

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Pope Valley Union Elementary School District (CDS: 28-66282-0000000)
CDS Code:	28-66282-6027015
LEA Contact Information:	Name: Ken J. Burkhart Position: Superintendent/Principal/Teacher Phone: kbukhart@pvk8.org
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	\$1488061
LCFF Supplemental & Concentration Grants	\$62797
All Other State Funds	\$63271
All Local Funds	\$25200
All federal funds	\$53394
Total Projected Revenue	\$1,629,926

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1482294
Total Budgeted Expenditures in the LCAP	\$1104331
Total Budgeted Expenditures for High Needs Students in the LCAP	\$98753
Expenditures not in the LCAP	\$377,963

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$95542
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$113410

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$35,956
2020-21 Difference in Budgeted and Actual Expenditures	\$17,868

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).	All general fund budget expenditures are included in the LCAP unless reserved for special projects. Special projects include capital investment (school buses purchases, building construction, etc.). This year's extra expenses come from reserve funds and are being used for construction of a media center and restroom building.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pope Valley Union Elementary School District (CDS: 28-66282-0000000)

CDS Code: 28-66282-6027015

School Year: 2021-22

LEA contact information:

Ken J. Burkhart

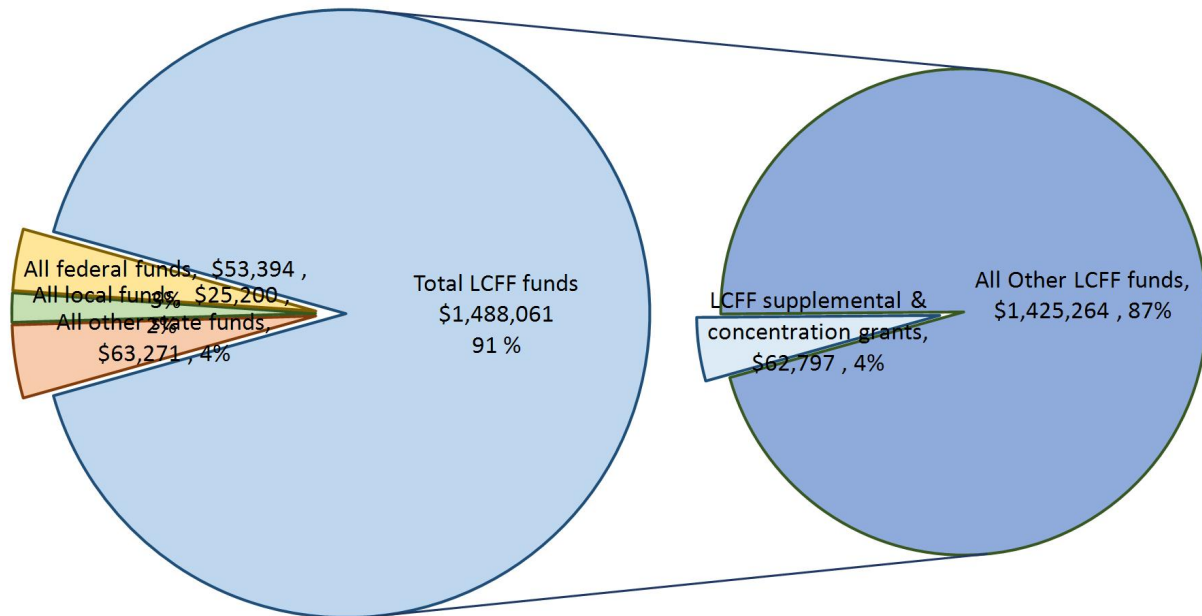
Superintendent/Principal/Teacher

kbukhart@pvk8.org

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



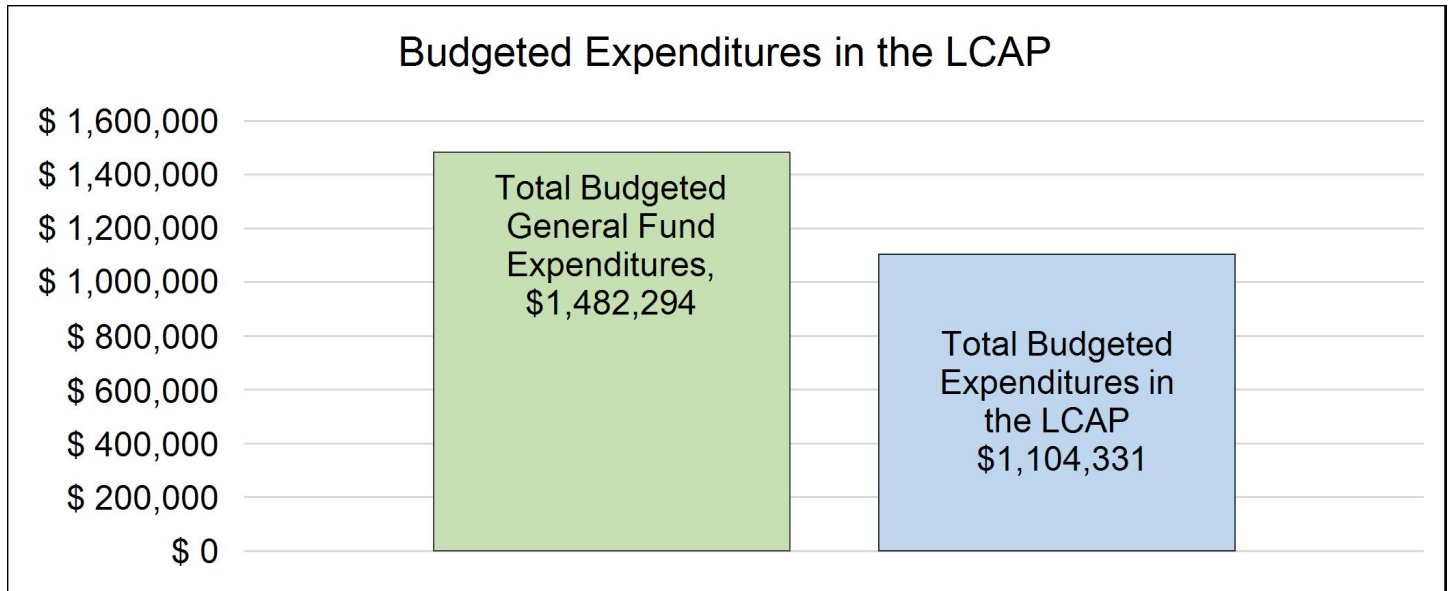
This chart shows the total general purpose revenue Pope Valley Union Elementary School District (CDS: 28-66282-0000000) expects to receive in the coming year from all sources.

The total revenue projected for Pope Valley Union Elementary School District (CDS: 28-66282-0000000) is \$1,629,926, of which \$1,488,061 is Local Control Funding Formula (LCFF), \$63,271 is other state funds, \$25,200 is local funds, and \$53,394 is federal funds. Of the \$1,488,061 in LCFF Funds, \$62,797 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 Pope Valley Union Elementary School District (CDS: 28-66282-0000000) plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pope Valley Union Elementary School District (CDS: 28-66282-0000000) plans to spend \$1482294 for the 2021-22 school year. Of that amount, \$1104331 is tied to actions/services in the LCAP and \$377,963 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

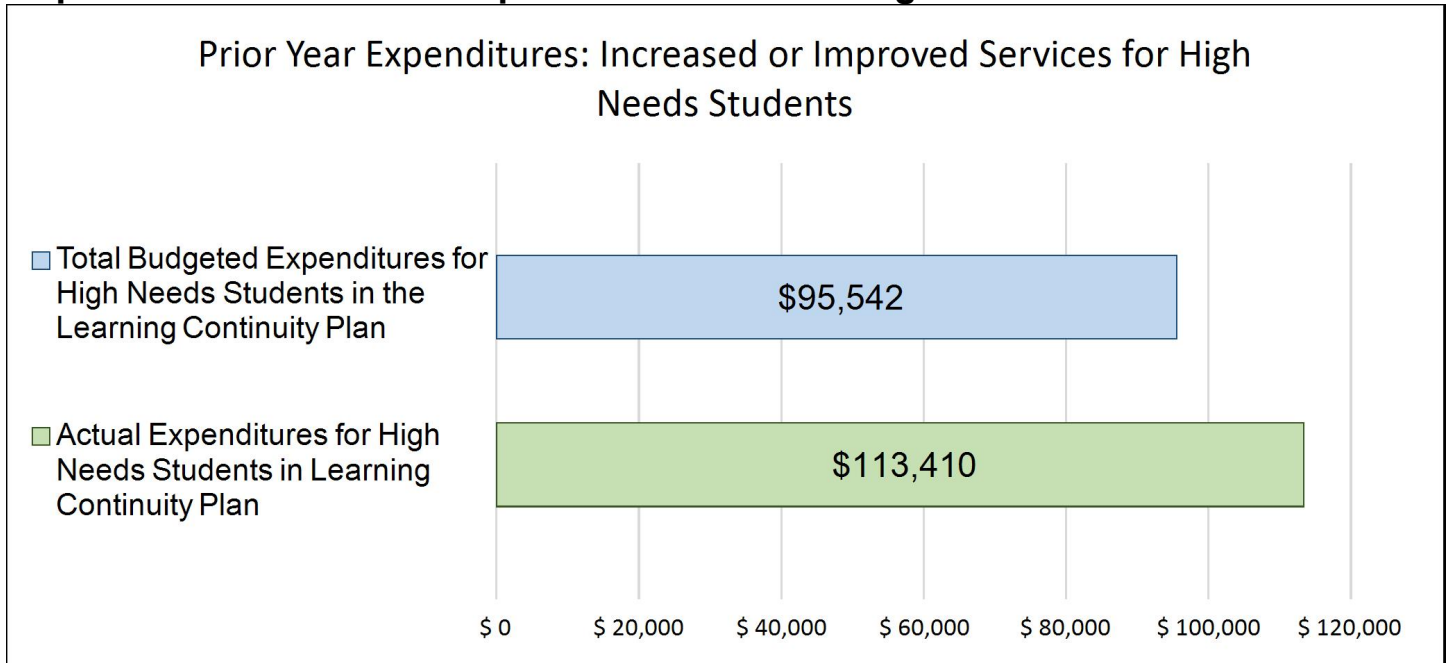
All general fund budget expenditures are included in the LCAP unless reserved for special projects. Special projects include capital investment (school buses purchases, building construction, etc.). This year's extra expenses come from reserve funds and are being used for construction of a media center and restroom building.

