Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
</table>
| Pollock Pines Elementary School District | Pat Atkins, Superintendent  
530-644-5416 patkins@ppesd.org | patkins@ppesd.org  
530-644-5416 |

Plan Summary [2021-22]

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

Pollock Pines is a small two-school district with approximately 600 students. Pinewood Elementary School serves TK through 4th grade students and Sierra Ridge Middle School services 5th grade through 8th grade students. The District prides itself on being a family oriented district. Each school offers a variety of activities throughout the year that are well supported and attended by the community. Pinewood and Sierra Ridge have both been recognized by the State through the Distinguished School Program. The district has a very low number of ELL students, (approximately 10), spread throughout grades K-8. Additionally, our students who are considered low-income and Foster Youth, are fairly evenly spread between the two campuses. Based on that knowledge, the LCAP goals focus on district-wide and school-wide actions. This is done so that students will continually benefit from grade to grade with the improved instructional techniques, technology and curriculum without having to continually switch between one approach and another.

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

Prior to the COVID-19 Pandemic the district was showing progress in English Language Arts(ELA) and Mathematics(Math). In 2019, ELA improved from Orange to Yellow and moved within 8.4 points below standard from 23 points below standard the previous year. In Math, the district maintained Yellow and moved from 35.7 points below standard to 32.1 points below standard.
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.

Prior to the COVID-19 pandemic, the district was focused on improving chronic absenteeism and the suspension. In 2019, chronic absenteeism went from 12.7% to 18%, an increase of 5.3%. Chronic absenteeism also moved from yellow to red. In 2019, the suspension rate went from yellow to orange with a percentage change of 4.2% to 4.1% being suspended 1 or more times. The two student groups that need to be addressed for both of these areas are Students with Disabilities and Socioeconomically Disadvantaged students. In addition, students with disabilities will need to be a focus in mathematics.

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

The Pollock Pines Elementary School District LCAP is designed to meet the needs of all students in the District. This LCAP will consist of three goals, Student Achievement, Staff Development, and a Supportive and Safe Learning environment. The actions for each of these goals are aimed at increasing and improving services to all historically underserved students. Stakeholder input is reflected in the actions for each goal. Goal 1 focuses on student achievement. Using data from the past two years of CAASPP testing, actions address increasing the percentage of students attaining the level of "Met Standard" on the annual assessment. Goal 2 addresses Staff Development. Actions for this goal focus on increasing the capacity of staff on implementing best practices and the Common Core State Standards. Goal 3 focuses on Safety and parent and community outreach. Actions for this goal address providing a safe learning environment and maintaining district facilities.

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 were identified for CSI.

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

No schools were identified for CSI.
Monitoring and Evaluating Effectiveness

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

No schools were identified for CSI.
### Stakeholder Engagement

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

The district created a committee shortly after the COVID-19 pandemic began. This committee helped the district plan for distance learning, the hybrid model and the eventual reopening for full time in person learning. The committee also developed the expanded learning opportunity plan. This committee consisted of administrative, certificate and classified staff. There were also parent representatives from each school on the committee. Much of the work of the this committee will be part of the LCAP. In addition to the committee, the district surveyed parents in April of 2021 using the same survey used in previous years. On April 21, 2021 the district consulted with the El Dorado County SELPA on the considerations for the LCAP.

A summary of the feedback provided by specific stakeholder groups.

There were several trends that emerged from the survey data. One trend was bring counseling services to the schools. Other trends were bringing back sports, music and other after school and extra-curricular activities. Overall, the surveys revealed that the majority of the families are happy with the direction of the district and have a high respect for staff.

