LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palo Verde Union Elementary

CDS Code: 54-72033-6054191

School Year: 2021-22

LEA contact information:

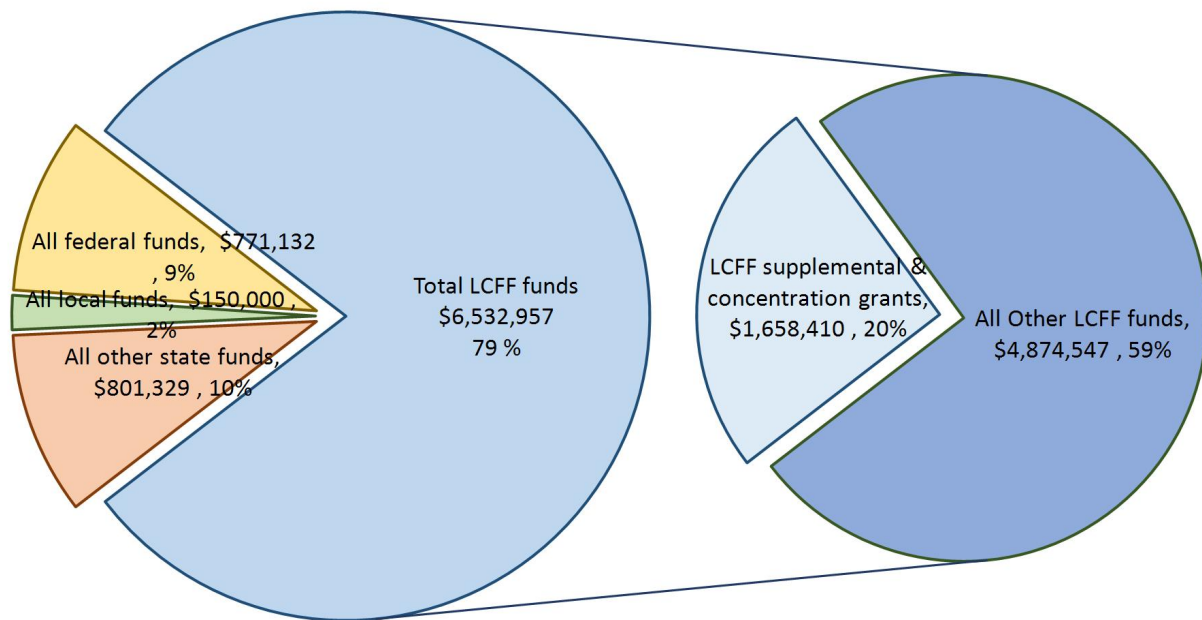Phil Anderson

Superintendent

phil.anderson@paloverdeschool.org

559-688-0648

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $771,132 , 9%

All local funds, $150,000 , 2%

All other state funds, $801,329 , 10%

Total LCFF funds $6,532,957 79 %