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

In 2021-22, Pope Valley Union Elementary School District (CDS: 28-66282-0000000) is projecting it will receive \$62797 based on the enrollment of foster youth, English learner, and low-income students. Pope Valley Union Elementary School District (CDS: 28-66282-0000000) must describe how it intends to increase or improve services for high needs students in the LCAP. Pope Valley Union Elementary School District (CDS: 28-66282-0000000) plans to spend \$98753 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 Pope Valley Union Elementary School District (CDS: 28-66282-0000000) 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 Pope Valley Union Elementary School District (CDS: 28-66282-0000000) 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, Pope Valley Union Elementary School District (CDS: 28-66282-0000000)'s Learning Continuity Plan budgeted \$95542 for planned actions to increase or improve services for high needs students. Pope Valley Union Elementary School District (CDS: 28-66282-0000000) actually spent \$113410 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Pope Valley Union Elementary School District (CDS: 28-66282-0000000)	Ken J. Burkhart Superintendent/Principal/Teacher	707-965-2402 kbukhart@pvk8.org

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

GOAL 1:

Improve achievement for all students and accelerate student learning increases for EL and low-income students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Teacher Schedules, lesson plans and walkthroughs</p> <p>19-20 100% students will have access to required areas of study</p> <p>Baseline 100% students will have access to required areas of study</p>	<p>100% of students had access to required fields of study. Effective March, 2020, materials sent home. 100% of students had Chromebooks and additional necessary supplies.</p>
<p>Metric/Indicator Implementation of State Standards</p> <p>19-20 NGSS will be implemented.</p> <p>The state adopted ELA/ELD and Math standards will continue to be implemented and monitored by Principal walkthroughs/Observations.</p> <p>Baseline ELA and Math standards have been implemented.</p> <p>New SS standards will be implemented.</p>	<p>NGSS-aligned curriculum (Amplify) was adopted for the 2020-2021 school year. SS curriculum was adopted in prior year and is fully implemented.</p>

Expected	Actual
<p>Metric/Indicator Sign in sheets will show that all teachers will receive necessary training for ELA/ELD adoption.</p> <p>19-20 New teachers teachers receive necessary training for ELA/ELD adoption if needed.</p> <p>Baseline 100% teachers teachers receive necessary training for ELA/ELD adoption.</p>	<p>All teachers had prior training. New new training ELA/ELD in 2019-2020.</p>
<p>Metric/Indicator CAASPP ELA and Math proficiency scores will increase by 2% over 2016-2017 scores.</p> <p>19-20 ELA = 27.43% meet or exceed standards Math = 13.14% meet or exceed standards</p> <p>ELA DF3 = -51.9</p> <p>Math DF3 = -84.9</p> <p>Baseline ELA = 21.43% met or exceeded standards Math = 7.14% met or exceeded standards</p> <p>ELA Distance from 3 (DF3) = -81.9</p> <p>Math Distance from 3 (DF3) = -104.9</p>	<p>No CAASPP scores were available for the 2019-2020 school year.</p>
<p>Metric/Indicator CELDT - Reclassification of EL students</p> <p>CELDT - English Proficiency progress</p>	<p>No CELDT reclassification scores were available for the 2019-2020 school year.</p>

Expected	Actual
<p>19-20 The percentage of students being reclassified as English proficient will increase by 1% over those in 2018-2019.</p> <p>The percentage of students increasing a level towards English proficiency on ELPAC will increase by 1% over those in 2018-2018</p> <p>English Learner Indicator = 83.8%</p> <p>Baseline English Learner Indicator = 53.8%</p>	
<p>Metric/Indicator CELDT - Advance Proficiency Levels</p> <p>19-20 The percentage of students scoring advanced on the ELPAC will increase by 1% over those in 2017-2018</p> <p>Baseline Training of staff in the ELPAC will be arranged.</p> <p>ELPAC baseline data TBD.</p>	<p>ELPAC final for the 2019-2020 school year were suspended. Students will be reclassified in 2020-2021.</p>
<p>Metric/Indicator MAP reading and math</p> <p>19-20 100% of students show growth in reading and math in one year</p> <p>Baseline Establish baseline data in 2018-19</p>	<p>Spring 2020 MAP was administered, but due to pandemic, scores are unreliable.</p>
<p>Metric/Indicator Reading Lexile measurement</p> <p>19-20</p>	<p>Reading growth using "Reading Inventory" was not administered in Spring 2020.</p>

Expected	Actual
<p>100% will show growth</p> <p>100% of students will reach or maintain grade-level proficiency on the Lexile reading measurement.</p> <p>Baseline On average, 80% of students showed adequate growth on the Lexile Reading measure.</p> <p>On average, 50% of students reached grade-level proficiency on the Lexile reading measurement.</p>	
<p>Metric/Indicator Math proficiency assessment</p> <p>19-20 100% of students will reach or maintain math proficiency on SMI.</p> <p>Baseline On average, 60% of students reached math proficiency on SMI.</p>	<p>The SMI was not administered in the Spring of 2020. It will not be used in the future as NWEA/MAP provides more accurate data.</p>
<p>Metric/Indicator Since we are a K-8 district we do not use the EAP test or other college readiness tests, we do not offer AP courses nor do we offer A-G courses or career and technical sequences or programs.</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	<p>Not applicable.</p>
<p>Metric/Indicator API (is no longer applicable)</p> <p>19-20 N/A</p>	<p>Not applicable.</p>

Expected	Actual
Baseline N/A	
Metric/Indicator High School Readiness Factors: % w/2.5+ GPA % w/no Ds or Fs in ELA/Math % of students with attendance above 96% % of students with no suspensions 19-20 The percentage of students ready for high school will increase by 1% over 2018-19 data Baseline Establish baseline data in 2018-19	Final 2019-2020 report cards did not include letter grades, but narratives. All 8th grade students were promoted to the high school. Sample set is too small to report percentage.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Sustain the “Learning Center” for extra small group and individual instruction in English Language Development (ELD) and State Standards in a “pull-out” model with open “free drop-in” availability during recess for students struggling with academic goals. The facilitator will work 4 days a week with students. Monthly student writing celebrations will continue during school-wide assemblies showcasing all student writing.	1000/3000 Certificated Salaries and Benefits LCFF Supplemental and Concentration \$39,354 Rescs REAP 1000/3000 Certificated Salaries and Benefits Federal Funds \$13,118 Special Education 1000/3000 Certificated Salaries and Benefits Special Education \$34,982	1000/3000 Certificated Salaries and Benefits LCFF Supplemental and Concentration \$40,822 Rescs REAP 1000/3000 Certificated Salaries and Benefits Federal Funds \$13,607 Special Education 1000/3000 Certificated Salaries and Benefits Special Education \$36,286
2) The Learning Center facilitator along with the classroom teachers will help create individual learning goals for all students in all grades based on state and local measurement tools.	See action and service #1; expenditures included in SWB	See action and service #1; expenditures included in SWB

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3) Continue annual subscription to Scholastic Reading Counts and Reading Inventory.	5800 Contracts and Services LCFF Base \$570	5800 Contracts and Services LCFF Base \$570
4) Continue annual of subscription to Scholastic Math Inventory	5800 Contracts and Services Base \$330	5800 Contracts and Services LCFF Base \$330
5. Continue expanded after school program at five days a week and later into the afternoon (5 pm), providing homework assistance, sports practice, and special curriculum activities.	1000/3000: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$2,391 2000/3000 Classified Salaries and Benefits LCFF Supplemental and Concentration \$19,844 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$350	1000/3000: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$0 2000/3000 Classified Salaries and Benefits LCFF Supplemental and Concentration \$11,999 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$350
6. Continue use of a K-1 Reading Assessment to measure early literacy/foundational reading skills. Continue to use K-8 Reading and Math assessment (MAP) to measure literacy and numeracy progress and to align instruction to students' needs.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$530	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$810
Continue to explore and use supplemental math and ELA curriculum materials when needed	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1500	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,000
Send additional staff to ELPAC training if needed.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$500	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$149

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		1000/3000 Certificated Salaries and Benefits LCFF Supplemental and Concentration \$754
9. Purchase and stock Spanish books for the Library.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$800	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$787

Goal Analysis

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

All actions and services were implemented as planned until March 16, 2020 due to the closing of school because of the pandemic. Unspent funds were moved to training for staff and acquisition of new and additional technology for remote/distance learning.

