safe, and in good repair. 93%
-My school works with my parent/guardian to help me do my best in school. 89%
-My teacher contacts my parent/guardian throughout the year. 92%
-My family comes to school events and meetings (ex. parent conferences, drive-thru events, materials pick up).
  91%
-I feel safe when I am at school, or in my virtual classroom. 94%
-I enjoy attending school each day (either in person or online). 80%
-There is an adult at my school who cares about me. 90%
-The school-wide PBIS/discipline policy is effective. 85%

Little Lake City School District administers the California Kids Healthy Survey annually to fifth and seventh-grade students. For LCAP purposes, students are asked to rate their perception of school connectedness and school safety. Results show that students feel safe at school, with percentages over 90%, as shown below:

Safety: Do you feel safe at school?
5th: 95%
7th: 93%

This data is a result of the supports and services put in place for students and families during distance learning and hybrid programs during the 2020-2021 school year and are a true testament to the hard work put forth by all staff members of the Little Lake City School District. We are proud of our students' successes this year.

We will continue to find ways to build upon this success in the upcoming school year in the following ways:

-Student Achievement: We will continue to provide students with rigourous standards based instruction and intervention to ensure student progress. We will be doing a thorough review of our intervention model this school year to find ways to strengthen the program. Student progress will be communicated to parents through trimester progress reports, trimester report cards, and parent conferences and meeting.

-Conditions for Learning: We will continue to maintain our facilities in good conditions and maintain them safe as measured by the Facilities Inspection Tool. We will continue to provide students with materials and technology for learning. We will implement a 1:1 Chromebook program for 4th - 8th grade students and provide hotspots to our families in need.

-Stakeholder Engagement: We will continue to maintain effective parent-school comunication by keeping parents informed. We will continue to use School Messenger to call/text/email parents from the school and district levels. We will continue to organize and invite parents to school events, meetings, and make them aware of parent education and parent leadership opportunities.

-School Climate: We will continue to nurture a safe learning environment for all students by continuing to build positive relationships with students and families. The PBIS framework will continue to be followed at each of our school sites.

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.

Based on the LCAP Parent Survey results, the following statements resulted in less than 90% of parents that agree/strongly agree:

- My child has learned new skills and improved this year. 84%
- My child's school is preparing them for future college or career paths. 86%
- I am pleased with the progress my child is making toward meeting state standards. 83%

Although these percentages may be largely due to school closures and distance learning/hybrid instructional models, they will be addressed within our LCAP Goal 1 Student Achievement. These survey results, coupled with the Stakeholder Input results (Small group tutoring rated top priority with parent group) demonstrate the need for further interventions and tutoring.

To address this need the LCAP Central Committee made a recommendation to increase funding in Goal 1 Action 13 Student Interventions to include online tutoring support for students. Although principally directed to English Learners, Foster Youth, and Low Income students, this service will be available to all students.

The LCAP Central Committee made a recommendation to add a new action and service related to student achievement that will also address the identified need. To further support instruction, a new action and service was added for digital instructional platforms. Due to distance learning, the Learning Continuity and Attendance plan included a great amount of online platforms to increase student engagement and overall learning. Great strides were made in the integration of technology and instruction to enhance and support student learning. In an effort to ensure that the most effective online instructional platforms are maintained, a Digital Platform Survey was created and distributed to all teachers to prioritize the most effective platforms.

Little Lake City School District administers the California Kids Healthy Survey annually to fifth and seventh-grade students. For LCAP purposes, students are asked to rate their perception of school connectedness and school safety. While results show that over 90% of students feel safe at school, results for connectedness were under 90% as shown below:

Connectedness:
-Do you feel close to people at school?
5th: 89%
7th: 82%

These results demonstrate a need for additional strategies and supports for student connectedness. Although these results are indicative of the effects brought upon with school closures and distance learning/hybrid instructional models, it will be addressed accordingly. The need for student to student and student to school staff relationship building is prevalent and will be addressed through social emotional learning. As a result, The LCAP Central Committee made a recommendation for additional funding in the existing action and service (Goal 3, Action 2 Elementary/Middle School Counselors) that will be used to purchase supplemental social emotional learning materials with a focus on connectedness.

It is important to note, that although not a part of LCAP, ESSER funds will be used to hire additional counselors in order for each of our school sites to have a counselor. This additional service will further address the need for student connectedness. All funding sources, federal and state, are aligned to support students based on identified needs.

LCAP Highlights

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

Each year we work closely with our stakeholders throughout the district and our LCAP Committee, which consists of 34 members to review students data and identify our strengths and needs. Through this process, we reached consensus on the 4 goals for this year's LCAP which serve as the frame for our program to support students'

academic and social emotional needs.

Goal 1 Student Achievement
All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:
1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 (Dashboard Data)
2. District Assessments in ELA and Math in grades K-2
3. Science District Benchmarks: Grades 6, 7, and 8
4. District Assessments in history/social science in grades 7-8
5. EL Progress Indicator (Dashboard Data)
6. ELs: ELA Proficiency Level on SBAC(Dashboard Data)
7. Reclassification rates for ELs
8. Pupil Academic Indicators
9. Physical Fitness Tests in grades 5 and 7

To improve student achievement:
-We will continue to provide students with supplemental materials based on the California State Standards to address their academic needs.
-We will continue to provide professional development in ELA/ELD, CELL/ExLL, and NGSS (e.g., conferences, district and site inservices, collaboration sessions) for all instructional staff to support targeted students.
-We will maintain targeted students' access to, and use of, classroom technology devices (e.g., Chromebooks) for instructional purposes, as well as provide professional development on the effective use of instructional technology to all teachers of targeted students.
-We will continue to schedule and facilitate periodic data reflection sessions (DRS) for each grade level and/or subject area team in order to address students' academic needs.
-We will continue to provide additional Tier 3 proactive academic support to targeted students who are at risk in core academic areas.
-We will maintain certificated staff beyond the allocated ratio at both middle schools in order to maintain the interdisciplinary team structure.
-We will will maintain itinerant elementary physical education credentialed teachers to provide additional planning time for grade level teachers to design lessons to meet the needs of targeted students.
-We will continue to schedule and coordinate common grade level/subject specific planning days annually for all teachers and site administrators.
-We will continue to offer a summer school program to build the academic proficiency of targeted underperforming students.
-We will maintain additional TK-3rd grade classroom teachers to reduce the student: teacher ratio to an average of 24: 1.
-We will continue to provide intervention/enrichment learning opportunities beyond the core program for targeted students in grades TK-8th.
-We will maintain 2 instructional math coaches to support classroom teachers in the implementation of mathematics instruction aligned with the California State Standards and frameworks.
-We will continue to provide library services to all grades levels in grades TK-8.
-We will continue to provide extended day enrichment opportunities for identified targeted students.
-We will maintain two ELA/ELD Specialists to support classroom teachers in the implementation of ELA/ELD instruction in line with the California State Standards and Framework.
-We will will maintain a STEM Specialist to support classroom teachers in the implementation of science instruction aligned with the Next Generation Science Standards and Framework.
-We will continue to purchase additional Chromebooks and internet access for targeted students.
-We will maintain interventionists to provide daily instructional support to TK students.
-We will identify and purchase digital instructional platforms to support instrucion and increase student engagement for targeted TK-8 students.
-We will provide online tutoring services to support students' academic needs.

Goal 2 Conditions for Learning
Conditions for Learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:
1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Inspection Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic Supplies and Services

To improve conditions for learning:
-We will continue to select, adopt and purchase standards aligned instructional materials for grades TK-8.
-We will continue to complete facilities maintenance projects according to the Five-Year Deferred Maintenance Plan.
-We will continue to attract and retain qualified general and special education teachers, administrators, and classified staff to provide research-based CaSS instruction, monitor growth, and provide differentiated support and enrichment to all TK-8 students, as appropriate.
-We will continue to provide sufficient supplies to support daily operations and instruction.
-We will continue to provide busing services for selected groups of general and special education students.

Goal 3 School Climate
School Climate will be conducive to effective teaching and learning, as measured by (metrics):
1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Rates (HKS Grades 5 and 7)
4. LCAP Parent Safety Survey Rate

To improve school climate:
-We will continue to provide PBIS for all school sites.
-We will will maintain itinerant elementary/middle school counselors to support targeted students.
-We will continue to provide student motivational activities before school, during school, and/or after school activities designed to encourage and support school connectedness and a positive school climate.
-We will continue to maintain a Student Support Counselor to support counselors and to address the social emotional needs of students.
-We will identify and purchase Social Emotional Learning Supplemental Materials to further support students' social emotional needs.

Goal 4 Stakeholder Engagement
Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):
1. LCAP Parent Survey Response Rate
2. LCAP Parent Satisfaction Survey Rate
3. Student School Connectedness Rate (HKS Grades 5 and 7)
4. Attendance Rate
5. Chronic Absenteeism Rate
6. Middle School Dropout Rate

To improve stakeholder engagement:
-We will continue to maintain a tiered plan to increase parent involvement, participation and leadership regarding strategies to promote the success of targeted students.
-We will continue to include programs designed to increase stakeholder engagement and to reinforce positive school climate, such as WEB implementation at both middle schools and the District elementary attendance clerk services for TK-5 schools.
-We will continue to develop parent engagement and leadership through educational courses such as Technology, GED, ELD, Parent Project, and Civic Leadership offered through the school year.
-We will continue to provide parent and family engagement activities such as Science Night, Reading on the Green, Moms and Muffins, Dads and Donuts, Back to School Night, and Open House.

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.

Little Lake City School District does not have any schools identified for comprehensive support and improvement.

Support for Identified Schools

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

Little Lake City School District does not have any schools identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Little Lake City School District does not have any schools identified for comprehensive support and improvement.

Stakeholder Engagement

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

Although this school year presented us with a number of challenges due to the pandemic, it did not interfere to our stakeholder engagment process. The only revision made to past practice was that our meetings took place virtually on the Zoom platform.