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

Aspects of the LCAP that were influenced by stakeholder input were:
- Increased interventions
- Music program
- Sports programs
- Counseling services
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The district will provide an educational program that focuses on academic excellence using systems that maximize academic growth. State Priorities addressed: 1,2,3,4,6,7,8. An explanation of why the LEA has developed this goal. High performing districts expect all students to meet high academic standards, have aligned intervention systems and provide a variety of challenging and engaging activities clearly related to grade-level standards and concepts.</td>
</tr>
</tbody>
</table>

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards aligned materials</td>
<td>All core curriculum will be aligned with the California Common Core State Standards</td>
<td></td>
<td></td>
<td></td>
<td>All curriculum will be the most recently state adopted curriculum.</td>
</tr>
<tr>
<td>Smarter Balance Assessments(SBAC)</td>
<td>2019 CAASPP Results ELA - Yellow, 8.4 points below standard met. Math - Yellow, 32.1 points below standard met.</td>
<td></td>
<td></td>
<td></td>
<td>ELA - Green, 15 points above standard. Math - Green, 0 points below standard.</td>
</tr>
<tr>
<td>English Language Proficiency Assessment(ELPAC)</td>
<td>2021 Initial ELPAC Assessment Results will be used as the baseline.</td>
<td></td>
<td></td>
<td></td>
<td>100% of EL students will advance at least one level.</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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</tr>
<tr>
<td>Chronic Absenteeism Rate</td>
<td>2019 Chronic Absenteeism Rate. 18%</td>
<td></td>
<td></td>
<td></td>
<td>Chronic absenteeism will be reduced to 5%.</td>
</tr>
<tr>
<td>Middle School Drop Out Rate</td>
<td>0% student drop out rate.</td>
<td></td>
<td></td>
<td></td>
<td>0% student drop out rate.</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 1        | Instructional Program | The district will review the current library inventory and purchase additional materials that both support students and expand the selection.  

Utilize the Explicit Direct Instruction (EDI) framework for instruction in the classroom.  

Utilize the blended learning model at Pinewood and Sierra Ridge.  

Review the current library inventory and purchase additional materials that both support students and expand the selection. | $34,758.00      | Yes           |
| 2        | Assessment           | The district will continue using the Smarter Balanced Interim Assessments in grades 3-8 to measure students progress as well as other local assessments. In grades TK-2 the district will utilize adopted curriculum assessments as well as other local assessments to assess student learning.  

Smarter Balanced Interim Assessments will be administered throughout the year. | $5,000.00       | No            |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Technology</td>
<td>The district will allocate funds to the sites for the support of software programs which may include but are not limited to: ALEKS, Reflex Math, MobyMax, Accelerated Reader, Hapara, Acellus, and Naturally Live. During the year, additional programs may be piloted and considered for wider implementation.</td>
<td>$28,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Increased Attendance</td>
<td>School Sites will participate in the local SARB process, provide incentives for positive attendance and provide two attendance make-up days during the school year.</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
</tbody>
</table>
| 5       | Core Program           | Based on the evaluation of the instructional program, the district will purchase necessary core and supplemental instructional materials. The district will continue to explore training opportunities for the Next Generation Science Standards.  

Annually hold a public hearing reading the sufficiency of textbooks and instructional materials that are aligned to state standards in the areas of ELA, Math, Science and History-Social Science.  

Students will be offered opportunities that will encourage them to consider CTE courses is High School. | No          | 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.

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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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
<th>State Priorities Addressed: 2,3,4,5,6,7,8.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>To achieve academic excellence the district will provide high quality teachers. These teachers will receive resources and learning opportunities that contribute to effective instructional practices.</td>
<td>An explanation of why the LEA has developed this goal.</td>
</tr>
<tr>
<td></td>
<td>High performing districts demonstrate social equity, positivity and fairness. They provide every student with high-quality teachers, resources, learning opportunities and supports.</td>
<td>High performing districts demonstrate social equity, positivity and fairness. They provide every student with high-quality teachers, resources, learning opportunities and supports.</td>
</tr>
</tbody>
</table>