LCFF supplemental & concentration grants, $1,658,410 , 20%

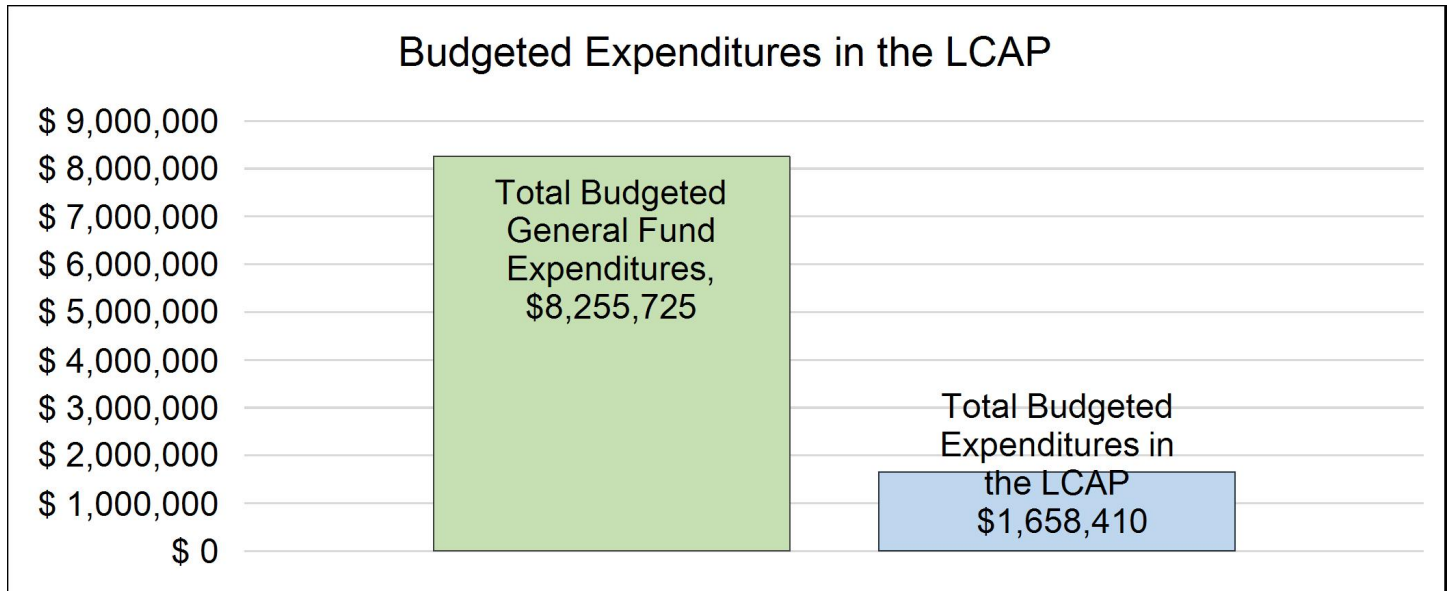All Other LCFF funds, $4,874,547 , 59%

This chart shows the total general purpose revenue Palo Verde Union Elementary expects to receive in the coming year from all sources.

The total revenue projected for Palo Verde Union Elementary is $8,255,418, of which $6,532957 is Local Control Funding Formula (LCFF), $801329 is other state funds, $150000 is local funds, and $771132 is