The stakeholder involvement has been inclusive and ongoing throughout the development of the LCAP/Annual Review and Analysis and this year was no different. An LCAP Central Committee was convened in February and included representative teachers, bargaining unit officers, parents, community members, a SELPA representative, board members, Assistant Superintendents of Business, Educational Services and Personnel, the Directors of Special Education/Pupil Services, Business, and Curriculum, principals, and the Superintendent. Throughout the LCAP planning process the LCAP Central Committee reviewed the impact that SB 98 had on the LCAP process and requirement for the 2020-2021 adoption of a Learning Continuity and Attendance Plan. In addition, the LCAP Central Committee reviewed data relative to each of the eight State Priorities, identified key findings (i.e., needs) based on the data, reviewed drafted goals, actions/services, timeline and budget based on the needs assessment, reviewed input from broader groups of stakeholders and ranked the identified needs.

Although the LCAP Central Committee's responsibility is to make recommendations for the use of LCAP funds, it was important for the Central Committee to be aware of additional funding that may align with and support the current LCAP Goals, Actions/Services. Therefore during the Central Committee's meeting #2, information regarding stimulus funding was shared with the group. They were informed that the district will receive additional stimulus funding that is not part of LCAP S & C, or the LCAP process, but for transparency and alignment purposes this information was shared.
They were informed that the stimulus funding, with specific guidelines on allowable expenditures, include:
-In-Person Instruction Grant
-Expanded Learning Opportunity Grant
-ESSER II - Elementary & Secondary School Emergency Relief
-ESSER III - Elementary & Secondary School Emergency Relief
In addition, parent and staff survey results from the Expanded Learning Opportunity Grant were shared with the Central Committee. The committee noted great consistency to the results of the LCAP Stakeholder Groups Input.

Copies of relevant documents from the LCAP Central Committee were posted on a link on the district's website. Included in the documents were the membership list of the committee members, summaries of each committee meeting, and other information regarding LCAP requirements. A public report on each of the Central Committee's meetings was made at the regular Board meeting immediately following.

Concurrent with the LCAP Central Committee meetings (Feb. 3, 2021, April 21, 2021, May 26, 2021), consultation meetings were held with the following groups: District Advisory Council (Mar 4, 2021); District English Learners Advisory Committee (Mar 4, 2021); LLEA (teachers' association) (Mar 31, 2021); CSEA (classified employees' association) (April 7, 2021), and the Administrative Team inclusive of all K-8 principals (Feb 24, 2021). In addition, LCAP focus questions were used to solicit input on student needs and suggested actions/services from all schools' English Learners Advisory Committees, School Site Councils, PTA unit boards, school staffs, and middle school students.

Stakeholder groups across the district met between Central Committee Meeting #1 (Feb 3, 2021) and Meeting #2 (Apr 21, 2021). To ensure consistency among groups, all stakeholder groups engaged in the same process with the same presentation. The groups were: Certificated Groups (Teachers groups from all 9 sites, LLEA Consult, and Admin Team), Classified Groups (Classified groups from all 9 sites, CSEA Consult), and Parent Groups (SSC/ELAC from all 9 sites, and DAC/DELAC).

Stakeholder groups were informed to keep the following in mind as they provided their input:
1. Districts are obligated to use Supplemental/ Concentration Grant funds to increase or improve services for foster youth, English learners, and low-income students.
2. Actions and Services must respond to the needs of these student groups and address any performance gaps.
3. The stakeholder engagement process is used to make recommendations for the Central Committee to consider.
4. There is an anticipated non sustainable increase to Supplemental/ Concentration funding of approximately $263,000 for the 2021-2022 school year and will need to revise our LCAP accordingly.
5. These actions/services and funds should have a direct impact on student achievement.

Each stakeholder group was asked to identify 2-3 recommendations for one-time use funds for the 2021-2022 school year. These could be additional actions/services, or increased funding for an existing action and service for the 2021-2022 school year. They were also asked to provide rationale as to how that action/service provides improved and increased services for foster youth, English Learners, and low-income students.

Following completion of a draft LCAP by the Central Committee, it was presented for review and comment to the DELAC and DAC on June 3. The minutes reflect the questions that were asked and the responses given to the parents. Overall, DELAC and DAC were pleased to know that the three priorities that were identified during the Stakeholder Engageemnt process were all addressed in teh actions and services within the 2021-2022 LCAP. In addition, on June 15 the draft plan was presented to the Board of Education and a public hearing was held. The draft plan was made available on our website to the LLCSD community and their opportunity for to provide written comment was noted. The Superintendent and designee responded to all comments from the public hearing. The final plan was presented to the Board of Education and approved on June 29. The approved plan was posted on the district website.

The schools' Single Plans for Student Achievement for 2020-2021 were referenced when developing the LCAP. As site plans are revised for 2021-2022, alignment between them and the LCAP will be systematically addressed. The annual review process will begin again in September 2021 as additional data on student needs and LCAP goal attainment becomes available.

A summary of the feedback provided by specific stakeholder groups.

The following is a summary of the feedback provided by three stakeholder groups (Certificated, Classified, Parent). The items listed are new or existing actions that stakeholder groups identified for the additional one time funding. The numbers indicate the amount of stakeholder groups that idenitifed that action as a top priority.

Digital Instructional Platforms: Certificated-8, Classified-6, Parent-4 (Total 18)
LCAP 29 - Small Group Tutoring/Enrichment: Certificated-3, Classified-7, Parent-7 (Total 17)
LCAP 26 - Counseling/SEL Services: Certificated-1, Classified-4, Parent-6 (Total 11)
LCAP 44 - Internet/Computer Access: Certificated-1, Classified-4, Parent-2 (Total 7)
Classroom Tech - Mounted Projectors/Screens/Microphones/Speakers: Certificated-5, Classified-0, Parent-0 (Total 5)
Guided Reading Books/Novel Class Sets: Certificated-3, Classified-1, Parent-1 (Total 5)
Library Books/Services: Certificated-0, Classified-2, Parent-3 (Total 5)

LCAP 33 - Student Motivation: Certificated-3, Classified-0, Parent-1 (Total 4)
LCAP 34 - Middle School Team Structure: Certificated-1, Classified-0, Parent-1 (Total 2)
Writing Program: Certificated-2, Classified-0, Parent-0 (Total 2)
Second Doc Cam for Home: Certificated-1 Classified-0, Parent-0 (Total 1)
LCAP 2 - Supplemental Materials: Certificated-1, Classified-0, Parent-0 (Total 1)
Headsets w/ Mics: Certificated-1, Classified-0, Parent-0 (Total 1)
Add'l Adult Supervision for Health/Safety: Certificated-1, Classified-0, Parent-0 (Total 1)
STEM Materials: Certificated-0, Classified-1, Parent-0 (Total 1)
LCAP 7 - Collaboration Time: Certificated-1, Classified-0, Parent-0 (Total 1)
Ink Cartridges: Certificated-1, Classified-0, Parent-0 (Total 1)
Student Dinner: Certificated-0, Classified-1, Parent-0 (Total 1)
Game/Art Night: Certificated-0, Classified-1, Parent-0 (Total 1)
Playground Equipment: Certificated-0, Classified-1, Parent-0 (Total 1)
PPE: Certificated-0, Classified-1, Parent-0 (Total 1)
LCAP 23 - Summer School: Certificated-0, Classified-0, Parent-1 (Total 1)
LCAP 40 - GATE: Certificated-0, Classified-0, Parent-1 (Total 1)
LCAP 28 - Parent Engagement: Certificated-0, Classified-0, Parent-1 (Total 1)
Transportation: Certificated-0, Classified-0, Parent-1 (Total 1)
Additional Custodial Staff: Certificated-0, Classified-0, Parent-1 (Total 1)

It was evident that the top three priorities for all stake holder groups were: Digital Instructional Platforms, LCAP 29 - Small Group Tutoring/Enrichment, LCAP 26 - Counseling/SEL Services. As a result, the LCAP Central Committee recommended that the additional one time funding be used for these three specific services to increase and improve services for all students.

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

The result of stakeholder engagement in the development, review, and implementation of the LCAP has been shared understanding and support of the plan. The LCAP addresses the needs of students overall, as well as those of the unduplicated target groups and all numerically significant subgroups of the district, as identified and ranked by the LCAP Central Committee. Comments from various stakeholder groups were considered in making revisions to the LCAP while in the developmental stage. As a result of the inclusive process in identifying needs and priorities, in setting goals, and developing actions and services, there is districtwide commitment to implementation of the LCAP.

The LCAP development process is ongoing in that the strengths and needs of the district and our students are identified using the qualitative and quantitative data gathered and presented to the stakeholder group charged with drafting the LCAP. Following consultation sessions with the employee association leadership groups, the principals, DAC and DELAC parents, the additional strengths and needs are incorporated into the assessment summary and addressed in priority order. In addition, focus questions posed to middle school student groups, school site faculty and staffs, SSCs and ELACs, and PTA boards added input to the assessment of district strengths and needs for consideration in establishing priorities for goals and expenditures. Finally, the public hearing process enabled any members of the public to comment on the draft LCAP. This input was considered in making final revisions to the LCAP prior to local board approval. The qualitative and quantitative data made available to stakeholders charged with developing the LCAP was comprehensive and organized according to the eight state priorities. The data summary enabled the stakeholders to identify strengths and needs in the district, to rank the needs, and to establish goals, actions/services, a timeline, and an expenditure plan to attain the goals. The process of gathering widespread stakeholder input into the LCAP was effective in ensuring a document that accurately encompasses salient strengths and needs of the district and our students. The resulting impact on the LCAP is a document that reflects and addresses the district community's highest needs relative to the eight state and other local priorities. In addition, there is shared commitment to effective implementation of the LCAP and to its ongoing revision.

Goals and Actions

Goal

Goal #	Description
1	Goal 1 - Student Achievement All K-8 students will demonstrate growth toward proficiency in core contect areas (e.g., California State Standards, ELD), as measured by: 1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 (Dashboard Data) 2. District Assessments in grades K-2 3. CAST: Grades 5 and 8 4. District Assessments in history/social science in grades 7-8 5. EL Progress Indicator (Dashboard Data) 6. ELs: ELA Proficiency Level on SBAC (Dashboard Data) 7. Reclassification rates for ELs 8. Pupil Academic Indicators 9. Physical Fitness Tests in grades 5 and 7

An explanation of why the LEA has developed this goal.