### Measuring and Reporting Results

<table>
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<tr>
<th>Metric</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Williams Quarterly Reports</td>
<td>100% of certificated staff will be properly credentialed and appropriately assigned.</td>
<td></td>
<td></td>
<td></td>
<td>100% of certificate staff will be properly credentialed and appropriately assigned.</td>
</tr>
<tr>
<td>Successful Intervention Programs</td>
<td>Track progress of students receiving interventions.</td>
<td></td>
<td></td>
<td></td>
<td>Intervention programs will meet the needs of struggling students.</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
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<th>Total Funds</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional Development</td>
<td>The district and sites will provide professional development during the early-release days and on an individual small group basis for modeling and coaching to support universal design for learning, EDI, Step Up to writing, results oriented cycles of inquiry, blended learning, technology integration and instructional shifts. The district will also focus on training for the Next Generation Science Standards (NGSS).</td>
<td>$5,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td></td>
<td></td>
<td>Provide, as needed, Smarter Balanced Interim Assessments training, EDI training. Step Up to Writing training, training on PLC and cycle of inquiry, training in the area of ELD and integrated/designated supports, training for technology applications, training for effective instruction for EL students, training for universal supports and designated supports, training on effective instructional practices for working with students with disabilities and other training as determined by school sites and the district that will support the instructional program. Utilize Step Up to Writing trainers to support the district commitment to writing through modeling and coaching. Provide the trainers with release days for coaching and modeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Staff Collaboration</td>
<td>Provide early release days on Wednesday's of each month. Additionally, the district will support release time for classroom teachers to visit other classrooms, other schools and other districts in order to observe promising programs that are closing the achievement gap, serving SE, EI and low income students.</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Staffing</td>
<td>Continue to staff current classrooms and hire fully credentialed teachers for general education and special education openings as they occur. Annually review credentials</td>
<td>$2,901,392.00</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Intervention/Acceleration and Enrichment</td>
<td>The district will implement and monitor the intervention and acceleration support programs at each site to meet the needs of struggling students as well as excelling students. Program will be evaluated on a yearly basis. Provide a late bus run on Tuesday, Thursdays and Fridays for students who are participating in the school site intervention/acceleration programs.</td>
<td>$119,568.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
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<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>To enhance the learning experience of the students the District will provide 1.0 FTE certificated music teacher to provide instruction on choir and instrumental music.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Supplemental educational support</td>
<td>Provide two 0.5 FTE library technicians to support the site libraries and assist the students with research, media services and independent reading materials.</td>
<td>$55,480.00</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Intervention and acceleration support programs</td>
<td>Provide recovery classes at middle school level and additional aide support at elementary and middle schools.</td>
<td>$97,316.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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.

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## Goals and Actions

### Goal

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>To create an educational environment that is supportive and safe, the district will hire qualified support staff, ensure well maintained facilities, and offer other activities and opportunities for parent and community outreach. State Priorities Addressed: 1,3,5,6,7,8.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal:

Student learning is maximized when the school and district environment is comfortable, well-maintained and students feel safe and secure at school.

### Measuring and Reporting Results

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Facilities Inspection Tool</td>
<td>Quarterly Inspection Tool (FIT) reports will show that facilities are in good repair.</td>
<td></td>
<td></td>
<td></td>
<td>The quarterly inspection tool (FIT) reports will show that all facilities are in good repair.</td>
</tr>
<tr>
<td>Williams Quarterly Reports</td>
<td>There will be sufficient textbooks for all students.</td>
<td></td>
<td></td>
<td></td>
<td>There will be sufficient textbooks for all students.</td>
</tr>
<tr>
<td>Parent and Community Engagement</td>
<td>Parent survey will be administered each Spring.</td>
<td></td>
<td></td>
<td></td>
<td>Parent participation in surveys will increase and be used to inform goals and actions of the LCAP.</td>
</tr>
</tbody>
</table>

