

2021-22 LCFF Budget Overview for Parents Data Input Sheet

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|---|---|
| Local Educational Agency (LEA) Name: | Canyon Elementary School District |
| CDS Code: | 07616716003677 |
| LEA Contact Information: | Name: Lucia Sullivan Position: Principal/Superintendent Phone: 925-376-4671 |
| Coming School Year: | 2021-22 |
| Current School Year: | 2020-21 |

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

| Projected General Fund Revenue for the 2021-22 School Year | Amount |
|---|---------------|
| Total LCFF Funds | \$715383 |
| LCFF Supplemental & Concentration Grants | \$8,905 |
| All Other State Funds | \$109784 |
| All Local Funds | \$130751 |
| All federal funds | \$32637 |
| Total Projected Revenue | \$988,555 |

| Total Budgeted Expenditures for the 2021-22 School Year | Amount |
|--|---------------|
| Total Budgeted General Fund Expenditures | \$988855 |
| Total Budgeted Expenditures in the LCAP | \$33814 |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$30364 |
| Expenditures not in the LCAP | \$955,041 |

| Expenditures for High Needs Students in the 2020-21 School Year | Amount |
|--|---------------|
| Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan | \$48955 |
| Actual Expenditures for High Needs Students in Learning Continuity Plan | \$41902 |

| Funds for High Needs Students | Amount |
|--|---------------|
| 2021-22 Difference in Projected Funds and Budgeted Expenditures | \$21,459 |
| 2020-21 Difference in Budgeted and Actual Expenditures | \$-7,053 |

| Required Prompts(s) | Response(s) |
|---|---|
| Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP). | As a general rule, 80-85% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included. |

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

For In-person Instructional offerings, due to the health department mandates, we were unable to open for in person instruction until March of 2021. The total budgeted expenditures was for high needs students in the Learning Continuity Plan. We adopted LCP with no action in the In-Person Instructional Offerings. But we have added Actions as our reopening plans have unfolded in Spring 2021. We recognize that the template requires Budgeted Actions to be copied verbatim. However, for transparency to our stakeholders, we felt it was important to include Actions that did take place in the Annual Update. For Distance Learning we spent, less than anticipated on chromebooks as many families had their own computers at home and did not require them. For Pupil Learning Loss, we were not able to open in person hybrid instruction until March of 2021 due to health dept restrictions. At that point in person academic supports resumed. Unspent funds were repurposed for other LCAP expenses.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Canyon Elementary School District

CDS Code: 07616716003677

School Year: 2021-22

LEA contact information:

Lucia Sullivan

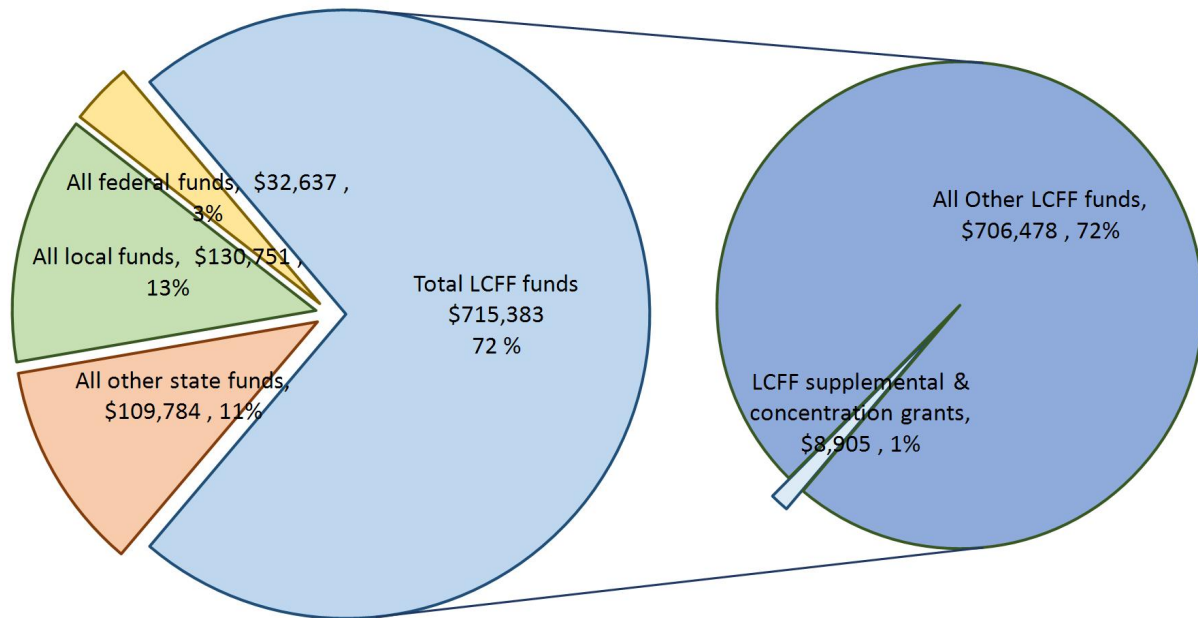
Principal/Superintendent

925-376-4671

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

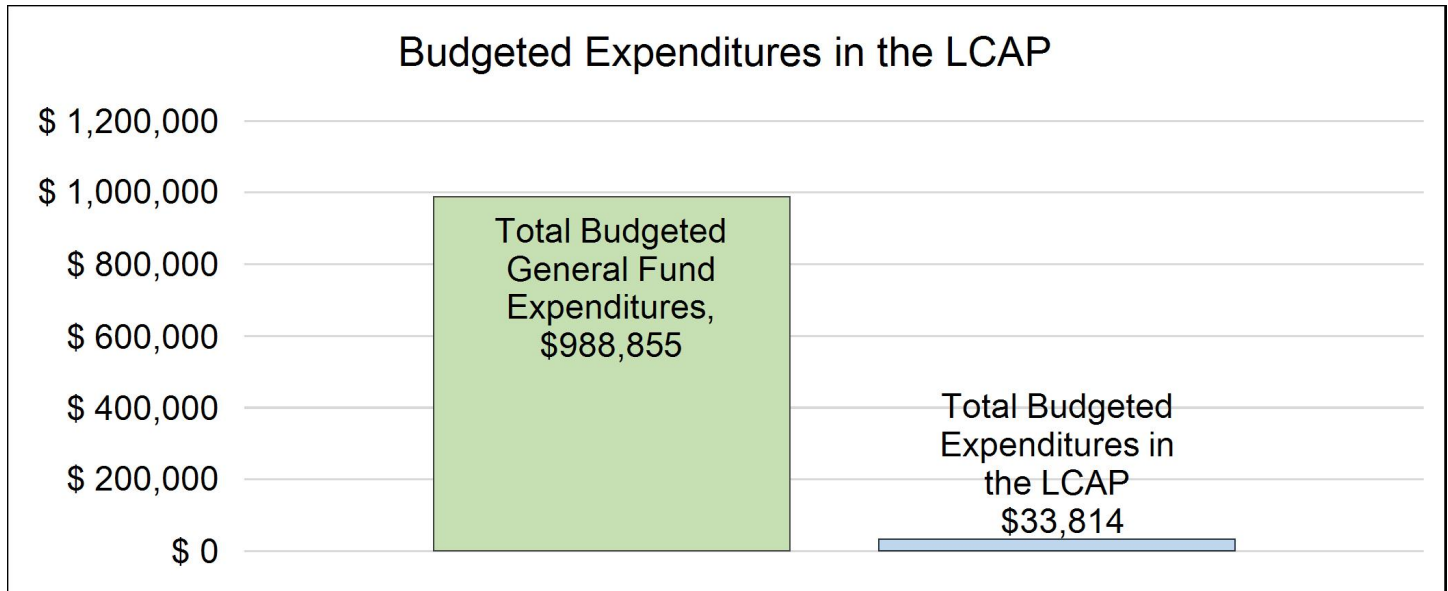


This chart shows the total general purpose revenue Canyon Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Canyon Elementary School District is \$988,555, of which \$715,383 is Local Control Funding Formula (LCFF), \$109,784 is other state funds, \$130,751 is local funds, and \$32,637 is federal funds. Of the \$715,383 in LCFF Funds, \$8,905 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Canyon Elementary 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.

Canyon Elementary School District plans to spend \$988,855 for the 2021-22 school year. Of that amount, \$33,814 is tied to actions/services in the LCAP and \$955,041 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

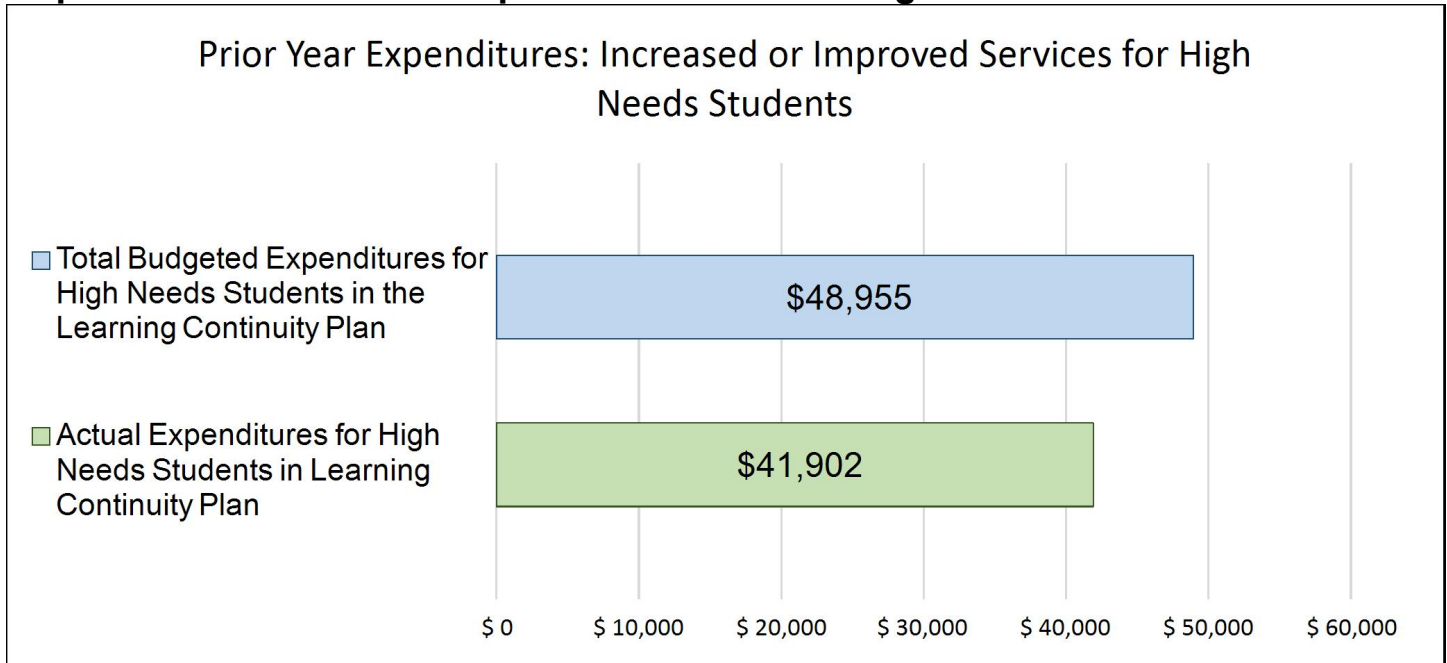
As a general rule, 80-85% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