Student achievement is at the core of our purpose and beliefs and all decisions are made with a focus on student achievement. The LEA and all stakeholders are committed to devoting resources in order to increase student achievement for all students by providing research based instructional strategies and support. The Student Achievement goal ensures that all students show steady and consistent academic growth in core content areas. The actions and services in this goal will assist students in meeting or exceeding grade level standards and prepare them for their educational transitions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
SBAC ELA Grades 3-8 English Language Arts Assessment Report: Status and Change Report	Baseline data is based on 2018-19 SBAC ELA: All: Maintained Latino: Maintained White: Declined African American: Maintained FIlipino: Significantly Increased RFEPs: Maintained				All: Increase, Significantly Increase, or Maintain Latino: Increase, Significantly Increase, or Maintain White: Increase, Significantly Increase, or Maintain Afr-Am: Increase, Significantly Increase, or Maintain Filipino: Increase, Significantly Increase, or Maintain RFEPs: Increase, Significantly Increase, or Maintain SWD: Increase, Significantly

	SWD: Increased Low Income: Increased ELs: Increased EL Progress: N/A Foster Youth: Increased				Increase, or Maintain Low Income: Increase, Significantly Increase, or Maintain ELs: Increase, Significantly Increase, or Maintain EL Progress: EL Progress Indicator Report-Status and Change Report: Increase, Significantly Increase, or Maintain Foster Youth: Increase, Significantly Increase, or Maintain
District Assessments Language Arts K-2	2020-2021 K: 73% 1st: 82% 2nd: 45%				Increase by 5% or maintain at 90% K: 78% 1st: 87% 2nd: 50%
District assessments in History/Social Science in grades 7-8 Growth Target 5% growth from prior year (maintain at 90%)	Data is based on 2018-2019 district assessment results 7th: 54% 8th: 88%				7th: 59% 8th: 90%
EL Progress (Dashboard Data) EL Proficiency (ELPAC): Increase the percentage of students scoring a level 4 on ELPAC Reclassification Rate for ELs: 2% Growth Target or at or above the state reclassification rate	2019-2020 ELPI is not yet available. EL Proficiency (ELPAC): 19% of ELs scored a level 4 of ELPAC Reclassification Rate: Reclassification Rate 19% (38 students)				EL Progress: EL Progress Indicator Report-Status and Change Report: Increase, Significantly Increase or Maintain EL Proficiency (ELPAC): at least 19% of ELs scoring a level 4 of ELPAC Reclassification Rate: 21% , or at/above the state reclassification rate
Pupil Academic	2019/2020				Suspension Rate: Maintain or decrease from 0.9%

Indicators (replaced by new accountability system) Suspension Rate English Learner Progress Indicator Report English Language Arts Assessment Repot-Status and Change Report Mathematics Assessment Repot-Status and Change Report	Suspension Rate for 19/20: 0.9% 2019/2020 ELPI: N/A 2019/2020 English Language Arts Assessment Report-Status and Change Report: Maintained 2019/2020 Mathematics Assessment Repot-Status and Change Report: Increased				English Learner Progress Indicator Report -Status and Change Report: Increase, Significantly Increase, or Maintain English Language Arts Assessment Report-Status and Change Report: Increase, Significantly Increase, or Maintain Mathematics Assessment Repot-Status and Change Report: Increase, Significantly Increase, or Maintain
Physical Fitness Tests in grades 5 and 7	2019/2020 5th: 46% 7th: 55%				Target growth 5% from prior year 5th: 51% 7th: 60%
SBAC Mathematics Grades 3-8 Mathematics Assessment Report: Status and Change Report	Baseline data is based on 2018-19 SBAC Mathematics: All: Increased Latino: Increased White: Declined African American: Maintained FIlipino: Increased RFEPs: Maintained SWD: Increased Low Income: Increased ELs: Increased Foster Youth: Increased				All: Increase, Significantly Increase, or Maintain Latino: Increase, Significantly Increase, or Maintain White: Increase, Significantly Increase, or Maintain Afr-Am: Increase, Significantly Increase, or Maintain Filipino: Increase, Significantly Increase, or Maintain RFEPs: Increase, Significantly Increase, or Maintain SWD: Increase, Significantly Increase, or Maintain Low Income: Increase, Significantly Increase, or Maintain ELs: Increase, Significantly Increase, or Maintain EL Progress: EL Progress Indicator Report-Status and Change Report: Increase, Significantly Increase, or Maintain

					Foster Youth: Increase, Significantly Increase, or Maintain
District Assessments Math K-2	2019/2020 Kinder: 86% 1st: 86% 2nd: 51%				Increase by 5% or maintain at 90% Kinder: 90% 1st: 90% 2nd: 56%
ELs: ELA Proficiency Level on SBAC (Dashboard) English Language Arts Assessmnet Report-Status and Change Report	ELs: Increased				ELs: Increase, Significantly Increase, Maintain
CAST - Grades 5 and 8	2019/2020 5th - 28.61% 8th - 39.96%				5th: +5% growth (33%) or Increase, Significantly Increase, Maintain 8th: +5% growth (45%) or Increase, Significantly Increase, Maintain
Priority #2 - Self Reflection Tool - Implementation of Academic Standards	2020/2021 Average of 4 (Full Implementation) on the Self Reflection Tool				Maintain or Increase Average of 4 (Full Implementation)
Priority # 7 - Broad Course of Study	2020/2021 Students have access to a broad course of study based on local indicator broad course of study narrative.				Maintain Students have access to a broad course of study based on local indicator broad course of study narrative.

Actions

Action #	Title	Description	Total Funds	Contributing
1	CaSS Supplemental Materials	Action: The district will identify and purchase additional supplemental materials to support CaSS for targeted K-8 students. Service: Targeted students will use materials to address their academic needs. Funds are allocated to school sites to purchase additonal supplemental instructional materials based on student need. These additional materials include: Guided Reading books, novels for Book Clubs, class magazine subscriptions, math	$150,000.00	Yes

		manipulatives, etc.		
2	Common Core Professional Development	Action: The district and school sites will provide new CaSS professional development in ELA/ELD, CELL/ExLL, and NGSS (e.g., conferences, district and site inservices, collaboration sessions) for all instructional staff to support targeted students. Service: Targeted students will receive instruction and support from highly trained teachers, administrators, and classified instructional staff. Professional development will be provided in the area of English Language Development (ELD) with a focus on Integrated ELD. In addition, support staff will receive training on strategies to support newcomer students. The focus on ELD training will support all EL students and assist in closing the achievement gap.	$130,000.00	Yes
3	Instructional Technology	Actions: The district will maintain targeted students' access to, and use of, classroom technology devices (e.g., Chromebooks) for instructional purposes. The district will provide professional development on the effective use of instructional technology to all teachers of targeted students. Services: Targeted students will receive instruction including the integration of current instructional technology devices to support their grade level proficiency. Targeted students will receive effective instruction including the integration of technology designed to support their grade level proficiency in content standards.	$286,086.00	Yes
4	DRS/Arts for All	Action: K-8 principals will schedule and facilitate periodic data reflection sessions (DRS) for each grade level and/or subject area team. DRS sessions will be conducted at each elementary site every two weeks. DRS sessions will be conducted at each middle school site for each content area every six weeks. District will maintain itinerant instructors to provide Arts for All instruction. Service: Interventions and support directed to meet the instructional needs of targeted students will be planned during DRS sessions.	$213,500.00	Yes
5	Tier 3 Increased Support	Action: Additional certificated staffing (4.5 FTEs) will be allocated to all schools to provide additional Tier 3 proactive academic support to targeted students who are at risk in core academic areas. All schools will have a certificated teacher on site. Service: Targeted students will receive additional academic support in core academic areas from specialized certificated staff. Staff will provide consistent Tier 3 small group and one on one instruction to at risk students in language arts and mathematics. Depending on student need, staff will use research based strategies to address student academic needs, such as additional dose of guided reading, number talks with the use of manipulative, close reading, etc.	$488,721.00	Yes
6	Increased Staffing: Middle School Team Structure	Action: Certificated staff beyond the allocation ratio will be provided at both middle schools in order to maintain the interdisciplinary team structure. Service: Targeted students will benefit from their participation in an interdisciplinary team	$389,804.00	Yes

		structure, including increased differentiation and interdisciplinary instruction, and greater connectedness to school. This team structure allows for additional teachers in order to create a team of 4 teachers to teach the same students creating a safety net for students for both academic and social emotional support. The teams meet on a regular basis to discuss students based on assessment data, teacher observations, and office/counseling referrals. Teams develop support plans to meet each students' academic and social/emotional needs.		
7	Expanded TK Grade Span Adjustment	Action: The district will maintain the eligibility window for entrance into the Transitional Kindergarten (TK) Program to include students with birth dates form September 2 through March 2; additional staff will be maintained. Service: An increased number of targeted students will participate in the TK Program providing earlier access to school and increased academic achievement.	$462,418.00	Yes
8	Arts For All (repeated expenditure, Goal 1, Action 4)	Action: The district will implement an Arts for All program for targeted TK-5 students at all elementary sites. The district will hire itinerant instructors to provide Arts for All instruction to targeted TK-5 students. Service: Targeted students will participate in ninety minutes of a biweekly rotation of art, music, and additional PE instruction provided by itinerant teachers. This PE instruction is in addition to the service provided in Action #9.	$0.00	Yes
9	Grade Level Collaboration	Action: The district will maintain itinerant elementary physical education credentialed teachers to provide additional planning time for grade level teachers to design lessons to meet the needs of targeted students. Service: Targeted TK-5 students will participate in additional PE instruction with a designated itinerant PE teacher during the school day in order to provide teachers with additional common core planning time within the instructional day.	$270,523.00	Yes
10	Common Planning	Action: The district will schedule and coordinate common grade level/subject specific planning days (3 days compensated) annually for all teachers and site administrators. Service: Targeted TK-8 students will participate in an instructional program that is consistent, research or evidence-based, and aligned with the California State Standards (CaSS) in core content areas, including ELD, physical education and arts.	$320,000.00	Yes
11	Summer School	Action: The district will design and offer a summer school program to build the academic proficiency of targeted underperforming students. The district will hire appropriate staff (certificated, classified, administrative) necessary to offer the summer school program to support targeted students. Service: Targeted underperforming students will attend a summer school program to assist them in attaining grade level proficiency on the new CaSS.	$125,000.00	Yes
12	Grade Span Adjustment at 24 to 1	Action: Hire additional TK-3rd grade classroom teachers to reduce the student to teacher ratio to an average of 24: 1. 26 FTEs above the base requirement. Service: Targeted students in grades TK-3rd will experience reduced class sizes and increased differentiated instruction. This will allow teachers to provide multiple	$2,216,302.00	Yes