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

The COVID-19 Pandemic ceased many operations and realigned others effective March 16, 2020. Data from this school year is not to be held reliable by any measure. Before the pandemic, the staff and students were implementing academic goals and programs successfully. Staff was engaging in extensive professional development and data analysis with curriculum realignment driven by data.

Goal 2

GOAL 2:

Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality certificated and classified staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Implementation of CCSS Principal walkthroughs/observations Collaborative planning sessions</p> <p>19-20 100% of classrooms will demonstrate full-implementation of the ELA/ELD and Math CCSS</p> <p>Baseline 100% of classrooms implemented CCSS</p>	<p>All classrooms used California Common Core State Standards (Ca-CCSS) for ELA and Math. Next Generation Science Standards (NGSS) were partially implemented as available with outdated curriculum. California Social Studies, Physical Education, Visual and Performing Arts, were all implemented as appropriate and relevant.</p>
<p>Metric/Indicator Professional development courses.</p> <p>19-20 100% of teachers will be participate in professional development through monthly in-service meetings. 100% of teachers will be provided the opportunity to attend outside professional development opportunities.</p> <p>Baseline 100% teachers participated in required professional development sessions.</p>	<p>Professional Development in 2019-2020 focused primarily on Math and ELA instruction and student performance data analysis with modifications to curriculum as found fitting. Unfortunately, just as the staff was making significant breakthroughs in instructional change and data analysis, the COVID-19 pandemic struck and all instructional practices were immediately modified to distance learning with focus on basic "survival mode" of teaching.</p>

Expected	Actual
<p>Metric/Indicator Professional collaboration and team-teaching</p> <p>19-20 100% of teachers will participate in collaborative art instruction on a weekly basis. 100% of teachers will review assessment data (local and state) each trimester.</p> <p>Baseline 100% teachers participated in collaboration meetings.</p>	<p>Instructional staff met monthly for in-depth and guided conversation and analysis of assessment data, instructional practices, and student performance. Data improved consistently and staff became confident in using the data to inform instruction. And then the pandemic struck.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Continue additional work days.	1000/3000 Cert Salaries & Benefits Base \$7,634	1000/3000 Cert Salaries & Benefits LCFF Base \$7,634
<p>2) Continue to provide professional development opportunities for all staff in ELA/ELD, Math, History/Social Studies, and NGSS.</p> <p>The 7-8th grade teacher will continue to take courses on computer programming and implement maker space opportunities. The K-1 teacher will facilitate PD on mindfulness for staff and students. Pope Valley will implement social-emotional learning techniques.</p>	5200 Travel and Conference LCFF Supplemental and Concentration \$4,000	5200 Travel and Conference LCFF Supplemental and Concentration
3) Continue to provide specialized EL training for Learning Center teacher, expand to classroom teachers.	5200 Travel and Conference LCFF Supplemental and Concentration \$2,000	5200 Travel and Conference LCFF Supplemental and Concentration
4) Continue to encourage experienced certificated to attain outside learning opportunities by adding an additional column to the salary schedule only reachable after fifteen years of teaching experience and with recent college credit.	5200 Travel and Conference Base \$0	
5) Staff will participate in scheduled professional development on early release Wednesdays.	1000/3000 Cert Salaries and Benefits LCFF Supplemental and Concentration \$49,901	1000/3000 Cert Salaries and Benefits LCFF Supplemental and Concentration \$58,805

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The principal will facilitate and deliver professional development embedded within the early release Wednesdays. Professional learning topics will include training in math concepts and effective instructional practices, crisis intervention and positive behavior techniques, SPED training, Google Classroom as a learning management system, how to use and document informal and formal assessments, different technology tools for student use to show understanding of content, training on Scootpad for targeted intervention and practice; social studies curriculum training, and a focus on 5th-8th grade national history day and science fair projects and associated research projects.</p> <p>Staff will continue to use data profiles and problem solving process to make instructional decisions that lead to better outcomes for students.</p>		

Goal Analysis

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

All actions and services were implemented as planned until March 16, 2020 due to the closing of school because of the pandemic. Unspent funds were moved to training for staff and acquisition of new and additional technology for remote/distance learning.

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

The COVID-19 Pandemic ceased many operations and realigned others effective March 16, 2020. Data from this school year is not to be held reliable by any measure. Before the pandemic, the staff and students were implementing academic goals and programs successfully. Staff was engaging in extensive professional development and data analysis with curriculum realignment driven by data.

Goal 3

GOAL 3:
Increase parent and community engagement, involvement, and satisfaction.

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 Local Parent Survey School culture Family engagement</p> <p>19-20 Continue to refine and distribute local Parent Survey to collect information on school culture and family engagement.</p> <p>Baseline 3 parents participated in survey during 2017-18.</p>	<p>Due to the pandemic and school operations reducing to a "survival mode", there was no parent or student survey administered in the 2019-2020 school year. Parents participated in</p>
<p>Metric/Indicator Parental involvement in school activities and parent conferences</p> <p>19-20 Increase parental involvement in school activities and parent conferences by 1%.</p> <p>Baseline 50% of parents participated in six family nights.</p>	<p>Parent involvement was strong until the pandemic closure in March of 2020. Participation in parent nights and parent conferences reached almost 100%.</p>
<p>Metric/Indicator Return rate of parent/family communication documents</p> <p>19-20</p>	<p>No record of success or failure is available or recalled. Pandemic survival erased this from our memories.</p>

Expected	Actual
<p>Teachers and staff will report a decrease in “chasing down” permission slips and other parent communication tools.</p> <p>Baseline 25% decrease reported in chasing down permission slips.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) Continue use of local parent survey aligned to the California Parent Survey. School staff ensure that parent survey is available and distributed to parents during the spring family night event.</p>	<p>4300 Supplies Base \$200</p>	<p>4300 Supplies LCFF Base \$150</p>
<p>2) Continue to implement monthly community nights for parents and students to be involved that would reinforce school programs and curriculum and provide opportunities for parental input.</p> <p>Have parent survey available for completion at spring family night event.</p>	<p>Self-funded by fundraising at events</p>	<p>Self-funded by fundraising at events</p>
<p>3) Continue daily assembly for messages, collecting of permission slips, flag salute, and lunch counts.</p> <p>The principal will explore hosting a community fundraiser as an annual event (farmer's market/arts festival) to increase family and community engagement in school community. The principal will also re-establish the family/parent council groups and breakfast with the principal events.</p>	<p>Costs embedded within staff salaries and benefits.</p>	<p>Costs embedded within staff salaries and benefits.</p>
<p>4) Continue to distribute a weekly newsletter and increased used of district’s website and social media tools for communication.</p>	<p>4000-4999: Books And Supplies Base \$500</p>	<p>4000-4999: Books And Supplies LCFF Base \$894</p>
<p>5) Coordinate all above activities and ensure active communication, including Spanish translation to parents and community through job responsibilities of the "Facilities Coordinator" in the office.</p>	<p>Costs embedded within classified salaries and benefits.</p>	<p>Costs embedded within classified salaries and benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Administrator work closely with the Facilities Coordinator to ensure timely and accurate communication is shared with all stakeholders.		
Employ a 16 hour/week bilingual office support staff to help with communication and meeting preparations.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$13,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$11,999

Goal Analysis

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

All actions and services were implemented as planned until March 16, 2020 due to the closing of school because of the pandemic. Unspent funds were moved to training for staff and acquisition of new and additional technology for remote/distance learning.

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

The COVID-19 Pandemic ceased many operations and realigned others effective March 16, 2020. Data from this school year is not to be held reliable by any measure. Before the pandemic, the staff and students were implementing academic goals and programs successfully. Staff was engaging in extensive professional development and data analysis with curriculum realignment driven by data. Parents participated in several parent nights and we had great engagement until the pandemic.