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

In 2021-22, Canyon Elementary School District is projecting it will receive \$8,905 based on the enrollment of foster youth, English learner, and low-income students. Canyon Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Canyon Elementary School District plans to spend \$30,364 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Canyon Elementary 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 Canyon Elementary 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, Canyon Elementary School District's Learning Continuity Plan budgeted \$48955 for planned actions to increase or improve services for high needs students. Canyon Elementary School District actually spent \$41902 for actions to increase or improve services for high needs students in 2020-21.

For In-person Instructional offerings, due to the health department mandates, we were unable to open for in person instruction until March of 2021. The total budgeted expenditures was for high needs students in the Learning Continuity Plan. We adopted LCP with no action in the In-Person Instructional Offerings. But we have added Actions as our reopening plans have unfolded in Spring 2021. We recognize that the template requires Budgeted Actions to be copied verbatim. However, for transparency to our stakeholders, we felt it was important to include Actions that did take place in the Annual Update. For Distance Learning we spent, less than anticipated on chromebooks as many families had their own computers at home and did not require them. For Pupil Learning Loss, we were not able to open in person hybrid instruction until March of 2021 due to health dept restrictions. At that point in person academic supports resumed. Unspent funds were repurposed for other LCAP expenses.

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

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

| LEA Name | Contact Name and Title | Email and Phone |
|-----------------------------------|--|---|
| Canyon Elementary School District | Lucia Sullivan Principal/Superintendent | ccastaneda@canyon.k12.ca.us 925-376-4671 |

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

All students will have access to and meet or exceed mathematics, English language arts/literacy and Next generation Science Standards.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| <p>Metric/Indicator CAASP results ELA (4A)</p> <p>19-20 40 points above level 3</p> <p>Baseline CAASP results ELA (4A) 30.9 points above level 3</p> | <p>We have no data as the CAASPP was not administered in 2020 due to the Covid-19 pandemic.</p> |
| <p>Metric/Indicator CAASP results math (4A)</p> <p>19-20 40 points above level 3</p> <p>Baseline 38.3 points above level 3</p> | <p>We have no data as the CAASPP was not administered in 2020 due to the Covid-19 pandemic.</p> |
| <p>Metric/Indicator Every student has Standards-aligned texts in math, ELA & Science (1B)</p> <p>19-20 All students will have standards-aligned texts</p> | <p>Met. Every student has Standards-aligned texts in math, ELA & Science (1B)</p> |

| Expected | Actual |
|---|--|
| <p>Baseline All students have standards-aligned texts</p> | |
| <p>Metric/Indicator Teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching (1A)</p> <p>19-20 all teachers will be appropriately credentialed</p> <p>Baseline All teachers are appropriately credentialed</p> | <p>Met. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching (1A)</p> |
| <p>Metric/Indicator Students have access to a broad course of study (7A) like art, drama, Euclidean geometry, this includes unduplicated students (7B) and students with exceptional needs (7C).</p> <p>19-20 all students will take a broad course of study</p> <p>Baseline All students have access to and will take broad course of study</p> | <p>Met. Students have access to a broad course of study (7A) like art, drama, Euclidean geometry, this includes unduplicated students (7B) and students with exceptional needs (7C).</p> |
| <p>Metric/Indicator Examination of student work in portfolios, oral presentations, whole school dramatic presentations, science projects (8A)</p> <p>19-20 all students will take a broad course of study</p> <p>Baseline all students have access to and will take a broad course of study</p> | <p>Met. Examination of student work in portfolios, oral presentations, whole school dramatic presentations, science projects (8A)</p> |

| Expected | Actual |
|---|--|
| <p>Metric/Indicator Informal Principal walk throughs Principal observes standards-aligned instruction 85% of the time, and will in future throughs to observe standards-aligned instruction (2A)</p> <p>19-20 Principal walk throughs demonstrate standards-based teaching practices</p> <p>Baseline informal Principal walk throughs demonstrate standards-based teaching practices</p> | <p>Met. Informal Principal walk throughs Principal observes standards-aligned instruction at least 85% of the time(2A)</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| Continue to employ math paraprofessionals to support differentiated math instruction with primary attention given to unduplicated students first | 2000-2999: Classified Personnel Salaries LCFF 20,000 | 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 4,569 |
| Evaluate programs for curricular gaps that would benefit from increased curriculum materials. | 4000-4999: Books And Supplies Base 3,000 | 4000-4999: Books And Supplies 0 |
| Continue professional development in curriculum & instruction. | 5000-5999: Services And Other Operating Expenditures Base 3301 | 5000-5999: Services And Other Operating Expenditures 0 |
| Continue to employ early intervention tutor with primary attention given to SED students first. | 2000-2999: Classified Personnel Salaries LCFF \$40,000 | 2000-2999: Classified Personnel Salaries LCFF 6,645 |
| purchase and align FOSS science materials to NGSS standards in the development of aligned K-8 science curriculum. | 4000-4999: Books And Supplies LCFF \$4500 | 4000-4999: Books And Supplies LCFF 0 |

Goal Analysis

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

We had to reallocate funds for Covid related actions and services to support students, families, and staff.