13	Student Interventions	Action: Every elementary and middle school will provide intervention/enrichment learning opportunities beyond the core program for targeted students in grades TK-8th. Service: Targeted students will receive intervention/enrichment learning opportunities beyond the core program to build their proficiency in grade level ELA/ELD and mathematics standards.	$1,180,541.00	Yes
14	Math Coaches	Action: Instructional coaches (2.0 FTE) will support classroom teachers in the implementation of mathematics instruction aligned with the California State Standards and frameworks. Service: Targeted K-8 students, particularly unduplicated students, will receive more effective core instruction in mathematics instruction. The Math coaches will provide on-going support and and professional development to teachers to strengthen mathematics instruction and implement a consistent set of research-based strategies to best support the needs of students.	$242,378.00	Yes
15	Library Services	Action: Every elementary and middle school will provide library services to all grades levels in grades TK-8. Service: All TK-8 targeted students will benefit educationally from the use of the school library and will receive the services of a part-time library media specialist. The LMS will provided direct services to students in book selection at their independent reading level, class read alouds to promote new books and authors along modeling reading strategies, and facilitate the checking out of books to encourage student literacy and to support English language arts instruction.	$170,599.00	Yes
16	Qualified Staff (repeated expenditure, Goal 2, Action 3)	Action: All teachers will implement instruction of the state standards during the regular class time and will provide additional support or enrichment of the standards during RTI time. Services: All students will receive additional support or enrichment of the state standards during RTI during time. (Priority 2)	$0.00	No
17	DRS/Arts for All (repeated expenditure, Goal 1, Action 4)	Action: All teachers will participate in Data Reflection Session to continuously monitor student achievement by reviewing benchmark assessment data. Teachers will identify areas of need, plan and modify instruction as needed to increase student achievement. Service: Students will receive instruction that has been carefully planned to meet their specific needs.	$0.00	Yes
18	Enrichment/Extended Day	Action: Identified targeted students will receive extended day enrichment opportunities such as technology courses, coding, and STEM related assemblies and activities. Service: Each school will provide extended day enrichment opportunities either before and	$55,000.00	Yes

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opportunities for small group or one to one instruction throughout the instructional day. It will allow teachers to provide differentiated instruction in these smaller groups to best meet the needs of TK-3 students.

		after school for identified targeted students.		
19	ELA/ELD Specialists	Action: The district will maintain a total of two ELA/ELD Specialists to support classroom teachers in the implementation of the new ELA/ELD instruction in line with the California State Standards and Framework. Service: All EL students will receive more effective core instruction in ELD. RFPs will be monitored for two years after reclassification to ensure student success. Monitoring includes analysis of student data, such as benchmark assessments and grades.	$265,548.00	Yes
20	STEM Specialist	Action: The District will maintain a STEM Specialist to support classroom teachers in the implementation of science instruction aligned with the Next Generation Science Standards and Framework. The STEM Specialist will provide teachers with supplemental science kits/materials and additional lessons that allow for hands on exploration as well as provided professional development in the area of NGSS with a focus on Storylines and Performance Tasks Services: K-8 students, particularly unduplicated students, will receive more effective core instruction in science instruction.	$114,833.00	Yes
21	Technology To Go-Internet and Computer Access	Action: The District will purchase additional Chromebooks and internet access. Service: The District will assign Chromebooks and Internet access to targeted students that do not have access to these resources at home.	$10,000.00	Yes
22	TK Support	Action: The district will hire interventionists to provide daily instructional support to TK students. Service: The district will ensure that TK students will receive more frequent small group and one on one instruction from the classroom teacher or interventionist resulting in increased learning opportunities for students.	$114,844.00	Yes
23	Digital Instructional Platforms	Action: The district will identify and purchase additional digital instructional platforms to enhance and support student learning such as Seesaw, RAZ Plus, Lexia, and ST Math. Service: The integration of additional digital instructional platforms will increase student engagement and support student learning.	$153,892.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Goal 2 - Conditions for Learning Conditions for Learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 3. Sufficiency of standards-aligned instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services

An explanation of why the LEA has developed this goal.

The LEA and stakeholders believe that a positive and safe learning environment is crucial in order for student learning to take place. These services must be in place so that effective teaching and learning can occur. The Conditions for Learning goal will support growth toward proficiency in content areas (e.g., new California State Standards) standards. The actions attached to this goal help to provide a quality education that ensures success for every student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Facilities Inspection Tool Target	2020/2021 9/9 schools received a Good/Excellent rating				9/9 schools in the Good/Excellent rating
Rates of	2020/2021				Qualified Staff:

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appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.	Qualified Staff: Credentialed -100% Assigned - 100% Highly Qualified - 100%				Credentialed -Maintain at 100% Assigned - Maintain at 100% Highly Qualified - Maintain at 100%
Sufficiency of standards-aligned instructional materials (Board Resolution)	2020/2021 100% sufficiency based on William's Board Resolution				Maintain 100% sufficiency based on William's Board Resolution
Student transportation, as required by IEPs and safety criteria	2020/2021 100% of eligible students have access to student transportation.				Provide student transportation to 100% of eligible students
Basic Supplies and Services	2020/2021 100% of sites have basic supplies and services based on allocated base funds.				Maintain basic supplies and services, based on allocated base funds, to 100% of sites.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Instructional Materials	Action: The district will select, adopt and purchase standards aligned instructional materials for grades K-8. Service: All K-8 students will have the use of standards aligned instructional materials.	$10,000.00	No
2	Maintenance of Facilities	Action: The district will complete facilities maintenance projects according to the Five-Year Deferred Maintenance Plan. Service: School staff and students will work in facilities that rate good to excellent on the OPSC Facilities Inspection Tool.	$2,012,413.00	No
3	Qualified Staff	Action: The district will attract and retain qualified general and special education teachers, administrators, and classified staff to provide research-based CaSS instruction, monitor growth, and provide differentiated support and enrichment to all TK-8 students, as appropriate. The district will provide competitive compensation and satisfactory working	$28,659,326.00	No

		conditions. Service: All TK-8 students will receive research-based instruction and differentiated support designed to build their proficiency as measured by SBAC assessments, district common assessments, and school based informal assessments.		
4	Basic Supplies and Services	Action: The district will provide sufficient supplies to support daily operations and instruction. Services: Supplies necessary to support daily operations and instruction for students will be provided to schools and the district.	$7,522,027.00	No
5	Transportation	Action: The district will provide busing services for selected groups of general and special education students. Service: Eligible general and special education students will be safely transported to and from school.	$1,112,424.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description

3	Goal 3 - School Climate
	School Climate will be conducive to effective teaching and learning, as measured by (metrics):
	1. Suspension Rate
	2. Expulsion Rate
	3. Student School Safety Survey Rates (Grades 5 and 7)
	4. Parent Safety Survey Rate

An explanation of why the LEA has developed this goal.

The School Climate goal was developed to ensure that the climate is conducive to effective teaching and learning. The Little Lake City School District and stakeholders understands that strong connection between students feeling safe and connected to their school and academic achievement. It is because of this belief that the LCAP Central Committee has dedicated a goal to School Climate. To support students connectedness at school and ensure their social and emotional well being, this goal includes actions and services that directly impact students, such as Elementary and Middle School Counselors, Student Motivation, and the WEB program, . To monitor the effectiveness of this goal we look at certain questions with the Parent LCAP Survey and the Healthy Kids Survey as they relate to perceptions of safety and connectedness. We strive for 100% of our students to feel safe and connected at school to ensure their overall success. Ensuring a positive school climate will help students reach their full potential and positively contribute to their communities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Dashboard Suspension Rate Report - Stuatus and Change Report Suspension Rate < 1%	2020/2021 Suspension Rate - 0.9% Decreased				Maintain Suspension Rate <1%
Expulsion Rate	2020/2021 Expulsion Rate - 0.9% Decreased				Maintain Expulsion Rate <1%
Student School Safety Survey Rates (Grades 5 and 7) (Priority 7)	2020/2021 5th Grade: 93% 7th Grade: 90%				Increase 1% until rate is at or aboce 90% 5th Grade: Maintain at 90% 7th Grade: Maintain at 90%
Parent Safety Survey Rate (Priority 7)	2020/2021 Parent Safety Survey Rate - 95%				Parent Safety Survey Rate - Maintain at/or above 95%
Teacher LCAP Survey	Safety Question				At or above 75%

- Safety	N/A Baseline data will be available in 2021/2022	

Actions

Action #	Title	Description	Total Funds	Contributing
1	Alternatives to Suspension/PBIS	Action: All schools will be in full PBIS implementation mode. Service: Targeted students at all nine schools will benefit from the tiered system of behavioral supports such as positive reinforcement systems, behavior expectation matrix and training, and CICO programs, thereby increasing their safety and connectedness to school.	$60,000.00	Yes
2	Elementary/Middle School Counselors	Action: The district will maintain itinerant elementary/middle school counselors (5 FTEs) to support targeted students. Service: Increased counseling services will be provided to meet targeted students' academic, social and personal needs. Service: The district will identify additional social emotional learning supplemental materials to meet the social emotional needs of students.	$724,799.00	Yes
3	Student Motivation	Action: Each school will provide student motivational activities, including positive reinforcement rewards and prizes, school assemblies, recess/nutrition games/activities, and spirit days before school, during school, and/or after school. These activities are designed to encourage and support school connectedness and a positive school climate. Service: Targeted student participation in motivational activities will increase school connectedness.	$107,000.00	Yes
4	Student Support Counselor	Action: The District will hire an additional (1 FTE) counselor to focus on supporting students, staff, and parents when dealing with student conflict. The counselor will research effective programs and strategies to meet our student needs. The counselor will provide direct support to students in need through one on one and small group counseling, provide support to teachers by training them in strategies and reinforcement systems to use with students in need, and support the school wide implementation of an Social Emotional Learning program through professional development and planning.	$161,668.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	Goal 4 - Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics): 1. Parent Survey Response Rate 2. Parent Satisfaction Survey Results 3. Student School Connectedness Rate (HKS Grades 5 and 7) 4. Priority 3: Parent Decision Making and Participation 5. Attendance Rate 6. Chronic Absenteeism Rate 7. Middle School Dropout Rate

An explanation of why the LEA has developed this goal.