Goal 4

GOAL 4:

Improve student engagement and climate outcomes, and allocated services to English Learner and Low-Income students.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attendance Rates</p> <p>19-20 School overall attendance rates will increase to over 96% and EL, LI, and FY attendance rates will increase by 1%</p> <p>Baseline All students = 94.5% EL = 97% LI = 96% No FY</p>	<p>Attendance held steady almost identical until the pandemic. Upon pandemic, statistics became unreliable.</p>
<p>Metric/Indicator Student suspension rates and expulsion rates will remain at or below <1%</p> <p>19-20 Student suspension rates and expulsion rates will remain at or below <1%</p> <p>Baseline Suspension remains <1%</p>	<p>No expulsions in institutional memory.</p>

Expected	Actual
Expulsions = 0%	
<p>Metric/Indicator Chronic absenteeism rate Students SARB referral</p> <p>19-20 Chronic absenteeism rate will drop by 1%</p> <p>% of students requiring referral to SARB will decrease</p> <p>Baseline Chronic Absenteeism = 20.96%</p>	No SARB referrals in institutional memory. Lack of support from county government/courts.
<p>Metric/Indicator Time-out</p> <p>19-20 Use of time-out will be less than 1 student per class per day</p> <p>Baseline On average, 2 students per week</p>	No records of time-out use in 2019-2020.
<p>Metric/Indicator Character Traits</p> <p>19-20 90% of students will be able to report school rules and Character Traits with 90% mastery.</p> <p>Baseline 85% able to report school rules and Character Traits with 85% mastery.</p>	Unable to complete survey in spring 2020.
<p>Metric/Indicator Character Counts! Traits Participating in class Feeling safe at school</p>	Unable to complete survey in spring 2020.

Expected	Actual
<p>19-20 Student reports on adhering to Character Counts! Traits, participating in class, and feeling safe at school will increase by 2% over 2018-2019 survey results.</p> <p>Baseline 83.3% of students report feeling safe at school. 100% report they participate in class to some degree.</p>	
<p>Metric/Indicator Middle school drop-out rates</p> <p>19-20 Middle school drop-out rates remain at 0</p> <p>Baseline Middle school drop-out rate = 0%</p>	No drop outs reported.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) Continued adoption of the Character Counts! character traits program and rewrite school rules and dress code to match those traits. Review program to enhance.</p> <p>Team-building with cross-grade student support with extrinsic/intrinsic rewards will be implemented.</p> <p>Pope Valley will focus on supporting positive self-image, growth mindset, and social-emotional learning for students. We will implement alternative programs or enhancement opportunities to Character Counts.</p>	<p>5800 Contracts and Services Base \$800</p> <p>LCSSP Grant 5800: Professional/Consulting Services And Operating Expenditures Other \$2500</p>	<p>5800 Contracts and Services LCFF Base \$825</p> <p>LCSSP Grant 5800: Professional/Consulting Services And Operating Expenditures Other 0</p>
<p>2) Continued to provide and implement the Positive Behavior management program for 2nd - 8th grades.</p>	<p>4000-4999: Books And Supplies Base \$500</p>	<p>4000-4999: Books And Supplies LCFF Base \$963</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement social-emotional learning techniques (Costs embedded in Goal #4, Action # 1).		
3) Ensure parent communication regarding attendance is regularly sent home in student's primary language.	Costs embedded within classified salaries and benefits.	Costs embedded within classified salaries and benefits.
4) Continued use of an online gradebook and student information system for tracking and reporting student performance and attendance.	5800 Contracts and Services Base \$1,200	5800 Contracts and Services LCFF Base \$2,608
5) Provide after-school homework club and tutoring once a week	1000/3000 Certificated Salaries and Benefits Concentration \$2,391	1000/3000 Certificated Salaries and Benefits LCFF Supplemental and Concentration \$0
6) Support in-school GATE program for identified students	4000-4999 Books and Supplies Base \$1,500 1000/3000 Certificated Salaries and Benefits Base \$3,000	4000-4999 Books and Supplies LCFF Base \$250 1000/3000 Certificated Salaries and Benefits LCFF Base \$0
7) Continue to staff Music and Art docents in the classroom, \$20 per hour, 3 hours per day, one day per week, thirty weeks.	2000/3000 Classified Salaries and Benefits Base \$2,083	2000/3000 Classified Salaries and Benefits LCFF Base \$1,177

Goal Analysis

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

All actions and services were implemented as planned until March 16, 2020 due to the closing of school because of the pandemic. Unspent funds were moved to training for staff and acquisition of new and additional technology for remote/distance learning.

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

The COVID-19 Pandemic ceased many operations and realigned others effective March 16, 2020. Data from this school year is not to be held reliable by any measure. Before the pandemic, the staff and students were implementing academic goals and programs

successfully. Staff was engaging in extensive professional development and data analysis with curriculum realignment driven by data. Prior to the pandemic, the afterschool program was poorly attended with often less than three students.

Goal 5

GOAL 5: Provide basic services to all students, including facilities, access to materials and technology.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Williams' certification: access to standards aligned materials</p> <p>19-20 100% of students have access to standards aligned materials</p> <p>Baseline 100% of students had access to standards aligned materials.</p>	<p>100% materials availability</p>
<p>Metric/Indicator Teacher assignment</p> <p>19-20 0% misaligned teacher assignment</p> <p>Baseline 100% of teachers appropriately assigned.</p>	<p>No teacher misalignment.</p>
<p>Metric/Indicator English Learner misassignment/identification</p> <p>19-20 0% of misassignment/identification of English Learners</p> <p>Baseline 0% of ELs were misidentified</p>	<p>No ELs were misidentified.</p>
<p>Metric/Indicator Building and efficiency standards</p>	<p>Building 2 (classroom building) efficiency is strong, other buildings not so much.</p>

Expected	Actual
<p>19-20 HVAC, windows, doors, and lighting will continue to meet efficiency standards.</p> <p>Baseline TBD - no baseline data as of yet</p>	
<p>Metric/Indicator FIT Rating</p> <p>19-20 Maintain at least "Good Condition"</p> <p>Baseline Good Condition</p>	for 19-20, good conditions.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) Maintain staffing levels for certificated and classified at 3.4 FTE classroom teacher, 1.0 FTE classroom teacher/administrator, 1.0 Executive Secretary, .975 FTE Custodian /Maintenance (1000-3999: Salaries and Benefits).</p>	<p>Classroom Teachers/Certificated Administration 1000/3000 Certificated Salaries/Benefits Base \$574,609</p> <p>Technology/Nutrition/Bus Drivers 2000/3000 Classified Salaries/Benefits Base \$65,366</p> <p>Food Services 2000/3000 Classified Salaries/Benefits Base \$24,408</p> <p>Facilities 2000/3000 Classified Salaries/Benefits Base \$70,612</p>	<p>Classroom Teachers/Certificated Administration 1000/3000 Certificated Salaries/Benefits LCFF Base \$571,770</p> <p>Technology/Nutrition/Bus Drivers 2000/3000 Classified Salaries/Benefits LCFF Base \$0</p> <p>Food Services 2000/3000 Classified Salaries/Benefits LCFF Base \$31,597</p> <p>Facilities 2000/3000 Classified Salaries/Benefits LCFF Base \$69,225</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	District & School Administration 2000/3000 Classified Salaries/Benefits Base \$147,387	District & School Administration 2000/3000 Classified Salaries/Benefits LCFF Base \$149,985
2) Pilot and adopt materials for NGSS. Continue to implement CCSS-aligned materials for ELA/ELD, math, and history/social studies.	4000-4999 Books and Supplies Base \$25,000	4000-4999 Books and Supplies LCFF Base \$9,292
3) Ensure materials, technology, and other supplies adequately meet the needs of staff and students (4000-4999: Books and Supplies)	4000-4999 Books and Supplies Base \$15,000 School/District/Facilities 4000-4999 Books and Supplies Base \$5,200	4000-4999 Books and Supplies LCFF Base \$15,737 School/District/Facilities 4000-4999 Books and Supplies LCFF Base \$9,158
4) Ensure home to school transportation, the breakfast and lunch program, and other requirements are met (400-4999: Supplies) & (5000-5999: Services and Operating Expenditures).	4000-4999: Books And Supplies Base \$17,000 5000-5999: Services And Other Operating Expenditures Supplemental \$48,998	4000-4999: Books And Supplies LCFF Base \$17,590 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$47,377
5) Maintain classified staff at 1.407 FTE bus driver/instructional aide, (1000-3999: Salaries and Benefits).	Instructional Aides 2000/3000 Classified Salaries/Benefits Concentration \$32,750 Transportation 2000/3000 Classified Salaries/Benefits Supplemental \$71,455	Instructional Aides 2000/3000 Classified Salaries/Benefits LCFF Supplemental and Concentration \$87,270 Transportation 2000/3000 Classified Salaries/Benefits LCFF Supplemental and Concentration \$68,239
Inspect interior and exterior lighting, windows, doors for energy efficiency.	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.

All actions and services were implemented as planned until March 16, 2020 due to the closing of school because of the pandemic. Unspent funds were moved to training for staff and acquisition of new and additional technology for remote/distance learning.

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

District maintained operations and basic operations successfully through the March 13, 2020. Then it all changed. The district's priority shifted to ensuring students were connected (online), had materials, and were safe. After the pandemic, basic services and operations continued with an online delivery model, training of staff, and preparation for a return to in-person instruction as soon as possible, including facility improvements.

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
<p>In-person hybrid classes with social distancing and small cohorts.</p> <p>Custodial staff has been moved from afternoon/evening to morning/afternoon for continuous cleaning throughout the day. Breakfasts are delivered to the classrooms where students are dismissed individually to get them and eat at their desks. Students and staff are required to wear masks. Desks are placed in pairs with Cohort A on the left and Cohort B on the right. Each pair is separated six feet from each other pair and teacher stations. Chromebooks are issued to all students for at-home work. Hand sanitizer bottles are issued to each student for their use. Teachers take temperatures and monitor for symptoms throughout the day. Students are screen upon entering campus.</p> <p>Regular testing and assessment tools will continue to be used. One student with special needs is coming on campus both cohort group days.</p>	no additional funds	11,876	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.