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

Our students were vigilant and resilient. They continued to focus on academic tasks. Distance learning increased our attendance rates throughout the pandemic. We were able to continue utilizing math paraprofessional to support differentiated instruction throughout the shut down. We were not able to send teachers to some planned professional development. We were able to retain early intervention tutor with a focus on socioeconomically disadvantaged students first. We were able to purchase science materials and have students engage in hands on science at home throughout distance learning.

Goal 2

Provide a safe environment for our students, where they feel confident and are connected to caring adults, who can challenge them with clear and high expectations to maximize their learning potential.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| <p>Metric/Indicator Attendance rate (5A)</p> <p>19-20 ADA will be 70</p> <p>Baseline ADA is 67.58</p> | <p>Not Met. IN 19-20 our actual ADA was 65.8.</p> |
| <p>Metric/Indicator Safety Survey (6C)</p> <p>19-20 anticipate administering survey</p> <p>Baseline TBD</p> | <p>Met. Our insurance company was able to conduct an inspection on April 22 and found the campus to be free from hazards.</p> |
| <p>Metric/Indicator school facilities are maintained in good repair (1C)</p> <p>19-20 0 incidents Safety Inspection Reports (1C)</p> <p>Baseline 0 incidents Safety Inspection Reports (1C)</p> | <p>Met. We had 0 incidents Safety Inspection Reports (1C)</p> |

| Expected | Actual |
|--|--|
| Metric/Indicator Middle school drop out rate (5C) 19-20 0 Baseline 0 | Met. Middle school drop out rate is 0% |
| Metric/Indicator chronic absenteeism (5B) 19-20 0 Baseline .1% | Met. The chronic absenteeism is 0% |
| Metric/Indicator suspension rates (6A) 19-20 zero Baseline zero | Met. We had 0 suspensions. |
| Metric/Indicator expulsion rates (6B) 19-20 0 Baseline 0 | Met. We had 0 expulsions. |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--------------------------|------------------------|
| Review and compare attendance data to determine impact of increased communication and messaging about importance of good attendance. Reach out directly to identified at-risk families. | 0 | 0 0 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---------------------|
| Communicate attendance, including tardies and the number of Independent Studies requested, and recommendations to support parents in improving attendance and to provide support as needed for students with excessive absences. | 0 | 0 0 |
| Train staff in Responsive Classroom | 3500 5000-5999: Services And Other Operating Expenditures LCFF 1000 | 0 0 |
| Continue safety inspections, review a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history. | 0 | 0 0 |
| Continue to strengthen culture of pro-social development through social emotional learning and anti-bullying (Collaborative classroom, Soul Shoppe) curricula in K-8. | 5000-5999: Services And Other Operating Expenditures LCFF 1500 | 0 0 |

Goal Analysis

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

We were unable to train staff in Responsive Classroom during the Covid-19 Pandemic shutdown. Instead that money was redirected to professional development related to Distance Learning.

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

Our attendance rates were improved by online access to school. We were able to make safety improvements (replaced stairs on back deck) to the campus while the building was closed to students.

Goal 3

Strengthen parent and community engagement, improve communication and build alliances with the community to foster relationships, share resources, inform decision making, collect feedback, support mutual goals and to be transparent.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| <p>Metric/Indicator parent survey, 3A</p> <p>19-20 parents report high rates of satisfaction</p> <p>Baseline Responses indicated parents felt math and Ela curriculum was appropriate and students were supported emotionally</p> | <p>Met. We used many parent surveys to gather important data during the 2019-2020 school year. Parents reported high rates of satisfaction (80% were satisfied or very satisfied)</p> |
| <p>Metric/Indicator number of online parent sign ups including parents of unduplicated students and students with exceptional needs, 3A, 3B, 3C</p> <p>19-20 examine parents sign ups and ensure that there is a good representation of various types of parents including parents of unduplicated, parents of students with exceptional needs and special education students.</p> <p>Baseline in development</p> | <p>Met. parents volunteered to chair many committees to support the community. we had excellent turn out at online meetings. Board meetings typically had 200-500% of prepandemic attendance rates.</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|-----------------------|---------------------|
| Develop list of parental engagement opportunities and circulate widely (parent registration materials, website, newsletters). | zero | zero |
| Schedule and hold parent conferences for any student in an unduplicated group (socioeconomically disadvantaged, ELL, foster youth) by November, personally invite parents by letter, phone or in person to support parental attendance. Gather feedback from parents on how to support students' success. (3B, 3C) | zero | zero |
| Plan and execute at least two parent information nights to support and educate parents of all students. Gather feedback from parents of students as to how we can better support their children. 3A | zero | zero |

Goal Analysis

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

There were no funds budgeted for these actions.

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

Despite the challenges of the pandemic and shutdowns, students and families were very engaged in the community via zoom meetings, google meet and various online forums.

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 |
|--|----------------------|-------------------------------|--------------|
| We are planning in an incremental reopening plan starting with the youngest kids. initially K1 would return for two half days a week per cohort starting on 11/30/20. Each two weeks we will add back another gradespan. | 22,455 | 28,083 | Yes |

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

Due to the health department mandates, we were unable to open for in person instruction until March of 2021. The total budgeted expenditures was for high needs students in the Learning Continuity Plan.

We adopted LCP with no action in the In-Person Instructional Offerings. But we have added Actions as our reopening plans have unfolded in Spring 2021. We recognize that the template requires Budgeted Actions to be copied verbatim. However, for transparency to our stakeholders, we felt it was important to include Actions that did take place in the Annual Update.