The LEA and stakeholders recognize and value the important role that parents have in their child's education and the critical partnership between home and school. In order to foster this positive relationship, parent and parent groups must play an important and meaningful role within the school setting. The Stakeholder Engagement goal was developed to ensure inclusive, strategic, and purposeful family and parent engagement. The actions and services provide for parent educational opportunities to allow parents to increase their own knowledge and awareness to better support their children as well as multiple opportunities for parent involvement on campus, as well as school leadership positions. Little Lake is a school community build on respect and trust and this goal allows us to continue to build that partnership with our families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
LCAP Parent Survey Response Rate	2020/2021 Parent Survey Response Rate - 80%				Growth Target - Maintain at or above 80%
LCAP Parent Survey Results	2020/2021 Parent Satisfactory Survey Results - 96%				Maintain at or above 95%
Student School Connectedness Rate (HKS Grades 5 and 7)	2020-2021 Student School Connectedness Rate (HKS Grades 5 and 7) Grade 5: 90% Grade 7: 75%				Growth Target: +1 until rate is at 90% or greater Grade 5: Increase or maintain at 90% Grade 7: 76%
LCAP Parent Survey Results: Parent Decision Making (Priority 3)	2020/2021 Q 11 - I am aware of parent education and parent leadership opportunities. - 95% Q 12 - I participate in parent education and parent leadership meetings and workshops. - 52%				Q11 - Maintain at or above 95% Q12 - Maintain at or above 50%
LCAP Parent Survey Results: Parent Participation (Priority 3)	2020/2021 Q10 - I attend school events and meetings. - 93%				Maintain at or above 90%.
Attendance Rate	2018-2019 Attendance Rate - 96.54%				Growth Target: 97%
Chronic Absenteeism Rate	2018-2019 Chronic Absenteeism Rate: 5.4%				Decrease by 1% - Chronic Absenteeism Rate 4.4%
Teacher LCAP Survey	Connectedness Question				At or above 75%

| | N/A - Baseline Data will be available in 21/22 | | | | |
| Middle School Dropout Rate | 2018-2019 Middle School Dropout Rate: 0% | | | | Maintain at 0% Growth Target: 0% |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	Action: The district and school sites will develop parent engagement, involvement and leadership opportunities to increase effective home-school communication, participation in site workshops, school events, and leadership/decision-making activities, as well as provide direct support and services to families in need in order to promote the success of targeted students as measured by the Parent Engagement Survey. Service: Family Outreach Liaisons will work directly with targeted students and families to provide related services and resources to support students and families. Service: Parents will be able to attend a variety of courses offered by the district and receive college credit through Cerritos Community College in courses such as Technology, GED, ELD, Parent Project, Civic Leadership offered through the school year increasing parents abilities to support targeted students . Service: Parent will be able to attend school site specific activities such as Science Night, Literacy Night, Family Events, and various Parent Trainings. Additionally, parents will have the opportunity to serve in leadership roles on PTA/PTO, SSC and ELAC.	$142,344.00	Yes
2	Pupil Engagement/School Climate	Action: District and site plans (SPSAs) will include programs designed to increase stakeholder engagement and to reinforce positive school climate, such as: WEB implementation at both middle schools; District elementary attendance clerk services for TK-5 schools who monitors and provides outreach to families with attendance issues. Attendance clerk closely monitors all unduplicated students, particularly foster youth, and provides resources and referrals to our District Family Outreach Liaisons and Social Worker. Service: Targeted students will experience and exhibit increased engagement through programs designed to build a stronger school community and resulting in increased positive student to student interactions, a shared understanding of conflict resolution strategies among staff, students, parents, and a systematic approach when dealing with conflict in an effort to increase student learning.	$23,564.00	Yes

Goal Analysis 2021-2022

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.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP 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.
Not applicable to this year's LCAP 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 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.3%	$7,952,961.00

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.
1.1 CASS Supplemental Materials (State Priority #1, Basic Services) This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites utilized supplemental materials, including manipulatives, software, novels, and other teaching and learning resources according to site needs to increase the effectiveness in delivering standards based instruction to students meeting full implementation. After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that theses specialized populations may need additional supplemental materials in order for these populations to increase student achievement. EL students require exposure to a variety of materials in order to provide them, and their families, access to language due to their limited English language proficiency. FY and LI students

require additional instructional materials due to their lack of exposure because of personal experiences and their conditions. In addition, Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower level below the standard, while LI students came in at the orange level. In order to address the needs of our EL, FY, and LI students teachers of EL, FY, and OS students, school sites will be allotted funds to purchase CASS-aligned supplemental materials to support the needs of these populations. All school sites have adopted core materials, but often times they need to purchase supplemental materials to meet the specific needs of their EL, FY, LI students. For example, at times adopted core materials are not sufficient to meet the needs of newcomers. Supplemental materials, such as books in their primary language, online resources, and manipulatives that are beyond the core program are needed to support and increase their learning. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, because EL, FY, and LI students are performing below all students, the action will provide supplemental materials to meet the learning needs of the subgroup in order to increase the effectiveness of instruction and assist students in achieving at higher levels, as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.2 Professional Development (State Priority #2, Implementation of California State Standards) EL and FY
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites utilized professional development, including teacher release time, conferences, and planning according to site needs to increase the effectiveness in delivering standards based instruction to students meeting full implementation. After assessing the needs, conditions, and circumstances of FY and EL students, we know that these student populations need support to increase student achievement and close the achievement gap. Dashboard and local assessment data reflect that FY and EL students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY performed one level below all students (yellow). In order to address the needs of our FY and EL students, teachers of FY and EL students will receive professional development according to their site based needs to increase their effectiveness in delivering standards-based instruction to their FY and EL students in order to increase student achievement and close the achievement gap. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, because FY and EL students are performing below all students, the actions will increase the effectiveness of instruction and assist students in achieving at higher levels, as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.3 Instructional Technology (State Priority #2, Implementation of State Standards)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites utilized instructional technology to increase the effectiveness in delivering standards based instruction to students meeting full implementation. EL, FY, and LI students will receive instruction including the integration of instructional technology designed to support their specific needs in reaching grade level proficiency in content standards. Technology devices will be purchased for the in-class use of EL, FY, and LI students as they demonstrate their learning of the California State Standards. Our parent survey data show that EL, FY, and LI has limited access to technology devices and internet to support their learning as compared to all students. Integrating technology into daily instruction ensures that EL, FY, and LI students have increased opportunities to use technology as an learning tool. In addition, increased opportunities with technology allows them to practice technology strategies that they will be expected to use for SBAC assessments. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, because FY and EL students are performing below all students, the actions will increase the effectiveness of instruction and assist students in achieving at higher levels, as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.4. Data Reflection Sessions (DRS)/Arts for All, 1.8 Arts for All (State Priority #7, Course Access) and 1.17 DRS/Arts for All
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites utilized data reflection sessions to analyze student work and data, share best practices, and monitor subgroups in order to increase the effectiveness in delivering standards based instruction to students and increase student achievement meeting full implementation. After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that theses specialized populations need to be monitored careful and that specialized instructional strategies may be needed in order for these populations to increase student achievement. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower level below the standard, while LI students came in at the orange level. In order to address the needs of our EL, FY, and LI students teachers of EL, FY, and LI students will participate in Data Reflection Sessions (DRS) biweekly to analyze current data and student work, plan for instruction, and monitor progress of subgroups. DRS is an ongoing systematic way to analyze and disaggregate data using specific norms and protocols. This process allows teacher teams to make informed decisions about instruction and will result in effective delivery of instruction, specifically to address the

special learning needs for our ELs, FY, and LI students. During DRS specific strategies will be identified to meet the needs of EL, FY, and LI students based on data. In addition, the data of EL, LI, and FY students are closely monitored. During DRS, students are receiving instruction in Arts for All (art, music, and physical education) by content specialists. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, because EL, FY, and LI students are performing below all students, the actions will increase the monitoring of these subgroups and increase the use of specialized instructional strategies to increase the effectiveness of instruction and assist students in achieving at higher levels, as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.5 Increased Tier 3 (Intensive) Support (State Priority #4, Pupil Achievement)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites provided increased tier 3 intensive support for at risk students to increase the opportunities for intensive interventions meeting full implementation. After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that theses specialized populations are at academically at-risk based on assessment data and need increased prevention/intervention services in core academic areas to increase their academic achievement. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower level below the standard, while LI students came in at the orange level. In order to address the needs of our EL, LI, and FY students, students who have been identified as academically at-risk through the use of CAASPP data, district benchmark assessment data, reading levels, and teacher input will receive increase prevention/intervention services in core academic areas to increase their academic achievement level. These actions are being provided to academically at-risk students on an LEA-wide basis and we expect that all eligible students will benefit. However, because EL, LI, and FY students are performing below all students, the action will provide multiple opportunities for intensive interventions that serve as preventative measures to increase student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.6. Middle School Team Structure (State Priority #4, Pupil Achievement and #6, School Climate)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that middle school sites were able to maintain the team structure allowing students to work with a team of teachers to support their academic and social/emotional needs meeting full implementation. After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that theses specialized populations benefit from participation on an interdisciplinary team with an improved student:teacher ration to enhance differentiation and to increase students connectedness to school. In addition, research states that there is a strong correlation between student connectedness and academic achievement. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower level below the standard, while LI students came in at the orange level. In order to address the needs of our EL, FY, and LI students, they are assigned to a team of teachers that is responsible for monitoring their academic and social-emotional needs. These actions are being provided on an LEA-wide basis and we expect that all middle school students will benefit. However, because EL, FY, and LI students are performing below all students, the actions will decrease student to teacher ratios and provided support to assist students in achieving at higher levels, as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.7 Expanded TK Program (State Priority #5, Pupil Engagement)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all elementary school sites offered an expanded TK program allowing additional students to be eligible for the program meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations benefit from participating in a transitional kindergarten program. Community data shows that there are many student who do not attend preschool prior to entering kindergarten. In addition, we know that our dashboard and local assessment data reflect that El, FY, and LI students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower level below the standard, while LI students came in at the orange level. In order to address the needs of our EL, FY, and LI students, The district will expand eligibility window for entrance into the TK program to include students with birth dates from September 2nd through March 2nd. By extending our TK eligibility window for entrance into the TK program to include EL, FY, LI student with birth dates from September 2nd to March 2nd, we are able to service almost twice the TK EL, FY, LI students resulting in a two year Kindergarten program for students that would otherwise not have attended a preschool program. These actions are being provided on an LEA-wide basis and we expect that all eligible TK students will benefit. However, because EL, FY, and LI students are performing below all students, the action will allow additional