Hybrid instruction was dramatically interrupted due to two large wildfires (LNU and Glass) and power outages. District changed to in-person instruction in November with shorted hours (8:40am-2pm) allowing for students still at home to connect with their teacher at 2. The school returned to full-time in person (8:40am-3pm) in April when the final students returned to campus. The school calendar was adjusted as much as possible, ending with 156 hybrid or in-person school days.

Analysis of In-Person Instructional Offerings

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

This was the most challenging year in memory for all staff members (anecdotal discussion). The staff attempted to keep the school as safe and stable for the students as possible, continuing to provide solid academic instruction with restrictions in social-distancing, masks, and teaching styles. The fires and power outages only added to the frustration. In the end, the staff decided to offer targeted intervention summer school for students that needed it (as measured with the NWEA/MAP) assessments, and to increase all future school years to 185, plus a minimum of 5 "recovery" or "make-up" days.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hybrid instruction.	37,935	41,283	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.

No change in expenditures. Hybrid instruction required no additional expenses other than Chromebooks and hotspots purchased through special grant funds. Hybrid instruction was limited in time as the school was closed for an extensive part of the beginning of the school year due to fires and regional power outages. Hybrid instruction ended in November when the school return to full in-person instruction.

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 during hybrid was extremely challenging. When returned to in-person, all classes were able to return to full curriculum. Devices and connectivity was a problem for students who did not live in an area where adequate cellular coverage allowed students to connect. Pupil participation on "at-home" days during hybrid was actually higher than expected, but the quality of work was poor. Distance learning professional development was limited. Staff roles and responsibilities were greatly modified to include health and safety checks, COVID testing, and extra cleaning/sanitizing. Discussion about supporting pupils with unique needs is not relevant as all students with unique needs are always served to their unique needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Actions will be created upon completion of formal assessments on a per student or per group basis.	800	834	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.

Teachers modified groups and lessons to meet needs in their own classes. Minimal loss was recognized.

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.

Because of the focused instruction nature of teaching this year, several teachers reported actually completing more curriculum with extra supports than in than in a normal year. MAP assessments showed students overall increased their performance at expected rates, with minimal loss, or even gains over a regular year.

Analysis of Mental Health and Social and Emotional Well-Being

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

The small nature of the school and lack of qualified professionals in the area made proving extra assistance to children all but impossible. The school staff became default counselors. The pandemic was traumatic, but not nearly as traumatic as two separate evacuations for wildland fires with multiple weeks of school closure.

Analysis of Pupil and Family Engagement and Outreach

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

Pupil and family engagement mostly consisted of txt and phone conversations from the office or teachers, with email and newsletter support later in the year. The major challenge is that parents are even more busy than in prior years and some refuse to engage with the school communication tools. The school created a Facebook page, some use that. The school updated the webpage, and no one checked it. The school updated through Twitter, and no one read it. The school sent email newsletters, a few read those. Some parents try to insist on personal text message conversations with the office or teachers for all communication, which is unrealistic. The school is attempting to be consistent with the newsletter through paper and email delivery, as well as the Facebook account. By being consistent, it is hoped that families will engage. The school is looking into an electronic marquee sign.

Analysis of School Nutrition

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

The school provided nutrition offered from Howell Mountain Elementary School District. PVUESD has no responsibility for HMESD food program and HMESD claims PVUESD funds for this program. Challenges have been ensuring consistency and transparency of meal offerings. A lack of a menu for publishing is the most common concern.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

N/A

Overall Analysis

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

The school district is hoping to never need to offer distance learning again. If required, a substantive change to the program will be required. The primary lesson was that it didn't work. The 2021-2024 LCAP is being devised in spite of the pandemic, not because of it.

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

In the end, pupil learning losses are not substantive enough to be addressed. The staff and students worked through focused instruction core ELA and math. Science, social studies, VAPA, and PE will be of extra focus in future years.

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.

No differences identified.

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.

Reviewing these plans collectively is not valuable. They are separate and distinct documents with separate goals and operations. The goal for years going forward is to return to pre-pandemic, and pre-fires conditions as much as possible. To push the "reset button" and returning to the "last save" for professional development, curriculum adjustment, and student services, something the school was very proud of. The 2020-2021 year is not a loss, students and staff performed above expectations, with minimal loss measured (and in fact growth beyond expectations for some students). Going forward, the school is adopting 185 school days, permanent "Early Transitional Kindergarten" (any child age 4 on September 1, but turning age 5 before the last day of school), and continued use of the learning center model for intervention services. The school is not currently going to bring back the afterschool program as it was used by parents for daycare who did not commit to regular attendance. This may change in future years. The school is continuing with robust professional development and collaboration amongst teachers. The school staff is continuing to attend and present at conferences, especially those focused on small schools and rural education.

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	1,303,263.00	1,270,009.00
	0.00	0.00
Base	962,329.00	0.00
Concentration	35,141.00	0.00
Federal Funds	13,118.00	13,607.00
LCFF Base	570.00	889,755.00
LCFF Supplemental and Concentration	134,170.00	330,361.00
Other	2,500.00	0.00
Special Education	34,982.00	36,286.00
Supplemental	120,453.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,303,263.00	1,270,009.00
	1,217,085.00	1,188,090.00
2000-2999: Classified Personnel Salaries	13,000.00	11,999.00
4000-4999: Books And Supplies	19,680.00	21,394.00
5000-5999: Services And Other Operating Expenditures	50,998.00	48,526.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00	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	1,303,263.00	1,270,009.00
		0.00	0.00
	Base	944,329.00	0.00
	Concentration	35,141.00	0.00
	Federal Funds	13,118.00	13,607.00
	LCFF Base	570.00	870,308.00
	LCFF Supplemental and Concentration	117,490.00	267,889.00
	Special Education	34,982.00	36,286.00
	Supplemental	71,455.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	13,000.00	11,999.00
4000-4999: Books And Supplies	Base	18,000.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	19,447.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	1,680.00	1,947.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	2,000.00	48,526.00
5000-5999: Services And Other Operating Expenditures	Supplemental	48,998.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	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	114,269.00	107,464.00
Goal 2	63,535.00	66,439.00
Goal 3	13,700.00	13,043.00
Goal 4	13,974.00	5,823.00
Goal 5	1,097,785.00	1,077,240.00

* 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		\$11,876.00
Distance Learning Program	\$37,935.00	\$41,283.00
Pupil Learning Loss	\$800.00	\$834.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$38,735.00	\$53,993.00

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		\$11,876.00
Distance Learning Program	\$37,935.00	\$41,283.00
Pupil Learning Loss	\$800.00	\$834.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$38,735.00	\$53,993.00



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
Pope Valley Union Elementary School District (CDS: 28-66282-0000000)	Ken J. Burkhart Superintendent/Principal/Teacher	707-965-2402 kbukhart@pvk8.org

Plan Summary [2021-22]

General Information

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

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Pope Valley UESD maintains a single school of about 60 students in grades K-8. The annual budget comprises of almost entirely of funds from local property taxes, making the school a "Basic Aide" or "Locally Funded". Additionally, as a small school, all students receive very personalized instruction. The keystone to the personalized nature is the school's Learning Center, where students needing extra assistance

receive tutoring and personalized extra assistance targeting the areas of reading comprehension and fluency, as well as math computation and fluency.

The staff at Pope Valley ES are humbled and honored to work for such an energetic and dynamic community. Together, the students, parents, staff, and community make up a large family of learners. The Pope Valley Elementary School family includes people of many backgrounds, education levels, and abilities. Diversity and acceptance of others is a cornerstone of the education and Pope Valley works to instill those values into the students. Character education through Character Counts, Positive Action, and additional programs reinforces those values.

The school maintains four classrooms and an instructional learning center model for special education and targeted tiered intervention. For the 2021-2022 and beyond school years, the school has adopted a 185 day academic year with a minimum of 5 "recovery days" to be used if the school is closed due to fires, power loses, or other adverse conditions.

Pope Valley ES is in the middle of an extensive remodeling project. The bulk of the project is made possible due to the passage of the local Measure A in June 2016. The \$4,000,000 project began with construction of a new playground and will continue with a complete modernization and remodel of the classroom buildings in the summer of 2018 with an additional building built in 2021.

Reflections: Successes

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

Student success reported here are based on local successes as the population is too small to report significant subgroups on the California School Dashboard.

The school is proud of recent achievements in math, but because of the pandemic and non-reporting of data from other schools on the dashboard, is unable to compare to other schools in the county or state. The school is especially proud of the commitment by staff, including the willingness to permanently increase the school year by five days to 185, five above that required by the state. The staff believe in owning and knowing our data. Going forward, we have a commitment to assess all students using the NWEA/MAP assessment three times each year. In addition, we never considered not administering the CAASPP during the spring of 2021, even though it was optional. The staff will continue to focus on targeted intervention and identifying student academic deficits and is adopting monthly progress checks using a supplemental curriculum program, currently identified as MobyMax, although Mosaic and IXL are also considered as options if MobyMax does not meet the needs of staff at trimester check-ins.