### Actions
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maintenance and Operations Support</td>
<td>The Facility Inspection Tool will be completed on a quarterly basis and any area of concern will be addressed promptly. The District will continue to comply with the terms of the Routine Restricted Maintenance account and budget for the ongoing maintenance of school facilities.</td>
<td>$461,521.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The district will provide each school site with a minimum of 2 FTE of custodial/maintenance time. The district will also provide 1 FTE of district level maintenance support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Base Program Support</td>
<td>Continue to support on going operating costs to maintain the base programs and services for students such as salaries, benefits for positions such as coaches, psychologist, yard duty, and transportation staff.</td>
<td>$1,537,196.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The district will provide district/site administrative support and district/site classified support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The district will provide 1 FTE of technical support to assist with maintaining, repairing and supporting classroom technology as well as monitoring and maintaining the district computer network.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Para-Professional Supports</td>
<td>Provide general and special education paraprofessionals at Pinewood to assist in the early primary grades and at Sierra Ridge to assist in the Title 1 and core programs, including technical support.</td>
<td>$316,976.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Parent and Community Engagement</td>
<td>Continue to collaborate with both Polar Bears and Boys and Girls Club to link the after school program to the classroom in order to provide support and assistance to participating students.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
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<td>Description</td>
<td>Total Funds</td>
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</tr>
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</tr>
<tr>
<td></td>
<td></td>
<td>The District will partner with local law enforcement agencies to advise the District on improving campus safety.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The district will provide resources to develop a parent outreach and education program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide opportunities for parents to partner with the schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly school newsletters that provides information about the district and schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is no additional cost for this action.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Additional program support</td>
<td>Psychologist support</td>
<td>$36,150.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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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]

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.69%</td>
<td>505,262</td>
</tr>
</tbody>
</table>

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.

Pollock Pines Elementary School District currently has an unduplicated count of 53.6%. The LCAP does utilize supplemental funds to increase student achievement for unduplicated pupils on a district wide basis as follows:

**Student Achievement:** Student Intervention teachers, Extended learning opportunities both before and after school, Professional development, During the school day intervention classes.

The Pollock Pines Elementary School District feels that the programs and services being offered on a school wide/district wide basis is the most effective use of funds to meet the goals for unduplicated pupils in the State priority areas. The addition of additional intervention specialists at all school sites will ensure that all students will have the support that they need. Additional Para-Educator support will allow for small group and individualized support which will help accelerate learning for students that have fallen behind.

**Goal #1, Action #1** - The district considered unduplicated student groups first when purchasing additional library materials that would be support them. Additionally, the district utilizes Explicit Direct Instruction as well as a blended learning to better meet the needs of the unduplicated students. This approach also benefits all students.

**Goal #1, Action #3** - The district purchased software to further support the students in unduplicated groups.

**Goal #2, Action #1** - The district will provide professional development such as universal design for learning, to meet the needs of the unduplicated student groups.

**Goal #2, Action #2** - The staff will focus on instructional strategies to meet the needs of unduplicated students during collaboration meetings on the early release days.

**Goal #2, Action #4** - The district will offer additional intervention support for unduplicated students as well as students not reaching grade level standards.

**Goal #2, Action #5** - The district will employ two .5 FTE library technician to offer unduplicated students greater access to literacy.
Goal #2, Action #6 - The district will schedule recovery classes at the middle school to offer additional support for unduplicated students. These recovery classes will also be offered to students below grade level standards.

Goal #3, Action #3 - The district will provided general aide para-professionals to support unduplicated students and each school site.

Goal #3, Action #5 - The district will employ a full time school psychologist to support unduplicated students as well as students requiring counseling support.

Benchmark assessments specifically in math will be used to establish small group lesson and provide for reteaching topics.

During the focused reading and math groups students receive small group instruction on the specific standards needed.

The Professional Development opportunities for staff will focus on meeting the specific needs of our Low-Socioeconomic, ELL and Foster Youth Students.

Increase in technology will allow our unduplicated students more access to intervention and instruction applications to meet their individual needs.

With the continued importance being placed on the Social Emotional growth of students school sites will have a full time counselor available. Sierra Ridge will have a counselor for 3 days per week and Pinewood will have counselor for 2 days per week. The Music program will enhance the engagement of students as well as support both the literacy goals.

Providing co-curricular activities allows for engagement with the school which in turn allows for stronger academic success and a social emotional tie to the school. We will continue to offer after school activities to continue to connect students to the school campuses and allow for greater engagement.