EL, FY, and LI students to participate in the TK program allowing for increased time instructional time resulting in increase overall student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.9 Collaboration/Planning Time (State Priority #4, Pupil Achievement)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites utilized collaboration and planning time, allowing teachers to plan lessons to meet the academic needs of learners in order to increase the effectiveness in delivering standards based instruction to all students meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations benefit from specialized instructional strategies. In addition, we know that our dashboard and local assessment data reflect that El, FY, and LI students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower levels below the standard, while LI students came in at the orange level. In order to address the needs of our EL, FY, and LI students, TK -5 teachers of EL, FY, LI students will utilize common planning time to collaborate with grade level teams to increase their effectiveness in delivering standards-based instruction and specialized instructional strategies to their ELs, FY and LI students. The implementation of specialized instructional strategies for EL, FY, LI students will meet their specific needs. Research shows that providing common planning time and collaboration for teachers, at their specific grade level, allows them to identify specific strategies and plan instruction to address the academic needs of EL, FY, LI students. These actions are being provided on an LEA-wide basis and we expect that all Tk - 5 grade students will benefit. However, because EL, FY, and LI students are performing below all students, the action will allow planning for specialized instruction allowing for an effective delivery of standards based instruction resulting in increased overall student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.10 Common Planning Time (State Priority #8, Other Pupil Outcomes)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites participated in district wide common planning time on three professional development days to increase the effectiveness in delivering standards based instruction to students meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations benefit from specialized instructional strategies. Research shows that common planning time and professional development for teachers allows them to identity and be trained on best practices and specific strategies in order to plan effective lessons that best meets the needs of EL, FY, and LI students. In addition, we know that our dashboard and local assessment data reflect that El, FY, and LI students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower level below the standard, while LI students came in at the orange level. In order to address the needs of our EL, FY, and LI students, teachers of EL, FY, LI students will utilize common planning time on three professional development days to increase their effectiveness in delivering standards-based instruction to their ELs, FY and low income students. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, because EL, FY, and LI students are performing below all students, the action will allow planning for specialized instruction allowing for an effective delivery of standards based instruction resulting in increased overall student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.11 Summer School (State Priority # 8, Other Pupil Outcomes)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that a summer program was designed to provide opportunities to meet the specific needs in the areas of ELA and Math for EL, FY, and LI students meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students, many are identified at risk, and there are limited times for intervention and enrichment during the instructional day. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower levels below the standard, while LI students came in at the orange level. In order to address the needs of our EL, FY, and LI students, they will receive additional summer instruction to assist them in attaining grade level proficiency in the California State Standards, as well as enrichment opportunities. A summer school program will be designed and implemented to meet their learning needs in ELA and mathematics as well as their social/emotional needs. These actions are being provided on an LEA-wide basis and we expect that all participating students will benefit. However, because EL, FY, and LI students are performing below all students, they will have preferential enrollment. The action will allow these subgroups additional support in ELA and mathematics instruction leading to increased student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.12 Grade Span Adjustment (24:1) (State Priority #5, Pupil Engagement)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all primary students in grades TK-3 experienced a reduced student:teacher ratio meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, LI students demonstrate that they need additional attention and support more than all students as evidenced by subgroup data. Dashboard and local assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower level below the standard, while LI students came in at the orange level. In order to address the needs of our EL, FY, and LI students, TK-3 EL, FY, LI students will receive instruction in classes with a lowered student: teacher ratio, thereby increasing their opportunities for interaction with the teacher through small group instruction, and increased differentiation. By hiring additional certificated staff to reduce student:teacher ratios, TK-3 EL, FY, LI students are able to receive targeted and individualized support to meet their needs by providing multiple opportunities for small group or one to one instruction throughout the instructional day. These actions are being provided on an LEA-wide basis and we expect that all participating students will benefit. However, because EL, FY, and LI students are performing below all students, we are providing additional opportunities for small group instruction. The action will allow these subgroups additional support in ELA and mathematics instruction leading to increased student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.13 Student Interventions (State Priority #7, Course Access)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites provided daily interventions and/or enrichment opportunities beyond the core to meet the needs of students meeting full implementation. After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that theses specialized populations are at academically at-risk based on assessment data and need increased intervention services in core academic areas to increase their academic achievement. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower level below the standard, while LI students came in at the orange level. In order to address the needs of our EL, LI, and FY students, TK - 8th grade EL, FY, LI students will participate in daily interventions and/or extended learning opportunities beyond the core program that are data-driven, timely, systematic, and directive. By hiring interventionists, EL, FY, LI students are able to receive daily small group targeted instruction and support in math and language arts to increase student learning. These actions are being provided to academically at-risk students on an LEA-wide basis and we expect that all eligible students will benefit. However, because EL, LI, and FY students are performing below all students, the action will provide additional interventions in order to increase student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.14 Instructional Math Coaches (State Priority #4, Pupil Achievement)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites received support from the math coaches, including professional development, lesson design support, and a streamlined pacing guide based on essential standards, to increase the effectiveness in delivering standards based instruction to students meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students in the area of mathematics. Dashboard data demonstrates in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower level below the standard, while LI students came in at the orange level. In order to address the needs of our EL, FY, and LI students in the area of mathematics, math coaches will provide on-going support and professional development to teachers to strengthen mathematics instruction and to implement a consistent set of research-based strategies to support the needs of EL, FY, and LI students. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, the actions will allow EL, FY, and LI students to receive more effective mathematics instruction in order to increase their academic achievement in the area of mathematics, as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.15 Library Services (State Priority #2, Implementation of State Standards)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites offered library services from a library media specialist to support literacy and access to student books meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students in the area of ELA. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow).

Many of our EL, FY, and LI students have limited access to books to support their learning as compared to all students. EL students need additional books at various levels in order to increase their English proficiency. FY and LI students have limited access to books and/or public libraries due to their extenuating family circumstances. In order to address the needs of our EL, FY, and LI students, library services will be provided by a library media specialist in all elementary and middle school libraries. By hiring library media specialist at every school site, EL, FY, LI students have the opportunity to check out books on a regular basis resulting in increased access to literacy at home. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, the actions will allow EL, FY, and LI students additional opportunities to read independently at their instructional level in order to increase their academic achievement in the area of ELA, as measured by CAASPP assessments in ELA and local assessments in ELA, thus assisting in closing the achievement gap.

1.18 Enrichment/Extended Day (State Priority #4, Pupil Achievement)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites offered enrichment and extended day learning offering students opportunities beyond the core meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students in the areas of ELA, mathematics, and science. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower levels below the standard, while LI students came in at the orange level. CAASPP data demonstrates that 34% of All students were met or exceeded on the CAST test during the last administration. LI students can in at a lower rate with 30% of LI students at met and exceeded, and EL students came in significantly lower at 9% met or exceeded. While we do not have data on FY at this time, based on ELA and Mathematics data we might predict that science data would also be below all students. In addition, research also shows that student learning increases when students are involved through hands-on activities and many EL, FY, and LI students have limited opportunities for enrichment due to lack of transportation and/or funds for pay for enrichment courses. In order to address the needs of our EL, FY, and LI students, they will have opportunities for enrichment/extended day to increase differentiated instruction to meet their learning needs. Before and after school enrichment programs will be offered at every school site for our EL, FY, LI students in order to increase access to enrichment programs beyond the core, such as STEM classes, coding classes, robotics courses, and various hands-on assemblies. These actions are being provided on an LEA-wide basis and we expect that all participating students will benefit. However, because EL, FY, and LI students are performing below all students, they will have preferential enrollment in extended day activities. The action will allow these subgroups additional support through enrichment opportunities instruction leading to increased student achievement as measured by CAASPP assessments in ELA, mathematics and Science and local assessments in ELA, mathematics, and science thus assisting in closing the achievement gap.

1.20 STEM Specialist (State Priority #4, Pupil Achievement)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that teachers at all school sites received support from the Science specialists, including professional development, lesson design support, and support with hands on science activities, to increase the effectiveness in delivering standards based instruction to students meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students in the area of science. CAASPP data demonstrates that 34% of All students were met or exceeded on the CAST test during the last administration. LI students can in at a lower rate with 30% of LI students at met and exceeded, and EL students came in significantly lower at 9% met or exceeded. While we do not have data on FY at this time, based on ELA and Mathematics data we might predict that science data would also be below all students. In addition, research also shows that student learning increases when students are involved through hands-on activities. In order to address the needs of our EL, FY, and LI students in the area of science, a STEM TOSA will provide on-going support and professional development to teachers to strengthen science instruction and to implement a consistent set of hands-on strategies including storylines and performance tasks. Teachers will receive on-going support and professional development in creating phenomena based lessons and deepening their understanding of NGSS and content knowledge. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, the actions will allow EL, FY, and LI students to receive more effective core instruction in the Next Generation Science Standards in order to increase their academic achievement in the area of science as measured by CAASPP assessments in Science and local data.