Analysis of In-Person Instructional Offerings

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

Students returned to campus in March of 2021 in a hybrid format where they participated in two mornings of in person school and participated online the remainder of the time. We had some students who stayed in remote learning for health and safety reasons. Students have been remarkably flexible in their willingness to participate in academics in either format. Teachers have been able to implement a "high flex" model whereby they serve in person and remote students simultaneously often having kids collaborate online from school.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| The district purchased chromebooks and a learning management system to support distance learning. Additionally online curriculum resources were purchased to support learning and teaching | \$18,000 | 7,174 | Yes |

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

We spent less than anticipated on chromebooks as many families had their own computers at home and did not require them.

Analysis of the Distance Learning Program

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

Continuity of Instruction:
Challenges: Multiple changes in schedules and guidance from the state was a challenge in planning for a robust distance learning program. Managing different student schedules once we returned to a hybrid model in March was also a challenge with some students returning part-time to campus and others remaining full time in distance learning.
Successes: Our small staff was flexible and adaptable and worked with an “all hands on deck” mentality to quickly pivot and adapt to changing circumstances. We were able to maintain student and family engagement that leveraged our relationships within the community.

Access to Devices and Connectivity
Challenges: Chromebooks that had recently been purchased for students in grades 3-5 were not robust enough to successfully utilize Zoom which necessitated the purchase of additional Chromebooks. Many students faced challenges with internet bandwidth capable of video which necessitated these students to turn their cameras off.
Successes: We were able to push out new technology quickly that allowed students access to synchronous learning sessions. We were also able to quickly assess technology needs and problem solve to give all of our students access to online learning.

Pupil Participation and Progress

Challenges: It was more difficult to monitor student progress without face-to-face interaction. Students had varying levels of home support during distance learning.

Successes: We were impressed with the level of online engagement students exhibited and our attendance rates improved. Teachers communicated frequently about student progress with parents. Though we were unable to administer state testing, we were able to utilize grade level assessments to monitor progress.

Staff Roles and Responsibilities:

Challenges: Staff were tasked with new responsibilities that they needed to get up to speed quickly on.

Successes: Staff maintained an “all hands on deck” attitude and were flexible and adaptable in filling needs. Staff members collaborated in lengthy weekly meetings via Zoom to support effective implementation of online learning.

Supports for Pupils with Unique Needs:

Challenges: Supporting students with unique needs was challenging without in-person interaction but our staff and students were flexible.

Successes: We were able to implement IEP services utilizing Zoom in distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Additional small group or 1:1 interventions with highly qualified teaching staff. | 8500 | 6,645 | Yes |

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

We were not able to open in person hybrid instruction until March of 2021 due to health dept restrictions. At that point in person academic supports resumed.

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.

Challenges: . Challenges include managing students when on-line, assessing student work, implementing assessments, time needed to learn new systems and programs, and scheduling.
Successes: We had high student engagement and family support while in distance learning which mitigated learning loss. We were able to use local assessments to gauge student proficiency levels and adjust instructional plans. CAASSP, along with our local assessments will be implemented which will provide the data necessary to continue to monitor any learning loss into the future, including with our students who are low socio-economic.

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.

During distance learning teachers focused class meetings on developing a nurturing a culture of mutual support and community. Teachers used strategies from Tribes, Responsive Classroom, Soul Shoppe and other research-based SEL curricula to support students' well being. Students worked closely together to complete academic tasks this fostering a sense of connection. Many students and families reported frustrations related to the pandemic but by and large were not experience a measurable decline in mental health or emotional well being. At staff meetings we incorporated social-emotional check-in's for staff and talked about the importance of self-care. Staff were offered opportunities for confidential counseling services.

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.

Lack of in-person interaction was a challenge during the Covid-19 pandemic and subsequent shut down. However the effective use of online tools may have supported a greater level of engagement by parents and families. Teachers met regularly (via zoom and telephone) with parents who had concerns. Students were very quick to realize they could "chat" teachers with instructional queries at all hours. Families supported student work and collaborated with teaching staff to do so effectively. Parents attended Board meetings, LCAP meetings and all manner of evening meetings via zoom with much greater frequency and volume than in person attendance had been. This has been a relative bright spot in the pandemic era.

Analysis of School Nutrition

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

Students had access to universal free lunch through a grab n go program in the neighboring Acalanes high school district.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---------|-------------|----------------------|-------------------------------|--------------|
| N/A | N/A | N/A | N/A | |

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

There were no substantive differences in planned actions or budgeted expenses.

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.

We have learned that students and adults will be more flexible about online resources than previously thought. We should make more evening meetings available via zoom to increase parental attendance and involvement. The lessons we are taking away that have informed our LCAP goals are a reinforcement of community values we have held; strong academic programs that are enhanced by providing the context of rich social-emotional supports and strong community engagement that are reflected in our 3 LCAP goals.

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

We have used a variety of local assessments to monitor student progress. we also administered CAASP this spring (2021) to establish new baseline data going forward.

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 only substantive differences occurred where we had budgeted more than needed to purchase additional Chromebooks. Through district survey, we realized many families already had adequate technology at home to support distance learning.

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.