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.

Due to the small school size, many state level indicators are not made available and do not receive a performance level/category. State Indicators do not indicate any red or orange performance levels for PVUESD.

Even though PVUESD continues to make progress with ELA and math, the school still sees mathematics and language arts instruction as a need of focus. On the 2016-17 CAASPP ELA assessments, 21.43% of students met or exceeded standards. On the Math CAASPP assessment, 7.41% of students met or exceeded standards. For 2017-18, 20.96% of students met or exceeded standards on ELA and 16.28% of students met or exceeded standards for Math. For 2018-2019, 27.5% of students met or exceeded standards for ELA and 26.5% met or exceeded standards for Math. Data for for the 2019-2020 is not available as the CAASPP assessment was not taken. Data from the 2020-2021 assessment is unavailable at the time of this report and plan. The CDE anticipates score reports in late summer 2021.

Students made varying degrees of progress on the local Math and Reading measures:

READING: NWEA/MAP scores are questionable, but strong. Because of the stresses of the fires in the fall, and the extreme fatigue experienced in the spring (students were just "done"), scores are strong, but not reliable enough to report.

MAP Math results: NWEA/MAP scores are questionable, but strong. Because of the stresses of the fires in the fall, and the extreme fatigue experienced in the spring (students were just "done"), scores are strong, but not reliable enough to report.

Moving forward, we believe the Learning Center is key to providing extra support and intervention with skills necessary for increased student performance. In addition to targeting specific math and language arts skills in the classroom, the Learning Center will assess and evaluate students with CCSS aligned formative assessments along with MAP and the Reading Inventory and Math Inventory. EL, LI, FY, and Special Education students will then receive targeted intervention to meet their academic and social-emotional needs using the Response to Intervention model.

LCAP Highlights

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

PLACEHOLDER TEXT FROM PRIOR LCAP

The Local Control Accountability Plan (LCAP) is a planning tool for districts to show how they will improve student outcomes and overall performance.

Eight State of California Priorities must be covered:

- 1) Basic Services
- 2) Academic Standards
- 3) Course Access
- 4) Pupil Achievement
- 5) Other Pupil Outcomes
- 6) Parent Involvement
- 7) Pupil Engagement
- 8) School Climate

The LCAP is a three year plan for the upcoming school year and the next two years.

2019-2020 LCAP Annual Update Section:

Provides an overview of how the district performed on each of 2018-2019 LCAP Goals. Defines the changes in actions, services, and expenditures that will be made as a result of the review.

Stakeholder Engagement Section:

Details PVUESD's plans to engage stakeholders (parents, pupils, and others), and shares the anticipated impact.

Goals, Actions, Expenditures, and Progress Indicators Section:

2018-2021 Goals

- 1) Improve achievement for all students and accelerate student learning increases for EL and low-income students.
- 2) Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality certificated and classified staff.
- 3) Increase parent and community engagement, involvement, and satisfaction.
- 4) Improve student engagement and climate outcomes, and allocated services to English Learner and Low-Income students.
- 5) Provide basic services to all students, including facilities, access to materials and technology.

Demonstration of Increased and/or Improved Services Section:

A. PVUESD identifies the amount of supplemental funding received and how it is spent.

B. PVUESD shows the percentage by which services for unduplicated pupils must be improved or increased.

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.

No schools have been identified.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Stakeholder Engagement

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

For the 2020-2021, stakeholder engagement was extremely difficult due to pandemic restrictions. Staff (bargaining units), teachers, and board were very engaged and participated in staff meetings, board meetings, and informal discussions, completely surveys as available. The SELPA director met with the superintendent/principal/teacher, as well as teaching and support staff on several occasions.

Unfortunately, community and parents (other than concurrent employees) chose not to participate in public hearings or surveys, despite repeated and concerted efforts to invite input. Newsletters were sent home with children and emailed directly to parents, but anecdotal evidence suggests they were not read. One conversation with parents demonstrated circular logic with the parent "I don't read the emails and flyers because the information is useless," and "You can't expect children to give us flyers and notes". Expectations of one-on-one phone calls and texts from some parents are unreasonable. That being said, we do have a parent liaison who does communicate with parents directly as needed for mission critical purposes.

It is hoped that with regularly scheduled parent nights and School Site Council/Parent advisory meetings in 2021-2022, parent stakeholder engagement will improve.

A summary of the feedback provided by specific stakeholder groups.

With information gathered, social-emotional learning and supports, including staffing a counselor, and academic supports in English Language Arts and Science, Technology, Engineering, Math, and Arts (STEAM), are areas of desire. Additionally, through informal conversations, parents have expressed the desire to revive the afterschool program, but decline to commit to regular attendance for an academic program, instead preferring to see it as a daycare with homework help with irregular attendance and pickup times. With the pandemic creating such a chaotic situation with academic instruction and programs, it is difficult to identify true needs.

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

- An expansion of STEAM opportunities with introduction of a music and arts program supported by the music-credentialed learning center teacher.
- A creation of an intensive focus on writing program with daily and weekly activities and celebrations.
- An increase in parent-engagement activities and tools for better communication.
- A continued use of interim assessments that drive instruction and remediation.
- A continued support for small class sizes with varied instructional modalities, shared teaching and student/staff engagement through "teams", and collaborative monthly professional development focusing on student achievement and interventions.
- A permanent expansion of the school year from 180 to 185 school days with an additional 5+ days designated for "recovery" or "make up" after a closed school event (fires, power outages, storms, etc.).

- A commitment to professional development, including participation and engagement at professional development conferences.

Goals and Actions

Goal

Goal #	Description
1	GOAL 1: Improve achievement for all students and accelerate student learning increases for EL and low-income students.

An explanation of why the LEA has developed this goal.

Even though PVUESD continues to make progress with ELA and math, the school still sees mathematics and language arts instruction as a need of focus. On the 2016-17 CAASPP ELA assessments, 21.43% of students met or exceeded standards. On the Math CAASPP assessment, 7.41% of students met or exceeded standards. For 2017-18, 20.96% of students met or exceeded standards on ELA and 16.28% of students met or exceeded standards for Math. For 2018-2019, 27.5% of students met or exceeded standards for ELA and 26.5% met or exceeded standards for Math.

Students also made varying degrees of progress on the local Math and Reading measures in 2020-2021:

READING: NWEA/MAP scores are questionable, but strong. Because of the stresses of the fires in the fall, and the extreme fatigue experienced in the spring (students were just "done"), scores are strong, but not reliable enough to report.

MAP Math results: NWEA/MAP scores are questionable, but strong. Because of the stresses of the fires in the fall, and the extreme fatigue experienced in the spring (students were just "done"), scores are strong, but not reliable enough to report.

Moving forward, we believe the Learning Center is key to providing extra support and intervention with skills necessary for increased student performance. In addition to targeting specific math and language arts skills in the classroom, the Learning Center will assess and evaluate students with CCSS aligned formative assessments along with MAP and the Reading Inventory and Math Inventory. EL, LI, FY, and Special Education students will then receive targeted intervention to meet their academic and social-emotional needs using the Response to Intervention model.