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

Pollock Pines is a small two-school district with approximately 600 students. The district has a very low number of ELL students, (approximately 20), spread throughout grades K-8. Additionally, our students who are considered low-income are also fairly evenly spread between the two campuses. Based on that knowledge, the LCAP goals focus on district-wide actions. This is done so that students will continually benefit from grade to grade with the improved instructional techniques, technology and curriculum without having to continually switch between one approach and another. This approach is based on the research of Journal of Research in Rural Education (1992). Grade Span and Eight Grade Academic Achievement: Evidence from a Predominately Rural State. [http://files.eric.ed.gov/fulltext/ED440471.pdfv](http://files.eric.ed.gov/fulltext/ED440471.pdfv)

Eighth graders learning in elementary settings (K-8, K-9 and 3-8) outperformed eighth graders in schools with other grade configurations.
Other researchers have found that a K-8 system has significant short term benefits for students. John Alspaugh (1988), Professor of the University of Missouri's School of Education and Counseling Psychology found that his studies implied that students placed in relatively small cohort groups for long spans of time experience more desirable outcomes.

Based on this idea that consistent approaches and methods as well as maintaining small sizes for classrooms, the Pollock Pines District has chosen to set its goals as district-wide goals and then have each site specifically apply that goal through the venue of their School Plan for Student Achievement.

Additional research used to support our district goals include: High Quality Core Instructional and Instructional Materials
- Summary document has been prepared by the Curriculum Frameworks and Instructional Resources Division (CFIRD) to provide you with general information about the following topics: California Content Standards, Curriculum Frameworks, and Instructional Materials Adoptions Social Content Review Instructional Materials Funding Williams Settlement Learning Resources Display Centers District Ordering of Instructional Materials Web Site Information

Instructional Technology
- Empowering Learning: California's Education Technology Blueprint gathers the recommendations of some of our leading experts in education and technology-and in where and how the two may intersect. We must always remember that technology is a means, not an end-a tool and component of achieving a world-class education for every child in California."

Tom Torlakson, State Superintendent of Public Instruction, on "Empowering Learning A Blueprint for California Education Technology 2014-2017."
Parental and Family Involvement


In support of establishing strong, healthy, and systematic school, family, and community partnerships statewide, the California Department of Education (CDE) engaged the assistance of the California Comprehensive Center at WestEd (CA CC) to develop a tool describing expectations and implementation strategies for integrated family engagement within state educational programs. This Family Engagement Framework is intended to provide guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate strategies across multiple programs for effective family engagement to support student achievement and close the academic achievement gap. (Family Engagement Framework, pg. 5.)


The author analyzed 18 empirical studies of home-school collaboration interventions that also measured a school-based outcome. Guidelines outlined by the American Psychological Association's Division 16 Task Force on Evidence-Based Interventions in School Psychology were used to code and evaluate the studies. The most effective interventions were those where parents and school personnel worked together to implement Interventions utilizing a two-way exchange of information (e.g., parent-teacher action research teams) and those involving communication between school and home (e.g., daily report cards, school-to-home notes). Specifically, these strategies were linked to improved work quality, academic achievement, behavior, attendance, study skills, and attention. The analysis includes a discussion of methodological strengths and limitations of home-school collaboration studies, as well as recommendations for future research. (See Family Engagement Framework, California Dept. of Education, 2011.)


Academic Interventions


- Hill, J. and Kathleen Flynn. Classroom Instruction that Works with English Learners. Alexandria, VA 2006
Professional Learning Communities


This book examines a system-wide approach for re-envisioning the PLC to sustain growth. Discussion includes a systemic approach to PLCs as essential to a collaborative culture, coherence and clarity necessary to maintaining a healthy PLC and finding a balance between maintaining focus and generating creativity.

- Teacher collaboration and a team approach to serving ELLs are important for a number of reasons. Because of the demands on students, teachers, and administrators and the research base that supports teachers' collaboration, shared knowledge, and collaborative inquiry, it is imperative that school leaders: create an inclusive, welcoming school learning community with a shared vision of respect and acceptance of everyone's cultural heritage and background, build a professional learning community that continually engages in collaborative inquiry on all students' needs, including ELLs' linguistic, academic, and cultural challenges, establish flexible teaming that allows for both horizontal on grade level and vertical across grade levels teacher teams, as well as cross-disciplinary teamwork to support ELLs' curricular, instructional, and extracurricular needs.