1.22 TK Support (State Priority #4, Pupil Achievement)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites offered additional support in TK classrooms allowing for additional small group and one to one instruction meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that small group and one on one intervention will help provide additional support and assist in meeting the learning needs of these subgroups. In addition, Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data also demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower level below the standard, while LI students came in at the orange level. In order to address the needs of our EL, FY, and LI in TK, we will hire interventionist to provide support to all TK classrooms. This will allow EL, FY, and

LI students to have more frequent opportunities for targeted support through small group and one on one intervention, helping students to succeed both academically and social-emotionally. These actions are being provided on an LEA-wide basis and we expect that all TK students will benefit. However the action will allow EL, FY, and LI students to receive more opportunities for small group and one to one instruction to meet their learning needs leading to increased student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

1.23 Digital Platforms (State Priority#4, Pupil Achievement)
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that students have learning needs across the curriculum, including gaps in their learning as compared to all students. Dashboard data demonstrates that in ELA all students performed at the green level, whereas, ELs performed two level below (orange) and FY and LI performed one level below all students (yellow). Dashboard data also demonstrate that in math all students performed at the yellow level at 18.5 points below the standard, whereas ELs and FY students performed at the yellow level but at a lower level below the standard, while LI students came in at the orange level. In order to address the needs of our EL, FY, and LI in TK, we will identify and purchase several digital platforms. The selected platforms will be used to enhance student learning, but will also be an instructional support tool. Selected platforms provided opportunities for students to work at their identified level and provided differentiated and scaffolded support based on identified student need. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However the action will allow EL, FY, and LI students to receive additional opportunities to engage with content at their instructions level leading to increased student achievement as measured by CAASPP assessments in ELA and Math, and local assessments in ELA and Math, thus assisting in closing the achievement gap.

GOAL 3
*3.1 Alternatives to Suspension (PBIS) (State Priority #6, School Climate)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites implemented Positive Behavior Interventions and Supports (PBIS) in order to increase school climate and school connectedness meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from safer school climates and increased time in school. In addition, Dashboard data demonstrates that when looking at the area of suspensions, all students were at the yellow level (1.2%), whereas, FY performed two levels below (red), LI performed one level below (orange) and while ELs also performed at yellow, they were suspended at an increased rate (1.3%). In order to address the needs of our EL, FY, and LI students, we will implement the Positive Behavior Interventions and Supports (PBIS) program in order to improve school climate and improve school connection of EL, FY, LI students. Positive alternatives to suspension will be developed within PBIS and implemented to ensure the positive school experience of EL, FY, LI students. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However EL, FY, LI students will benefit from safer school climates and increased time in school due to the implementation of PBIS including, positive reinforcement systems, behavior expectation matrix and training, and CICO programs, and alternatives to suspension as measured by a decrease in the area of suspension on the the California Dashboard and local data.

3.2 Elementary and Middle School Counselors (State Priority #6, School Climate)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites provided services from itinerant counselors to meet the social/emotional needs of students meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from having mental health services and counseling services available directly at their school sites. National studies show that students' mental health services are limited, especially those of these targeted population. In addition, Dashboard data demonstrates that when looking at the area of suspensions, all students were at the yellow level (1.2%), whereas, FY performed two levels below (red), LI performed one level below (orange) and while ELs also performed at yellow, they were suspended at an increased rate (1.3%). In order to address the needs of our EL, FY, and LI students, we will hire elementary and middle school counselor to provide direct services to students including the necessary mental health services and school based counseling needed to the meet the social/emotional needs of students. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However EL, FY, LI students will benefit from these direct mental health services allowing them increased social/emotional support and an improved readiness to learn as measured by California Dashboard and local data in the area of school connectedness with an increased level of connectedness on our survey data and a decrease in suspension data.

3.3 Student Motivation (State Priority #5, Pupil Engagement)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites provided motivation activities, including assemblies and activities, in order to increase student connectedness meeting full implementation.
After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from safer school climates and increased time in school. Research and data demonstrate that by improving school connectedness, EL, FY, LI students will increase attendance and therefore student achievement. Local data regarding student connectedness indicate that although the goal was met and increases had been made, only 75% of EL, FY, and LI 7th

grade students felt connected to school students, leaving 25% of EL, FY, and LI 7th grade students not connected to school. In order to address the needs of our EL, FY, and LI students, all schools will provide motivational activities before, during, and/or after school, such as STEM club, chess club, robotics club, and sport related activities, to improve EL, FY, and LI student connection to school and overall attendance. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, EL, FY, LI students will benefit from the student motivational activities before school, during school, and/or after school that are designed to encourage and support school connectedness and increase positive school climate as measured by CA Dashboard and local attendance data as well as local student connectedness data.

3.4 Student Support Counselor
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that an additional counselor provided supports to students, staff, and parents when dealing with student conflict. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from having mental health services and counseling services and conflict resolution available to them. National studies show that students' mental health services are limited, especially those of these targeted population. In addition, Dashboard data demonstrates that when looking at the area of suspensions, all students were at the yellow level (1.2%), whereas, FY performed two levels below (red), LI performed one level below (orange) and while ELs also performed at yellow, they were suspended at an increased rate (1.3%). In order to address the needs of our EL, FY, and LI students, we will an additional counselor to provide direct support to students in need through one on one and small group counseling, provide support to teachers by training them in strategies and reinforcement systems to use with students in need, and support the Social Emotional Learning program through professional development and planning . These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However EL, FY, LI students will benefit from these direct mental health services allowing them increased social/emotional support and an improved readiness to learn as measured by California Dashboard and local data in the area of school connectedness with an increased level of connectedness on our survey data and a decrease in suspension data.

GOAL 4
4.1, 4.3-4.4 Parent Involvement (State Priority#3 ,Parent Involvement)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites provide opportunities for parent involvement, participation, and leadership learning offering parents the chance to be engaged at various levels meeting full implementation. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit when their parents engage and participate in the educational programs. Research states that there is a strong correlation between student achievement and parent involvement in their child's education. Research also shows that parents of EL, FY, and LI students need parent training that is specific to their needs, such as training in their primary language and/or topics that are relevant to their lives. Local data regarding parent involvement is limited due to the school closures, however, previous data indicated that around 50% of EL, FY, and LI parents choose to participate in various leadership opportunities at their school sites. In order to address the needs of our EL, FY, and LI students, the district and school sites will develop and implement a tiered plan to increase parent involvement, participation, and leadership regarding strategies to promote the success of targeted students. The district offers parent training and courses, such as GED, ELD, Parent Project, and Civic Leadership. The school sites offer activities and events such as, Family Math and Science Nights, Reading on the Green, and Moms and Muffins and Dads and Donuts. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, EL, FY, LI students will benefit from the opportunities for parents to participate in various levels of engagement, ensuing that parents will be better prepared to support their child increasing the overall parent involvement levels as measured by local attendance data on parent involvement and parent engagement.

4.2 Pupil Engagement/School Climate (State Priority #6, School Climate and State Priority #5, Pupil Engagement)
This action/service is a continuation from the 2017-20 LCAP. Upon evaluation it was determined that the action/service was effective in that all school sites provided opportunities to increase stakeholder engagement and to maintain a positive school climate, as well as maintained a District elementary attendance clerk to monitor attendance meeting, resulting in full implementation of this action/service. After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from a positive school climate and from support during the transition from elementary to middle school. Research states that there is a strong correlation between increased student achievement and a positive school climate. In addition, there is a correlation between attendance and connectedness and safety. Simply put, students that feel safe and close to others at school want to come to school. Research states that in order to maximize learning opportunities and attendance rates for EL, FY, and LI students, they must feel safe within their learning environment. EL students, at times, may struggle building positive social relationships due to their language limitations. FY students may also struggle with relationships due to their life experiences, as well as consistent enrollment at a single school site. LI students may not have supports needed to build positive relationships with adults and peers. Multiple support services, such as Where Everybody Belongs (WEB), helps to improve school safety, attendance, and other school climate factors for EL, FY, and LI students. Healthy Kids Survey (HKS) data demonstrate that 89% of EL, FY, and LI 5th graders and 82% of EL, FY, and LI 7th graders feel close and connected to people at school. The HKS also demonstrated that 90% of EL, FY, and LI 5th graders and 75% of EL, FY, and LI 7th graders feel safe at school. 2018-2019 attendance data show an attendance rate of 96.54%. In order to continue to address the needs of our EL, FY, and LI students, the district and school sites, with the support of our counselors, will continue to

develop ways to ensure a positive school climate. In addition, the district maintains a District attendance clerk to monitor attendance districtwide, in addition to assist parents in obtaining support to ensure positive attendance for students. The Attendance clerk closely monitors all unduplicated students, particularly foster youth, and provides resources and referrals to our District Family Outreach Liaisons and Social Worker. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, EL, FY, LI students will benefit from the positive school climate to ensure connectedness and feeling safe regardless of their home circumstances. This will ensure they feel connected and safe as measured by attendance data and an increase in student connectedness and safety on the Healthy Kids Survey data.

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

For the 2021/2022 school year the Little Lake City School District will increase and improve services for foster youth, English learners, and low-income students by the required percent, which has been determined to be 22.3%. These increased and improved services are identified by the four goal areas listed below:

Goal #1
Action 1 - CaSS Supplemental Materials - To support the specific needs of unduplicated students, particularly EL, FY, and LI students, additional supplemental materials are purchased. These range from manipulatives, to resources, and even selected software used to provide additional materials and scaffolded support to EL, FY, and LI, not only throughout the school day and across content areas.
Action 2 - Common Core Professional Development - The LLCSD provides professional development for teachers, interventionists and support staff in a variety of strategies and across content areas. Embedded into content professional development is specific training and strategies that best service our unduplicated services, especially our English Learners and Foster Youth. Whether it be specific training for working with English learners and Foster Youth, or a math or science PD, best practices and supports for English learners and Foster Youth are always a focus as we look to increase the effectiveness of our instruction, specifically to address the learning needs of this population.
Action 11- Summer School - Summer will be a critical time to recapture student instructional time that was lost during the pandemic. It is a time to accelerate learning and close gaps that have occurred, particularly on essential grade level standards. Unduplicated students including Foster youth, English learners, and low-income students receive priority enrollment in summer school. With the assistance of our Family Liaisons, outreach to unduplicated students takes place prior to opening registration for all.
Action 13 - Student Interventions - Under the action of student interventions, district and sites provide before and after school tutoring sessions to support students beyond the core program. Unduplicated students including foster youth, English learners, and low-income students receive priority enrollment in all intervention services. These identified groups of students are always offered the first chance at enrolling in programs. Once initial registration takes place, any remaining openings are opened up to all students. This allows our unduplicated students the opportunity to engage in additional learning opportunities that are timely and systematic.
- Action 17 - DRS - LLCSD's signature practice of Data Reflection Sessions includes time set aside to look specifically at and monitor the progress of our foster youth, English learners, and low-income students. Using our student data system, Illuminate, Principals pull data for each subgroup and reflect on strategies and supports for these groups. Teams of teachers in the DRS sessions make instructional decisions about how to best meet the needs of these groups of students.
- Action 19 - ELA/ELD Specialists - ELA/ELD Specialist provide specific professional development and support to the teachers of English Learners. Their services provide teachers with lessons, strategies, and resources in order to have a direct impact on the teaching and learning of our EL students. In addition, our ELD specialists also provide direct support to our Newcomer Instructional Assistants who work directly with new English learners in small groups at school sites on essential language acquisition skills.
- Action 21 - Technology To Go Internet and Computer Access - The Technology on the Go program which provides Chromebooks and hotspots for student use at home is a direct service to unduplicated students. Priority for these devices begin with our Foster Youth, and then go to English learners and low- income students as many do not have access to these resources at home. Home use is critical as it provides student access to online learning platforms and allows students to practice skills and research information as needed.
- Action 23 - Digital Platforms - EL, FY, and LI students have access to all digital platforms, but have specific access to platforms purchased to meet their direct needs. Lexia, ST Math, BrainPop, and RAZ Plus are district-wide platforms that directly support the specific needs of EL, FY, and LI students. Both programs focus on language acquisition and academic vocabulary and meet students at their level. Lessons are scaffolded and are used as a supplemental support to students.

Goal 3

- Action 2 - Elementary and Middle School Counselors - During the 2020/2021 school year, counselors have seen a rise in the social emotional needs of students, particularly our unduplicated students. EL, FY, and LI students receive priority placement on each counselor's roster and FY students become automatically added to their caseloads on enrollment. Unduplicated students (EL, FY, and LI) continue to be serviced and monitored by school counselors until it is determined by the counselor that services are no longer needed.

Goal 4
- Action 1 - Parent Involvement - Family Outreach Liaisons work directly with the parents of unduplicated students. Unduplicated families receive priority services and support. With the ability to provide support in English and Spanish, the Family Outreach Liaisons provide immediate and direct support to families in need. Parents have access to weekly food distribution, school supplies, housing referrals, in addition to priority enrollment for parent training and other family events.

- Action 2 - School Climate - District and site plans (SPSAs) will include programs designed to increase stakeholder engagement and to reinforce positive school climate, such as: WEB implementation at both middle schools; District elementary attendance clerk services for TK-5 schools. Targeted students will experience and exhibit increased engagement through programs designed to build a stronger school community and resulting in increased positive student to student interactions, a shared understanding of conflict resolution strategies among staff, students, parents, and a systematic approach when dealing with conflict in an effort to increase student learning.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$34,944,339.00	$10,093,767.00	$335498.00	$2,521,950.00	$47,895,554.00	$36,216,312.00	$11,679,242.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	CaSS Supplemental Materials	English learner (EL), Foster Youth, Low Income	$150,000.00				$150,000.00
1	2	Common Core Professional Development	English learner (EL), Foster Youth	$130,000.00				$130,000.00
1	3	Instructional Technology	Foster Youth, English learner (EL), Low Income	$286,086.00				$286,086.00
1	4	DRS/Arts for All	English learner (EL), Foster Youth, Low Income	$213,500.00				$213,500.00
1	5	Tier 3 Increased Support	Low Income, Foster Youth, English learner	$488,721.00				$488,721.00

			(EL)					
1	6	Increased Staffing: Middle School Team Structure	Low Income, Foster Youth, English learner (EL)	$389,804.00				$389,804.00
1	7	Expanded TK Grade Span Adjustment	Low Income, Foster Youth, English learner (EL)	$462,418.00				$462,418.00
1	8	Arts For All (repeated expenditure, Goal 1, Action 4)	Low Income, Foster Youth, English learner (EL)					$0.00
1	9	Grade Level Collaboration	Foster Youth, English learner (EL), Low Income	$270,523.00				$270,523.00
1	10	Common Planning	Low Income, Foster Youth, English learner (EL)	$320,000.00				$320,000.00
1	11	Summer School	Low Income, Foster Youth, English learner (EL)	$125,000.00				$125,000.00
1	12	Grade Span Adjustment at 24 to 1	Low Income, Foster Youth, English learner (EL)	$2,216,302.00				$2,216,302.00
1	13	Student Interventions	Low Income, Foster Youth, English learner (EL)	$769,990.00			$410,551.00	$1,180,541.00
1	14	Math Coaches	English learner (EL), Foster Youth, Low Income	$242,378.00				$242,378.00
1	15	Library Services	Low Income, Foster Youth, English learner	$170,599.00				$170,599.00

Goal	Action	Title	Student Group(s)					Total
		(EL)						
1	16	Qualified Staff (repeated expenditure, Goal 2, Action 3)	All					$0.00
1	17	DRS/Arts for All (repeated expenditure, Goal 1, Action 4)	Low Income, Foster Youth, English learner (EL)					$0.00
1	18	Enrichment/Extended Day	Low Income, Foster Youth, English learner (EL)	$55,000.00				$55,000.00
1	19	ELA/ELD Specialists	English learner (EL)	$265,548.00				$265,548.00
1	20	STEM Specialist	English learner (EL), Foster Youth, Low Income	$114,833.00				$114,833.00
1	21	Technology To Go-Internet and Computer Access	Foster Youth	$10,000.00				$10,000.00
1	22	TK Support	Low Income, Foster Youth, English learner (EL)	$114,844.00				$114,844.00
1	23	Digital Instructional Platforms	English learner (EL), Foster Youth, Low Income	$153,892.00				$153,892.00
2	1	Standards Aligned Instructional Materials	All		$10,000.00			$10,000.00
2	2	Maintenance of Facilities	All	$2,012,413.00				$2,012,413.00
2	3	Qualified Staff	All	$20,449,230.00	$6,659,444.00	$275,550.00	$1,275,102.00	$28,659,326.00
2	4	Basic Supplies and Services	All	$3,417,311.00	$3,270,816.00	$59,948.00	$773,952.00	$7,522,027.00
2	5	Transportation	All	$1,112,424.00				$1,112,424.00
3	1	Alternatives to Suspension/PBIS	Foster Youth, English learner (EL), Low Income	$60,000.00				$60,000.00

3	2	Elementary/Middle School Counselors	Low Income, Foster Youth, English learner (EL)	$588,661.00	$136,138.00			$724,799.00
3	3	Student Motivation	Foster Youth, English learner (EL), Low Income	$107,000.00				$107,000.00
3	4	Student Support Counselor	Low Income, Foster Youth, English learner (EL)	$161,668.00				$161,668.00
4	1	Parent Involvement	Low Income, Foster Youth, English learner (EL)	$62,630.00	$17,369.00		$62,345.00	$142,344.00
4	2	Pupil Engagement/School Climate	English learner (EL), Foster Youth, Low Income	$23,564.00				$23,564.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$7,952,961.00	$8,579,364.00
LEA-wide Total:	$7,570,413.00	$8,196,816.00
Limited Total:	$275,548.00	$275,548.00
Schoolwide Total:	$107,000.00	$107,000.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	CaSS Supplemental Materials	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$150,000.00	$150,000.00
1	2	Common Core Professional Development	LEA-wide	English learner (EL), Foster Youth	All Schools	$130,000.00	$130,000.00
1	3	Instructional Technology	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$286,086.00	$286,086.00
1	4	DRS/Arts for All	LEA-wide	English learner (EL), Foster	All Schools	$213,500.00	$213,500.00

				Youth, Low Income			
1	5	Tier 3 Increased Support	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$488,721.00	$488,721.00
1	6	Increased Staffing: Middle School Team Structure	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Lake Center Middle School and Lakeside Middle School	$389,804.00	$389,804.00
1	7	Expanded TK Grade Span Adjustment	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,TK	$462,418.00	$462,418.00
1	8	Arts For All (repeated expenditure, Goal 1, Action 4)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
1	9	Grade Level Collaboration	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$270,523.00	$270,523.00
1	10	Common Planning	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$320,000.00	$320,000.00
1	11	Summer School	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$125,000.00	$125,000.00
1	12	Grade Span Adjustment at 24 to 1	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,TK-3	$2,216,302.00	$2,216,302.00
1	13	Student Interventions	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$769,990.00	$1,180,541.00
1	14	Math Coaches	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$242,378.00	$242,378.00
1	15	Library Services	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$170,599.00	$170,599.00
1	17	DRS/Arts for All (repeated expenditure, Goal 1, Action 4)	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Elementary Schools		$0.00

					only		
1	18	Enrichment/Extended Day	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$55,000.00	$55,000.00
1	19	ELA/ELD Specialists	Limited	English learner (EL)	All Schools	$265,548.00	$265,548.00
1	20	STEM Specialist	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$114,833.00	$114,833.00
1	21	Technology To Go-Internet and Computer Access	Limited	Foster Youth	All Schools	$10,000.00	$10,000.00
1	22	TK Support	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,TK	$114,844.00	$114,844.00
1	23	Digital Instructional Platforms	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$153,892.00	$153,892.00
3	1	Alternatives to Suspension/PBIS	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$60,000.00	$60,000.00
3	2	Elementary/Middle School Counselors	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$588,661.00	$724,799.00
3	3	Student Motivation	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	$107,000.00	$107,000.00
3	4	Student Support Counselor	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$161,668.00	$161,668.00
4	1	Parent Involvement	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$62,630.00	$142,344.00
4	2	Pupil Engagement/School Climate	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$23,564.00	$23,564.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$630,900.00	$104,708.00	$84,598.00	$55,568.00		$1,646,176.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	13	Student Interventions	$410,551.00						$1,180,541.00
2	3	Qualified Staff	$135,654.00	$99,308.00	$38,098.00			$1,002,042.00	$28,659,326.00
2	4	Basic Supplies and Services	$22,350.00	$5,400.00	$46,500.00	$55,568.00		$644,134.00	$7,522,027.00
4	1	Parent Involvement	$62,345.00						$142,344.00

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

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

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23**: 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

    o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.