federal funds. Of the $6,532957 in LCFF Funds, $1658410 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Amount	
$ 9,000,000	
$ 8,000,000	Total Budgeted General Fund Expenditures, $8,255,725
$ 7,000,000	
$ 6,000,000	
$ 5,000,000	
$ 4,000,000	
$ 3,000,000	Total Budgeted Expenditures in the LCAP $1,658,410
$ 2,000,000	
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much Palo Verde Union Elementary plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Palo Verde Union Elementary plans to spend $8,255,725 for the 2021-22 school year. Of that amount, $1,658,410 is tied to actions/services in the LCAP and $6,597,315 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All operating costs of the district are included in the General Fund budget. These include certificated and classified salaries and benefits, operations costs such as utilities and transportation, classroom and general supplies, instructional materials and textbooks, equipment, contracts for services, building maintenance and all other costs of providing education services for our students. The Local Control and Accountability Plan includes only those actions and services funded or partially funded through Supplemental and Concentration Grant funding.
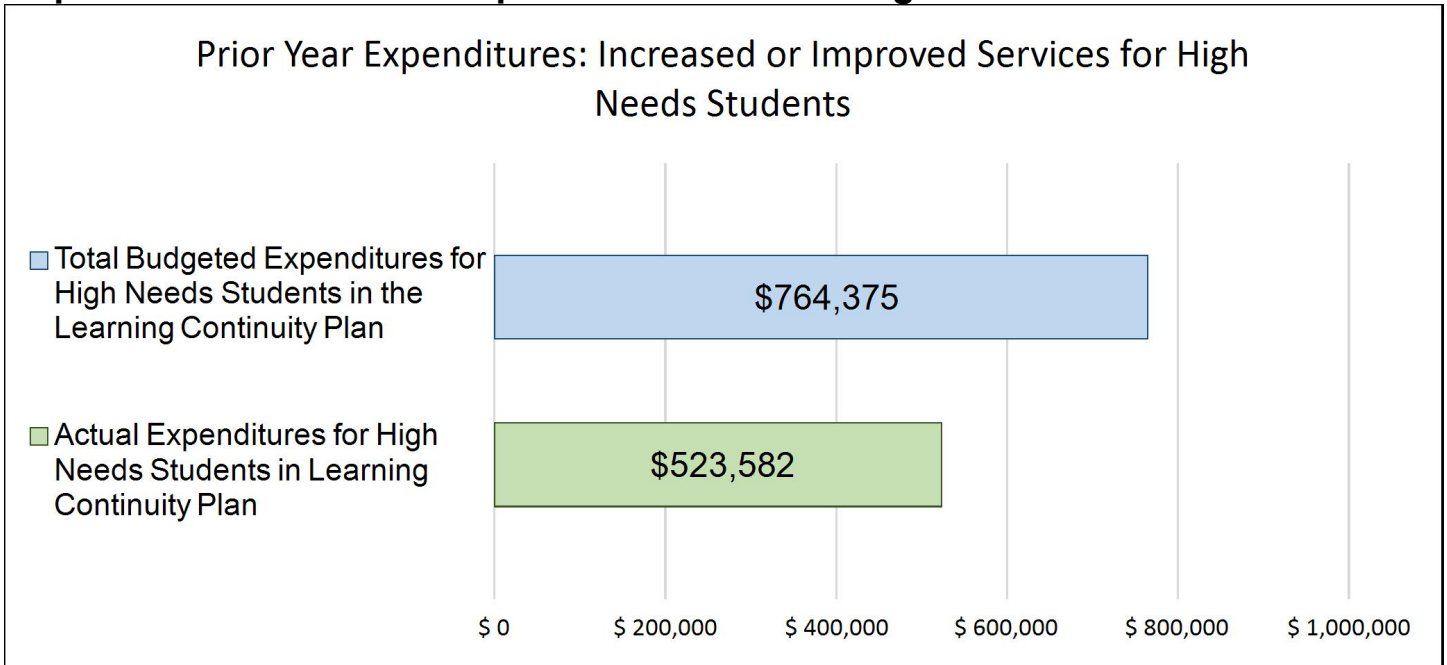
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Palo Verde Union Elementary is projecting it will receive $1658410 based on the enrollment of foster youth, English learner, and low-income students. Palo Verde Union Elementary must describe how it intends to increase or improve services for high needs students in the LCAP.
Palo Verde Union Elementary plans to spend $1,658,410 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $764,375

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $523,582

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000

This chart compares what Palo Verde Union Elementary 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 Palo Verde Union Elementary 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, Palo Verde Union Elementary's Learning Continuity Plan budgeted $764375 for planned actions to increase or improve services for high needs students. Palo Verde Union Elementary actually spent $523582 for actions to increase or improve services for high needs students in 2020-21.

The difference between "planned" and "actual" expenditures did not in any way negatively impact our high-need students. The first consideration for all expenditures in our district is always the benefits and potential impact on our high-need students. In preparing the Learning Continuity Plan we faced many challenges and unanswered questions while shifting from a mode of teaching and learning for which we were experienced and prepared to one for which we were not. Like all districts during the sixteen-month emergency, we made plans based upon the best information and advice available at the time and changed the plan based upon new data, information and expert advice. All changes in the plan and in implementation were based upon the needs of our high-need students regardless of source of funds.