With the following actions and services described below, we expect the CAASPP and NWEA/MAP scores to increase to help us meet this goal. Unless otherwise noted, all of the baseline data from the metrics below are from the 2020-2021 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Schedules, lesson plans and walkthroughs	100% students have access to required areas of study				100% students have access to required areas of study
Implementation of State Standards	ELA (including ELD standards) and Math standards have been implemented. SS and NGSS standards have also been implemented.				ELA/ELD and Math SS and NGSS standards will continue to be implemented.
Sign in sheets will show that all teachers will receive necessary training for ELA/ELD adoption.	100% teachers receive necessary training for ELA/ELD adoption.				100% teachers receive necessary training for ELA/ELD adoption.
CAASPP ELA and Math proficiency scores will increase by 2% over 2020-2021.	<p>2018-2019 Data for ELA: All = 31.26% proficient/advanced LI = 28.58 proficient/advanced EL = 12.5% proficient/advanced</p> <p>2018-2019 Data for Math: All = 31.26% LI = 28.58 proficient/advanced EL = 31.25% proficient/advanced</p> <p>New BASELINE DATA NOT AVAILABLE UNTIL</p>				Will be determined after baseline data is established.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>AUGUST OR SEPTEMBER 2021.</p> <p>ELA = % met or exceeded standards Math = met or exceeded standards</p> <p>ELA Distance from 3 (DF3) = LI = EL =</p> <p>Math Distance from 3 (DF3) = LI = EL =</p>				
<p>ELPAC - Reclassification of EL students</p> <p>ELPAC - English Proficiency progress</p>	<p>ELPAC reclassification 19-20 was zero.</p> <p>2019 data for English Proficiency Progress: 6.67% = Level 4 46.67% = Level 3 26.67% = Level 2 20% = Level 1</p> <p>New BASELINE DATA NOT AVAILABLE UNTIL AUGUST OR SEPTEMBER 2021.</p>				<p>75% of ELL will be re-designated by year 4.</p> <p>75% of ELs will make progress on ELPAC</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC - Advance Proficiency Levels	<p>100% of ELPAC administrators have been trained.</p> <p>2019 data for English Proficiency: 6.67% = Level 4</p> <p>ELPAC baseline data on the percentage of students at the advanced proficiency level will be determined in 2021-2022.</p> <p>New BASELINE DATA NOT AVAILABLE UNTIL AUGUST OR SEPTEMBER 2021.</p>				<p>100% of ELPAC administrators have been trained.</p> <p>Percentage of students at the advanced proficiency level on ELPAC will be determined in 2021-2022.</p>
NWEA/MAP reading and math	Re-establish baseline data with Fall 2021 data.				Outcomes will be determined after Fall 2021 Baseline is established.
Since we are a K-8 district we do not use the EAP test or other college readiness tests, we do not offer AP courses nor do we offer A-G courses or career and technical	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sequences or programs.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Learning Center	<p>1) Sustain the “Learning Center” for extra small group and individual instruction in English Language Development (ELD) and State Standards in a “pull-out” model with open “free drop-in” availability during recess for students struggling with academic goals. The facilitator will work 4 days a week with students, including unduplicated students and those students with exceptional needs.</p> <p>Monthly student writing celebrations will continue during school-wide assemblies showcasing all student writing.</p>	\$1,500.00	Yes
2	Learning Goals	2) The Learning Center facilitator along with the classroom teachers will help create individual learning goals for all students in all grades based on state and local measurement tools.	\$19,413.00	Yes
3	Reading Counts, Reading Inventory	3) Continue annual subscription to Scholastic Reading Counts and Reading Inventory.	\$900.00	No
4	185 School Days	4) Increase school year to 185 school days,.	\$16,300.00	No
6	NWEA/MAP	6.Continue use of a K-1 Reading Assessment to measure early literacy/foundational reading skills.	\$1,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue to use K-8 Reading and Math assessment (MAP) to measure literacy and numeracy progress and to align instruction to students' needs.		
7	Supplemental Intervention Tool	7. Use of supplemental intervention online program (IXL, MobyMax, Mosaic, or similar).	\$2,500.00	Yes
8	ELPAC & CAASPP training	8. Send additional staff to ELPAC, CAASPP, and adopted curriculum training.	\$1,530.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	GOAL 2: Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality certificated and classified staff.

An explanation of why the LEA has developed this goal.

The school is especially proud of the commitment by staff and the staff at Pope Valley ES are humbled and honored to work for such an energetic and dynamic community. Since the LEA prioritizes highly qualified and professional staff, professional development is a priority. With a focus on PD, the district will provide numerous and varied PD opportunities for staff which will increase participation and provide stronger academic instruction.

With the following actions and services described below, we expect more teachers/staff to engage in ongoing learning and required professional development sessions to help us meet this goal. Unless otherwise noted, all of the baseline data from the metrics below are from the 2020-2021 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of CCSS Principal walkthroughs/observations Collaborative planning sessions	100% of classrooms implemented CCSS				100% of classrooms implemented CCSS
Professional development courses.	100% teachers participated in required professional				100% teachers participated in required professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	development sessions.				development sessions.
Professional collaboration and team-teaching	100% teachers participated in collaboration meetings.				100% teachers participated in collaboration meetings.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Training days	1) Continue additional work days.	\$17,495.00	No
2	Professional Development	2) Continue to provide professional development opportunities for all staff in ELA/ELD, Math, History/Social Studies, and NGSS. The 7-8th grade teacher will continue to take courses on computer programming and implement maker space opportunities. The K-1 teacher will facilitate PD on mindfulness for staff and students. Pope Valley will implement social-emotional learning techniques.	\$2,500.00	Yes
3	EL training	3) Continue to provide specialized EL training for Learning Center teacher, expand to classroom teachers.	\$250.00	Yes
4	Outside Professional Development	4) Continue to encourage experienced certificated to attain outside learning opportunities by adding an additional column to the salary schedule only reachable after fifteen years of teaching experience and with recent college credit.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
5	Structured Collaboration	<p>5) Staff will participate in scheduled professional development on early release Wednesdays.</p> <p>The principal will facilitate and deliver professional development embedded within the early release Wednesdays. Professional learning topics will include training in math concepts and effective instructional practices, crisis intervention and positive behavior techniques, SPED training, Google Classroom as a learning management system, how to use and document informal and formal assessments, different technology tools for student use to show understanding of content, training on Scootpad for targeted intervention and practice; social studies curriculum training, and a focus on 5th-8th grade national history day and science fair projects and associated research projects.</p> <p>Staff will continue to use data profiles and problem solving process to make instructional decisions that lead to better outcomes for students.</p>	\$50,554.00	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	GOAL 3: Increase parent and community engagement, involvement, and satisfaction.

An explanation of why the LEA has developed this goal.

Anecdotal conversations and interactions with parents have demonstrated to administration and staff the need for increased quantity and quality of school to home communication.

With the following actions and services described below, we expect increased parent and family engagement to help us meet this goal. Unless otherwise noted, all of the baseline data from the metrics below are from the 2020-2021 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Parent Survey School culture Family engagement	No parents participated in 2021.				90% of parents will complete annual surveys.
Parental involvement in school activities and parent conferences	Prior to the pandemic, 90-100% participation in school activities.				90-100% of parents will attend school activities.
Return rate of parent/family communication documents	0-20% return rate of non-office/registration paperwork (surveys, permission slips).				90-100% of return of all paperwork and other engagement tools.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent surveys	1) Continue use of local parent survey aligned to the California Parent Survey. School staff ensure that parent survey is available and distributed to parents during the spring family night event.	\$250.00	No
2	Parent Nights	2) Continue to implement monthly community nights for parents, including parents of unduplicated students and those students with exceptional needs, that would reinforce school programs and curriculum and provide opportunities for parental input and participation. Have parent survey available for completion at spring family night event.	\$500.00	No
3	Daily Assembly with Writing celebration	3) Return of daily assembly for messages, collecting of permission slips, flag salute, and lunch counts. Writing celebration during assemblies.	\$0.00	No
4	Newsletter	4) Continue to distribute a bi-weekly newsletter and increased used of district's website and social media tools for communication.	\$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
4	GOAL 4: Improve student engagement and climate outcomes, and allocated services to English Learner and Low-Income students.

An explanation of why the LEA has developed this goal.

Students need to feel safe and connected at school to be able to engage successfully in their academic program. With constant area-emergencies (fires, mudslides, power outages), the school is a safe and continuous location for students to have a steadying and calming anchor for their lives. Maintenance of high attendance rates and low discipline rates is key to this success.

With the following actions and services described below, we expect an increase in attendance and student engagement and a decrease in chronic absenteeism to help us meet this goal. Unless otherwise noted, all of the baseline data from the metrics below are from the 2020-2021 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	Unreliable during pandemic hybrid and excessive disasters.				95% or better
Student suspension rates and expulsion rates will remain at or below <1%	Suspension remains <1% Expulsions = 0%				Continued <1% suspension, 0% expulsion
Chronic absenteeism rate Students SARB referral	Chronic Absenteeism = Unreliable during pandemic hybrid and excessive disasters.				<5% of students identified as chronically absent Use of county SARB system when made available.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Time-out	0 reported in 2021-2022				<1 case per week of use of time-out
Character Traits	85% able to report school rules and Character Traits with 85% mastery.				95% able to report school rules and Character Traits with 95% mastery.
Character Counts! Traits Participating in class Feeling safe at school	83.3% of students report feeling safe at school. 100% report they participate in class to some degree.				100% of students report feeling safe at school. 100% report they participate in class to some degree.
Middle school drop-out rates	Middle school drop-out rate = 0%				Middle school drop-out rate = 0%
DataZone SEL survey	This is a new metric. No data is available. The baseline will be set after Fall 2021 initial administration.				Outcomes will be determined after Fall 2021 initial administration.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Character Counts and team building	1) Continued adoption of the Character Counts! character traits program and rewrite school rules and dress code to match those traits. Review program to enhance. Team-building with cross-grade student support with extrinsic/intrinsic rewards will be implemented.	\$1,800.00	No

Action #	Title	Description	Total Funds	Contributing
		Pope Valley will focus on supporting positive self-image, growth mindset, and social-emotional learning for students. We will implement alternative programs or enhancement opportunities to Character Counts.		
2	Positive Action	2) Continued to provide and implement the Positive Behavior management program for Kindergarten- 8th grades. Implement social-emotional learning techniques (Costs embedded in Goal #4, Action # 1).	\$980.00	No
3	Newsletter	3) Ensure parent communication regarding attendance is regularly sent home in student's primary language.	\$150.00	Yes
4	JupiterEd and ALMA	4) Continued use of an online gradebook and student information system for tracking and reporting student performance and attendance.	\$2,500.00	No
5	Music	Support certificated music teacher with professional development and curriculum	\$750.00	No
6	Music	Support music program with instrument acquisition or rental support	\$3,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	GOAL 5: Provide basic services to all students, including facilities, access to materials and technology.

An explanation of why the LEA has developed this goal.