Professional Development

- A research synthesis confirms the difficulty of translating professional development into student achievement gains despite the intuitive and logical connection. Those responsible for planning and implementing professional development must learn how to critically assess and evaluate the effectiveness of what they do. (Abstract from article.)
- The authors demonstrate the importance of educational technology, which has become an essential component in effective teaching. Includes more than 100 organized classroom strategies and a glossary of classroom-relevant technology terms. Key research is summarized and translated into classroom recommendations.

Formative and Summative Assessment for Instruction

  The author details the specific benefits of formative assessment and explains how to design and interpret three different types of formative assessments, how to track student progress, and how to assign meaningful grades. Detailed examples show
The concept and chapter exercises reinforce the content.

- An in-depth look at the Common Core and integration into successful classroom practice. Included are hundreds of ready-to-use, research-based proficiency scales for both English language arts and mathematics.
- meridian-school-district/ssthash.TXA6QWrO.dpuf

Libraries
- This document is a joint effort of the American Association of School Librarians (AASL) and Achieve in support of the Common Core State Standards (CCSS). It is designed not only for school librarians who are supporting higher standards for student learning, but also for school leaders as they rethink and envision the role that the library can and should play in a major school improvement initiative. This brief also proposes that the school librarian is one of a number of specialists who share a vision of making a difference across the school. The cadre of school specialists - reading specialists, technology integration specialists, curriculum specialists, or any other specialists with a whole-school mission - can cooperatively break the isolation of the traditional classroom. Together, the specialists and classroom teachers can create a participatory culture that engenders excellence for all.

School Culture

- For the 2021-2022 school year the district is continuing the in-school intervention services that happen during the day two days/week for K-4 and and two days/week for grades 5-8. This will be done utilizing both our supplemental and Title 1 funding.
- The blended learning model will be continued at Sierra Ridge with teacher tech mentors and release time for teacher collaboration. Pinewood
will begin to pilot the use of Chromebooks in a class at 2nd and 4th grades.

The district will utilizing the Smarter Balance Interim assessments. Additional assessments will include phonics, decoding, math fluency and basic math operations.

The district currently does not have a counseling program. During the 21-22 school year the district will continue to explore a counseling program options utilizing an NPA to provide counseling support.

The district will the use of on-line programs from a small group of classes to a district-wide basis to help support at-risk students, students in need of acceleration, students in need of intervention, etc.

The District will continue the "late bus" route on Tuesdays and Thursdays in order to provide home to school transportation for those students who could not otherwise stay for after school tutoring and assistance.

The district is continuing to add library support in the form of additional books and resources that support the common core and expand student opportunities for each library.
### Total Expenditures Table

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Student Group(s)</th>
<th>Title</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
</tr>
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**Totals:**

- Total Personnel: $5,431,694.00
- Total Non-personnel: $172,163.00
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<tr>
<th>Goal</th>
<th>Action #</th>
<th>Student Group(s)</th>
<th>Title</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
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## Contributing Expenditures Tables

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<th>Action Title</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
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<td>Instructional Program</td>
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<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$34,758.00</td>
<td>$34,758.00</td>
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<td>3</td>
<td>Technology</td>
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<td>All Schools</td>
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<td>$5,000.00</td>
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<td>Staff Collaboration</td>
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<tr>
<td>2</td>
<td>4</td>
<td>Intervention/Acceleration and Enrichment</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$119,568.00</td>
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<td>5</td>
<td>Supplemental educational support</td>
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<td>Intervention and acceleration support programs</td>
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### Totals by Type

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<tr>
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<td>Action Title</td>
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<tr>
<td>------</td>
<td>----------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Para-Professional Supports</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Additional program support</td>
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**Annual Update Table Year 1 [2021-22]**

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

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Total Planned Expenditures</th>
<th>Total Estimated Actual Expenditures</th>
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<table>
<thead>
<tr>
<th>Totals:</th>
<th>Planned Expenditure Total</th>
<th>Estimated Actual Total</th>
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</thead>
<tbody>
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<td>Totals:</td>
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</table>
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.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023-24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
</tr>
</tbody>
</table>

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

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

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

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

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