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
Palo Verde Union Elementary	Phil Anderson Superintendent	phil@palo-verde.k12.ca.us 559-688-0648

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

Fully implement and sustain a broad course of study for all students that is based on state academic content and performance standards in order to close achievement gaps and assure that every student has access to the knowledge and skills required for success.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Most recently adopted textbooks rate (R) Amended in 2019-20 to: Standards -aligned instructional materials rate (R) **19-20** 100% **Baseline** 100%	100%
Metric/Indicator students lacking own copy of textbook rate(R) **19-20** 0% **Baseline** 0%	0%
Metric/Indicator Credentialed Teacher Rate (R) **19-20**	100%

Expected	Actual
100% **Baseline** 100%	
Metric/Indicator Implementation of State Standards (R) (based on state priority two survey descriptors) **19-20** 5= full implementation and sustainability **Baseline** 4= full implementation	5= full implementation and sustainability
Metric/Indicator State Standards English Language Arts (R) **19-20** 5= full implementation and sustainability **Baseline** 4= full implementation	5= full implementation and sustainability
Metric/Indicator State Standards Mathematics (R) **19-20** 5= full implementation and sustainability **Baseline** 4= full implementation	5= full implementation and sustainability
Metric/Indicator state standards History/Social Science (R) **19-20** 5= full implementation and sustainability **Baseline** 4= full implementation	5= full implementation and sustainability
Metric/Indicator state standards Health(R)	5= full implementation and sustainability

Expected	Actual
19-20 5= full implementation and sustainability **Baseline** 4= full implementation	
Metric/Indicator state standards Visual and Performing Arts (R) **19-20** 5= full implementation and sustainability **Baseline** 4= full implementation	5= full implementation and sustainability
Metric/Indicator state standards Next Generation Science (R) **19-20** 4= full implementation **Baseline** 3= initial implementation	4= full implementation
Metric/Indicator state standards Physical Education (R) **19-20** 5= full implementation and sustainability **Baseline** 4= full implementation	5= full implementation and sustainability
Metric/Indicator Schoolwide CAASPP ELA distance from level three [R] amended to Schoolwide CAASPP ELA distance from standard [R] **19-20** 23.8 points below standard increase 10 points **Baseline** 28.1 points below standard	22.5 points below standard increased 11.1 points (2019 Dashboard) (2018-19 CAASPP testing)

Expected	Actual
Metric/Indicator White CAASPP ELA distance from level three [R] amended to White CAASPP ELA distance from standard [R] **19-20** 1.9 points below standard increase 10 points **Baseline** 10.2 points below standard	1.9 points below standard increased 10 points (2019 Dashboard) (2018-19 CAASPP testing)
Metric/Indicator Hispanic CAASPP ELA distance from level three [R] change to Hispanic CAASPP ELA distance from standard [R] **19-20** 23.8 points below standard increase 11.7 points **Baseline** 29.4 points below standard	24.6 points below standard increased 10.7 points (2019 Dashboard) (2018-19 CAASPP testing)
Metric/Indicator Disadvantaged CAASPP ELA distance from level three [R] change to Disadvantaged CAASPP ELA distance from standard [R] **19-20** 23.8 points below standard increase 10.9 point **Baseline** 28.5 points below standard	23.4 points below standard increased 11 points (2019 Dashboard) (2018-19 CAASPP testing)
Metric/Indicator English learners CAASPP ELA distance from level three [R] change to English learners CAASPP ELA distance from standard [R] **19-20** 23.8 points below standard increase 19.5 points **Baseline** 43.9 points below standard	37 points below standard increased 5.9 points (2019 Dashboard) (2018-19 CAASPP testing)
Metric/Indicator	33 points below standard