This is a primary function of the school and school system. All students need adequate, safe, clean, and operational facilities; functional and up-to-date technology, and fully credentialed teachers.

With the following actions and services described below, we expect to maintain providing services (qualified teachers, access to standards aligned materials, and facilities in good condition) to students to help us meet this goal. Unless otherwise noted, all of the baseline data from the metrics below are from the 2020-2021 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams' certification: access to standards aligned materials	100% of students had access to standards aligned materials including ELD standards.				100% of students had access to standards aligned materials including ELD standards.
Teacher assignment	100% of teachers appropriately assigned and fully credentialed.				100% of teachers appropriately assigned and fully credentialed.
English Learner misassignment/identification	0% of ELs were misidentified				0% of ELs were misidentified
FIT Rating	Facilities are in Good Condition				Facilities will be in Excellent condition

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	1) Maintain staffing levels for certificated and classified at 3.4 FTE classroom teacher, 1.0 FTE classroom teacher/administrator, 1.0 Secretary, .975 FTE Custodian /Maintenance (1000-3999: Salaries and Benefits).	\$982,982.00	No
2	Curriculum	2) Continue to implement CCSS-aligned materials for ELA/ELD, math, and history/social studies.	\$3,000.00	No
3	Materials and technology	3) Ensure materials, technology, and other supplies adequately meet the needs of staff and students (4000-4999: Books and Supplies)	\$10,375.00	No
4	Transportation and Meals	4) Ensure home to school transportation, the breakfast and lunch program, and other requirements are met (400-4999: Supplies) & (5000-5999: Services and Operating Expenditures).	\$46,300.00	Yes
5	Staffing (instructional aides and bus)	5) Maintain classified staff at 1.407 FTE bus driver/instructional aide, (1000-3999: Salaries and Benefits).	\$102,650.00	Yes
6	Facilities	Inspect interior and exterior lighting, windows, doors for energy efficiency.	\$200.00	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
16.60%	\$63,744

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.

Although PVUESD is a Basic Aid district and property tax revenues exceed what state funding would provide, we have calculated funds as though the district were receiving supplemental and concentration grant funds. The district's unduplicated population represents approximately 87% of students. A majority of students are considered English Learners (EL) or low-income students (LI), with minimal students in foster/familial (FY) care. Approximately, 50% of our students are low-income, 37% are ELs, and 0% are FY during the spring of 2021. The district plans to use the supplemental and concentration funds in a district-wide manner because of the high percentage of targeted students. The primary benefit is for the targeted students, but all students will benefit from the increased and improved actions and services.

Our low-income students come to Pope Valley ESD with a variety of social and academic needs. A review of the most current CAASPP (2019) results still show that 71.43% of low-income students were below proficient on the ELA portion of the test and 66.67% of low-income students were below proficient on the math portion. In addition, many of our low-income students have limited access to transportation which can be a barrier to regular school attendance. After a review of local needs and metrics, along with input from stakeholders, the district determined that the following actions are the most effective use of the funds to improve the educational program for our low-income students. There will be continued focus on creating a culture of readers and reading comprehension and close reading strategies. As a small school, this area of concern addresses all students, but in particular, low-income students. For these students, funds will continue to be used school-wide to increase performance through the implementation of the Learning Center model and professional development for the teacher in that position. All students needing extra academic support will have individualized target goals that will be worked on with the Learning Center teacher but these learning targets will especially help support low-income students set and track learning progress and accelerate academically. In addition, Pope Valley will use a supplemental online intervention program to provide even more academic support for low-income students. PVUESD will continue to invest in a K-8 reading and math assessment to help measure and monitor

students' literacy and numeracy skills, and provide direction for targeted instruction in the classroom, especially for low-income students. Staff will also continue to participate in professional development and weekly early-release collaborative sessions to explore and implement current research-based instructional practices. Pope Valley has seen some growth on the CAASPP ELA and math assessments from 2017-2019 due in large part to the implementation of the Learning Center Model, professional development and collaborative planning investments, and the use of standards-aligned assessments and we want to build on this success in future years. Supplemental and Concentration grant funds will also be used to support low-income students with their transportation needs and provide a healthy breakfast and lunch program for nourishment.

Our English Learners also have unique academic needs, especially in ELA and ELD, that need to be supported by supplemental and concentration funds. A review of the latest ELPAC results available to the public (2019) show that only 6.67% of our ELs scored at a level 4 or the well-developed level as English proficient. Subsequently, 46.67% of ELs were at level 3 or moderately developed in English, 26.67% were level 2 or somewhat developed, and 20% were level 1 or have minimally developed English language skills. A review of the most current CAASPP (2019) results show that only 12.5% of students who are currently or ever an EL scored at the proficient or exceeded standards levels on the ELA portion of the test (compared to 53.3% of English only students) and 31.25% scored at the proficient or exceeded standards levels on the math portion of the test (compared to 33.54% of English only students). Because of these academic gaps, Pope Valley will continue to invest in the Learning Center Model to support the language acquisition and academic performance of ELs. Funds will be used to continue the implementation of the Learning Center and professional development, including training for the ELPAC, focusing on best practices for working with English learners. Because other students besides ELs and low-income students are also in need of academic support, the Learning Center will be available to all students across the school site. Again, all students will have individualized target goals that will be worked on with the Learning Center teacher but these learning targets will especially help support ELs set and track learning progress to accelerate their English language skills. Funds will also be spent on employing bilingual staff to help support families whose first language is not English, but offered on a schoolwide basis to help strengthen communication and engagement with all families. Pope Valley has seen some growth on the CAASPP ELA and math assessments from 2017-2019 due in large part to the implementation of the Learning Center Model, increased professional development, and investments in bilingual staff, and we want to build on this success in future years.

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

In order to meet and exceed the Minimum Proportionality Percentage (MPP), the District will provide 16.60% increased and improved services for unduplicated students. These services will be provided district-wide because of the high concentration of unduplicated students, and while all students will benefit, the strategies were developed to principally focus on providing improved services for the targeted students. The actions and services described above in the first prompt, more than meet the MPP of 16.60%.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,258,659.00	\$7,285.00		\$3,635.00	\$1,269,579.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,188,224.00	\$81,355.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Learning Center	\$1,500.00				\$1,500.00
1	2	English Learners Foster Youth Low Income	Learning Goals	\$19,413.00				\$19,413.00
1	3	All	Reading Counts, Reading Inventory	\$900.00				\$900.00
1	4	All	185 School Days	\$14,985.00	\$865.00		\$450.00	\$16,300.00
1	6	English Learners Foster Youth Low Income	NWEA/MAP	\$1,200.00				\$1,200.00
1	7	English Learners Foster Youth Low Income	Supplemental Intervention Tool	\$2,500.00				\$2,500.00
1	8	English Learners	ELPAC & CAASPP training	\$1,530.00				\$1,530.00
2	1	All	Training days	\$12,200.00	\$3,550.00		\$1,745.00	\$17,495.00
2	2	English Learners Foster Youth Low Income	Professional Development	\$2,500.00				\$2,500.00
2	3	English Learners	EL training	\$250.00				\$250.00
2	4	All	Outside Professional Development					\$0.00
2	5	All	Structured Collaboration	\$46,244.00	\$2,870.00		\$1,440.00	\$50,554.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Parent surveys	\$250.00				\$250.00
3	2	All	Parent Nights	\$500.00				\$500.00
3	3	All	Daily Assembly with Writing celebration					\$0.00
3	4	All	Newsletter					\$0.00
4	1	All	Character Counts and team building	\$1,800.00				\$1,800.00
4	2	All	Positive Action	\$980.00				\$980.00
4	3	English Learners	Newsletter	\$150.00				\$150.00
4	4	All	JupiterEd and ALMA	\$2,500.00				\$2,500.00
4	5	All	Music	\$750.00				\$750.00
4	6	All	Music	\$3,000.00				\$3,000.00
5	1	All	Staffing	\$982,982.00				\$982,982.00
5	2	All	Curriculum	\$3,000.00				\$3,000.00
5	3	All	Materials and technology	\$10,375.00				\$10,375.00
5	4	English Learners Foster Youth Low Income	Transportation and Meals	\$46,300.00				\$46,300.00
5	5	English Learners Foster Youth Low Income	Staffing (instructional aides and bus)	\$102,650.00				\$102,650.00
5	6	All	Facilities	\$200.00				\$200.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$177,993.00	\$177,993.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$177,993.00	\$177,993.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Learning Center	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
1	2	Learning Goals	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$19,413.00	\$19,413.00
1	6	NWEA/MAP	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,200.00	\$1,200.00
1	7	Supplemental Intervention Tool	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$2,500.00
1	8	ELPAC & CAASPP training	Schoolwide	English Learners	All Schools	\$1,530.00	\$1,530.00
2	2	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$2,500.00
2	3	EL training	Schoolwide	English Learners	All Schools	\$250.00	\$250.00
4	3	Newsletter	Schoolwide	English Learners	All Schools	\$150.00	\$150.00
5	4	Transportation and Meals	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$46,300.00	\$46,300.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	5	Staffing (instructional aides and bus)	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$102,650.00	\$102,650.00

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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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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