Though the 2020-2021 year has been challenging, it has reinforced this community's dedication to supporting this little school. We were proud of student and family engagement throughout the pandemic and hope that it will continue.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

| Total Expenditures by Funding Source | | |
|--------------------------------------|--------------------------------------|------------------------------------|
| Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Funding Sources | 73,301.00 | 11,214.00 |
| | 0.00 | 0.00 |
| Base | 6,301.00 | 0.00 |
| LCFF | 67,000.00 | 6,645.00 |
| LCFF Supplemental and Concentration | 0.00 | 4,569.00 |

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

| Total Expenditures by Object Type | | |
|--|---|---|
| Object Type | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | 73,301.00 | 11,214.00 |
| | 0.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | 60,000.00 | 11,214.00 |
| 4000-4999: Books And Supplies | 7,500.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | 5,801.00 | 0.00 |

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

| Total Expenditures by Object Type and Funding Source | | | |
|---|-------------------------------------|---|---|
| Object Type | Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | All Funding Sources | 73,301.00 | 11,214.00 |
| | | 0.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 60,000.00 | 6,645.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental and Concentration | 0.00 | 4,569.00 |
| 4000-4999: Books And Supplies | | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Base | 3,000.00 | 0.00 |
| 4000-4999: Books And Supplies | LCFF | 4,500.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 3,301.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 2,500.00 | 0.00 |

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

| Total Expenditures by Goal | | |
|-----------------------------------|---|---|
| Goal | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| Goal 1 | 70,801.00 | 11,214.00 |
| Goal 2 | 2,500.00 | 0.00 |

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

| Total Expenditures by Offering/Program | | |
|--|--------------------|--------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$22,455.00 | \$28,083.00 |
| Distance Learning Program | \$18,000.00 | \$7,174.00 |
| Pupil Learning Loss | \$8,500.00 | \$6,645.00 |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | \$48,955.00 | \$41,902.00 |

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

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|--------------------|--------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$22,455.00 | \$28,083.00 |
| Distance Learning Program | \$18,000.00 | \$7,174.00 |
| Pupil Learning Loss | \$8,500.00 | \$6,645.00 |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | \$48,955.00 | \$41,902.00 |

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|---|
| Canyon Elementary School District | Lucia Sullivan Principal/Superintendent | ccastaneda@canyon.k12.ca.us 925-376-4671 |

Plan Summary [2021-22]

General Information

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

The Canyon Elementary School District is comprised of one three-room schoolhouse with 72 children in Kindergarten through grade eight. The community of Canyon is located in unincorporated Contra Costa County, nestled between the Oakland Hills and Moraga. Canyon is considered rural because it is located deep in a steep canyon and feels remote because of narrow, windy access roads. There is no cellular coverage in the canyon. Homes in Canyon were traditionally built by members of the community and are often far above the road, requiring people to climb hundreds of steps. Members of our community are known for being very self reliant and many of our children have parents who are builders or artisans although as the community changes over time, there are now more community members commuting to San Francisco and throughout the Bay Area and working in the tech field.

Canyon School’s mission is to foster lifelong love of learning, integrating individual academic growth and achievement with artistic expression. We draw strength from our extended community rich in historic tradition, our unique natural setting, and our small size. The school develops the talents, strengths, and confidence of each individual so that our students become resourceful adults who think and act creatively and critically in the world community.

Canyon has 72 students and an unduplicated percentage of 6.7%. All of the unduplicated students are socioeconomically disadvantaged. We have no English learners and we have no foster youth. Student groups represented in the Canyon population are: African American, Asian, Hispanic, White and Two or more races. The two most prevalent groups are white and two or more races. The Canyon population is 65% white and 17% two or more races. We reach out to the family of each child with exceptional needs to assure parental input. We offer a broad curriculum for students with exceptional needs.

LCAP presentations and information have been presented using the LCAP acronym. Feedback from the community has indicated that parents and community members do not express much interest in or concern about the LCAP document per se, though they are very interested in the day to day operations of the school district. LCAP meetings, via the School Site Council (which serves as our district

advisory committee), were comprised of teacher representation, principal and parents. Information from those meetings was disseminated to parents and the community through email, newsletters and posting to the website.

Generally, progress was made in all LCAP goals, supported by action and service evidence within each goal. The following metrics do not apply: 2b. how the programs and services will enable English learners to access the CCSS and ELD standards, 4b Academic Performance Indicator, 4c % completing of UC or CSU courses, 4d % EIs with improved CELDT performance, 4e EL reclassification rate, 4f % passing AP exams, 4g % prepared for college (EAP), 5d High school drop out rate, 5e High school graduation rate, 4H College and career readiness

Reflections: Successes

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

Despite the challenges of the Covid-19 Pandemic and subsequent Distance Learning, we did experience positive outcomes. Distance learning greatly improved our overall attendance rate. Students demonstrated great resilience in the phase of unanticipated challenges. The community stepped up to support each other and the students. Students developed technological facility we had not anticipated. Previously we had not introduced computers for students below grade 3 and now all students are proficient with our Learning management System and basic email and word processing.

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.

Districtwide, Canyon did not perform at the orange or red performance levels for any indicator. We plan to maintain this by continuing to support our successful intervention model.

LCAP Highlights

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

We have identified three goals to focus on over the course of this 3-year plan:

1. All students will have access to and meet or exceed mathematics, English language arts and the Next Generation Science Standards. (State priorities 1, 2, 4, 7, 8) pp. 6-10
2. Provide a safe environment for our students, where they feel confident and are connected to caring adults, who can challenge them with clear and high expectations to reach their learning potential (State Priorities 1, 5, 6) pp 11-15
3. Strengthen parent and community engagement, improve communication and build alliances with the community to foster relationships, share resources, inform decision-making, collect feedback, support mutual goals, and to be transparent (State priority 3) pp.16-19

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.

We did not have any school 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.