Expected	Actual
Schoolwide CAASPP Math distance from level three [R] change to Schoolwide CAASPP Math distance from standard [R] **19-20** 34.3 points below standard increase 10 points **Baseline** 27.4 points below standard	increased 11.1 points (2019 Dashboard) (2018-19 CAASPP testing)
Metric/Indicator White CAASPP Math distance from level three [R] change to White CAASPP Math distance from standard [R] **19-20** 7.6 points below standard increase 10 points **Baseline** 9.3 points below standard	15 points below standard maintained 2.6 points (2019 Dashboard) (2018-19 CAASPP testing)
Metric/Indicator Hispanic CAASPP Math distance from level three [R] change to Hispanic CAASPP Math distance from standard [R] **19-20** 34.3 points below standard increase 11.8 points **Baseline** 27.9 points below standard	34.2 points below standard increased 11.7 points (2019 Dashboard) (2018-19 CAASPP testing)
Metric/Indicator Disadvantaged CAASPP Math distance from level three [R] change to Disadvantaged CAASPP Math distance from standard [R] **19-20** 34.3 points below standard increase 10.1 points **Baseline** 27.7 points below standard	33.1 points below standard increased 11 points (2019 Dashboard) (2018-19 CAASPP testing)

Expected	Actual
Metric/Indicator English learners CAASPP Math distance from level three [R] change to English learners CAASPP Math distance from standard [R] **19-20** 34.3 points below standard increase 14.5 points **Baseline** 35.3 points below standard	44.1 points below standard increased 4.1 points (2019 Dashboard) (2018-19 CAASPP testing)
Metric/Indicator percentage of grade levels/courses where CCSSembedded digital skills are being taught to students (L) **19-20** 85% **Baseline** 65%	85%
Metric/Indicator State standards Model Library Standards (R) **19-20** full implementation **Baseline** full implementation	4= full implementation
Metric/Indicator teacher misassignment rate (R) **19-20** 0% **Baseline** 0%	0%
Metric/Indicator	0%

Expected	Actual
teacher of English learners misassignment rate (R) **19-20** 0% **Baseline** 0%	
Metric/Indicator credentialed teacher teaching outside of subject area [R] **19-20** 0% **Baseline** 0%	0%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 In order to broaden and strengthen state standards implementation, continue professional learning community actions on early dismissal days monthly to include, MATH, ELA, ELD, Next Generation Science Standards, Social Science & Technology Professional Development. Deliver tiered professional development to teachers who have completed initial training.	contracted services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $ 25,000	contracted services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $ 11,740
1.2 To broaden and sustain available instructional resources, purchase supplemental materials for all subjects as needed to include Next Generation Science lab materials, STEM materials, to include supplemental instructional materials and printing cost of supplemental materials	textbooks and instructional materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 94,729	textbooks and instructional materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 80,516
1.3 To support teachers and students, provide stipends for following positions: Athletic Director; teacher ELD coordinator; Math Coordinator; plus other	salaries and benefits LCFF Supplemental and Concentration $ 20,000	salaries and benefits LCFF Supplemental and Concentration $ 20,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Extra/Co-Curricular positions in order to assure that all unduplicated count students have access to the broad curriculum and are successful in curriculum and cocurricular opportunities.		
1.4 To extend learning time for students, deploy Support Aides to provide individual and small group assistance to students, including EL students, under the direction of the classroom teacher	salaries and benefits LCFF Supplemental and Concentration $ 326,729	salaries and benefits LCFF Supplemental and Concentration $ 243,053
1.5 To maintain lower teacher /student ratio in the early grades, maintain class size reduction in grades K-3 in order to assure that disadvantaged low income students and English learners get maximum teacher/student attention and interaction for academic growth.	salaries and benefits LCFF Supplemental and Concentration $ 494,112	salaries and benefits LCFF Supplemental and Concentration $ 567,194
1.6 To extend learning time for low income and English learner students, provide Before and After School Program utilizing teachers for extra duty, 10 students per grade level total averaging 80--100 students for 3 days/week, one hour per day for the purpose of closing gaps in learning and accelerating instruction.	salaries and benefits LCFF Supplemental and Concentration $ 25,000	salaries and benefits LCFF Supplemental and Concentration $ 25,000
1.7 To extend learning time for low income and English learner students, provide Summer school instruction/Remediation and Acceleration; necessary teachers, instructional aides, administrator	salaries and benefits LCFF Supplemental and Concentration $ 50,000	salaries and benefits LCFF Supplemental and Concentration $ 35,227
This action is deleted because it is duplicated in other actions	salaries and benefits LCFF Supplemental and Concentration 0	salaries and benefits LCFF Supplemental and Concentration 0
1.9 To extend learning time and deepen content knowledge and competition skills, provide materials, travel/conference,	materials and supplies $10,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 15,000	materials and supplies $10,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 3,808