We did not have any school identified as needing 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.

n/a

Stakeholder Engagement

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

Due to our very small size, we are constantly engaging stakeholders in face to face conversations, dialoging over email and discussions in public meetings. Stakeholder include but are not limited to: students, parents, teachers, other school personnel, parent advisory committee. We do not currently have any English language learners and thus have no committee. We are in a constant feedback loop. Additionally we send out many parent surveys to get additional feedback on specific questions. Parents provided detailed feedback through email and in person meetings. Teachers were engaged in weekly staff meetings and shared input in an ongoing manner. The principal/superintendent is the author of the document and has been engaged in every step of this process. We have no local bargaining units. School Site Council meets in an advisory capacity to the LCAP process providing input. The SELPA coordinator's input was gathered at a County wide meeting hosted by CCCOE over zoom.

A summary of the feedback provided by specific stakeholder groups.

Due to our small size it is hard to break out specific group feedback. Parent surveys indicate that parents want a varied academic program that is both rigorous and rooted in the whole child's experience in arts, nature, hands on science and music.

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

Parents want a full time in person academic program reflective of the robust academic programming they are accustomed to. Through the Extended Learning Opportunities Grant we will be providing the learning experiences parents asked for. Our three LCAP goals are strongly supported by our stakeholders and reflective of community values; strong academic foundation in the context of rich social-emotional supports and a safe school environment. We are a small community where parent and community involvement is a strength and is nurtured.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | All students will have access to and meet or exceed Mathematics, English language arts/literacy and Next Generation Science Standards. |

An explanation of why the LEA has developed this goal.

This goal reflects the commitment Canyon has towards strong academic achievement. It incorporates the next generation science standards into our commitment to strong STEAM education.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| CAASPP results ELA (4A) | 2018-19 CAASPP results ELA (4A) 75.56% of students met or exceeded standard | | | | CAASPP results ELA (4A) will increase the percentage of students that meet/exceed standard to 80% or greater. |
| CAASPP results Math (4A) | 2018-19 CAASPP results Math(4A) 57.77% of students met or exceeded standard | | | | CAASPP results Math (4A) will increase the percentage of students that meet/exceed standard to 60% or greater. |
| Survey results show that every student has Standards-aligned texts in math, ELA & Science (1B) | In 20-21 all students have standards-aligned texts. | | | | Maintain that all students have standards-aligned texts |
| According to CDE credentialing database, teachers in | In 20-21 all teachers are appropriately credentialed. | | | | Maintain that all teachers are |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching (1A) | | | | | appropriately credentialed |
| According to course enrollment data, students have access to a broad course of study (7A) like art, drama, Euclidean geometry, this includes unduplicated students (7B) and students with exceptional needs (7C). | In 20-21 all students have access to and will take broad course of study | | | | Maintain access to a broad course of study for all students. |
| Examination of student work in portfolios, oral presentations, whole school dramatic presentations, science projects (8A) | In 20-21 all students engage in meaningful learning and are able to showcase learning in meaningful ways.as measured by rubrics, reports cards, projects and presentations. | | | | Maintain that all students are engaged in meaningful learning and are able to showcase learning in meaningful ways.as measured by rubrics, reports cards, projects and presentations. |
| Informal Principal walk throughs Principal observes standards-aligned instruction 85% of the time, and | In 20-21 Informal Principal walk throughs, lesson observations and staff evaluations | | | | Informal Principal walk throughs, lesson observations and staff evaluations demonstrate |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| will in future walk throughs to observe standards-aligned instruction (2A) | demonstrate standards-based teaching practices and instruction 85% of the time. | | | | standards-based teaching practices and instruction 85% of the time. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|--|-------------|--------------|
| 1 | Math Paraprofessional support | Hire math paraprofessionals to support differentiated math instruction with primary attention given to unduplicated students first | \$10,564.00 | Yes |
| 2 | Curriculum Adoption | Evaluate programs for curricular gaps that would benefit from increased curriculum materials. | \$3,000.00 | Yes |
| 3 | Professional Development | Continue professional development in curriculum & instruction. | \$1,000.00 | No |
| 4 | Intervention Support | Continue to employ early intervention tutor with primary attention given to SED students first. | \$16,800.00 | Yes |
| 5 | Science Alignment | purchase and align FOSS science materials to NGSS standards in the development of aligned K-8 science curriculum. | \$1,500.00 | No |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | Provide a safe environment for our students rooted in equity and inclusion, where all people feel confident and are connected to caring adults, who can challenge them with clear and high expectations to maximize their learning potential. |

An explanation of why the LEA has developed this goal.

This goal reflects the commitment Canyon has to provide a physically and emotionally safe learning environment for students and staff. We understand that students learn best when they feel safe and cared for.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| Attendance rate (5A) | In 20-21 the ADA is 67.58 (93.8%) | | | | ADA is at 95% or greater. |
| Safety Survey (6C) | This is a new survey that is in progress and the first data outcomes will be in 21-22. | | | | Complete safety survey. |
| Safety Inspection Reports indicate school facilities are maintained in good repair (1C) | IN 20-21, there are 0 incidents on the Safety Inspection Reports (1C) | | | | Maintain 0 incidents on the Safety Inspection Reports (1C). |
| Middle school drop out rate (5C) | In 20-21 there are zero middle school drop outs. | | | | Maintain zero middle school dropouts. |
| chronic absenteeism (5B) | In 20-21 there are .1% of the students chronically absent. | | | | Maintain .1% or less of the students that are chronically absent. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------------|--------------------------------------|----------------|----------------|----------------|------------------------------------|
| suspension rates (6A) | In 20-21 there are zero suspensions. | | | | Maintain zero student suspensions. |
| expulsion rates (6B) | In 20-21 there are zero expulsions. | | | | Maintain zero student expulsions. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------------|--|-------------|--------------|
| 1 | Attendance | Review and compare attendance data to determine impact of increased communication and messaging about importance of good attendance. Reach out directly to identified at-risk families. | \$0.00 | No |
| 2 | Communication related to Attendance | Communicate attendance, including tardies and the number of Independent Studies requested, and recommendations to support parents in improving attendance and to provide support as needed for students with excessive absences. | \$0.00 | No |
| 3 | Professional Development | Professional Development in Universal Design for Learning as a tool for equitable instructional outcomes | \$950.00 | No |
| 4 | Facilities Safety | Continue safety inspections, review a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history. | \$0.00 | No |
| 5 | SEL, Pro-social development | Continue to strengthen culture of pro-social development through social emotional learning and anti-bullying (Collaborative classroom, Soul Shoppe) curricula in K-8. | \$0.00 | No |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 3 | Strengthen parent and community engagement, improve communication and build alliances with the community to foster relationships, share resources, inform decision making, collect feedback, support mutual goals and to be transparent. The needs, circumstances and conditions of socioeconomically disadvantaged students is such that they face additional stresses, the school seeks to alleviate in order to support academic achievement and emotional wellness. |

An explanation of why the LEA has developed this goal.

We have strong parent and community involvement. This goal reflects the desire to build on this strength and offer more ways to keep connected to the community.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| Parent survey, 3A | 2020, initial parent survey responses indicated parents felt math and ELA curriculum was appropriate and students were supported emotionally | | | | At least 75% of parents report in surveys indicated parents felt math and ELA curriculum was appropriate and students were supported emotionally |
| Number of online parent sign ups including parents of unduplicated students and students with exceptional needs, 3A, 3B, 3C | In 20-21 launch the use of classroom and school online sign ups to monitor participation in class and school events. | | | | Continue to monitor and collect data for parent engagement and communication through online tools. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|--|-------------|--------------|
| 1 | Parent Outreach | Develop list of parental engagement opportunities and circulate widely (parent registration materials, website, newsletters). | \$0.00 | No |
| 2 | Parent meetings | Schedule and hold parent conferences for any student in an unduplicated group (socioeconomically disadvantaged, ELL, foster youth) by November, personally invite parents by letter, phone or in person to support parental attendance. Gather feedback from parents on how to support students' success. (3B, 3C) | \$0.00 | Yes |
| 3 | parent events at school | Plan and execute at least two parent information nights to support and educate parents of all students.Gather feedback from parents of students as to how we can better support their children. 3A | \$0.00 | No |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 1.26% | 8,905 |

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.

We have identified actions 1.1 (math paraprofessional support), 1.2 (curriculum adoption) and 1.4 (intervention support) from goal 1 as contributing to the increased and improved services of our unduplicated students. We considered the need and conditions of these students; these actions—matching appropriate curriculum with intensified support focused on our low socio-economic students will provide the necessary support to help these students thrive. Additionally, action 3.2 (parent meetings) will allow us to individually target families of qualifying students to be sure their voice is heard in district decisions.

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

We recognize that students in unduplicated groups experience stress and benefit from additional supports. We believe this apportionment will increase services for these students.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|-------------|-------------------|-------------|---------------|-------------|
| \$12,514.00 | | | \$21,300.00 | \$33,814.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$27,364.00 | \$6,450.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------|-------------------------------------|-------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | Low Income | Math Paraprofessional support | \$10,564.00 | | | | \$10,564.00 |
| 1 | 2 | Low Income | Curriculum Adoption | | | | \$3,000.00 | \$3,000.00 |
| 1 | 3 | All | Professional Development | \$1,000.00 | | | | \$1,000.00 |
| 1 | 4 | Low Income | Intervention Support | | | | \$16,800.00 | \$16,800.00 |
| 1 | 5 | All | Science Alignment | | | | \$1,500.00 | \$1,500.00 |
| 2 | 1 | All | Attendance | | | | | \$0.00 |
| 2 | 2 | All | Communication related to Attendance | | | | | \$0.00 |
| 2 | 3 | All | Professional Development | \$950.00 | | | | \$950.00 |
| 2 | 4 | All | Facilities Safety | | | | | \$0.00 |
| 2 | 5 | All | SEL, Pro-social development | | | | | \$0.00 |
| 3 | 1 | All | Parent Outreach | | | | | \$0.00 |
| 3 | 2 | Low Income | Parent meetings | | | | | \$0.00 |
| 3 | 3 | All | parent events at school | | | | | \$0.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|-------------|
| Total: | \$10,564.00 | \$30,364.00 |
| LEA-wide Total: | \$10,564.00 | \$30,364.00 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$0.00 | \$0.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|-------------------------------|--|-------------------------------|-------------|-------------|-------------|
| 1 | 1 | Math Paraprofessional support | LEA-wide | Low Income | All Schools | \$10,564.00 | \$10,564.00 |
| 1 | 2 | Curriculum Adoption | LEA-wide | Low Income | All Schools | | \$3,000.00 |
| 1 | 4 | Intervention Support | LEA-wide | Low Income | | | \$16,800.00 |
| 3 | 2 | Parent meetings | Limited to Unduplicated Student Group(s) | Low Income | | | \$0.00 |

Annual Update Table Year 1 [2021-22]

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

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

| | | |
|----------------|----------------------------------|-------------------------------|
| Totals: | Planned Expenditure Total | Estimated Actual Total |
| Totals: | | |

Instructions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.