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
supplies for co-curricular activities such as Science Olympiad, Robotics, Math Bowl, Band etc.	transportation $5,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration	transportation $5,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration
1.10 To extend learning time and experiences, provide local matching funds for after school program CHOICES which provides co-curricular and extracurricular programming as well as homework assistance for low income and English learner students.	contract for services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $ 5,000	contract for services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $ 3,451
1.11 to to increase access to broad course of study; we will sustain visual and performing arts program with a full time band instructor	$104,675 Salary and benefits LCFF Supplemental and Concentration $ 135,000 $30,325 Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration	$104,675 Salary and benefits LCFF Supplemental and Concentration $ 4,073 $30,325 Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration
1.12 to enhance student learning and experiences and to provide experiential learning opportunities, provide co-curricular field trips; Friday afternoon enrichment activities, and assemblies	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 25,000	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 10,282
1.13: To support and guide instruction and student learning of the CCSS, utilize the service of a multiple measures data tracking system software	contract for services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $ 3,000	contract for services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $ 1,594
Action deleted because it is duplicated in other actions	travel and conference LCFF Supplemental and Concentration 0	travel and conference LCFF Supplemental and Concentration 0
action deleted because the district is providing leadership for projects through other strategies	salary and benefits LCFF Supplemental and Concentration 0	salary and benefits LCFF Supplemental and Concentration 0
1.16 Provide evidence--based program of intervention and support services for low achieving students to enhance academic	salaries and benefits Title I 216,595	salaries and benefits Title I $229,243

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
growth and success. This will include paraprofessional assistance to provide one--on--one and small group intervention under the direction of the classroom teacher as well as a reading specialist.		
1.17 Provide evidence--based supplemental service to support and enhance a well-rounded broad course of study for high need students. This will include supplemental materials as well as supplemental technology.	materials and supplies 4000-4999: Books And Supplies Title IV 15,763	materials and supplies 4000-4999: Books And Supplies Title IV 0
1.18 Provide evidence-based services to recruit, train, and retain highly qualified professionals who will create classroom teaching/learning environments which support student needs. Recruitment activities will include collaboration with and participation in activities of the California Center on Teaching Careers and may include incentives and other costs of recruitment and retention such as participation in intern programs and mentorship for teachers seeking to clear their credentials. It will also include professional development to strengthen teacher skills and knowledge.	salaries and benefits Title II 21,465	transfer to Title I Title II 21,465

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 though February of 2020. When the March, 2020 emergency order mandated distance learning as the primary mode of instruction district-wide, many LCAP related functions were deferred until adjustments in the instructional and student support delivery system could be achieved. Goal 1 planned expenditures of $1,005, 937 Supplemental/Concentration grant funds were 83% expended as planned when schools were closed in March leaving 17% ($ 212,633) not expended. These funds were not redirected elsewhere during the 2019-20 school year to support students, families, and teachers and were carried over to assure long-term availability for services to our unduplicated count students when emergency state and federal funds expire.

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

Successes: In the winter and early spring of 2019-20, LCAP planners examined our progress on LCAP goals, evaluated the impact of actions and services, and made plans for the future. We were looking forward to spring 2020 state testing because we were seeing positive trends as more and more students were achieving standards and fewer students were not. We saw a positive impact especially through cohort analysis as students progressed from not meeting standards to meeting standards as a result of LCAP interventions. LCAP resources enabled us to greatly expand and intensify early literacy efforts. Data points from local and state assessments have been trending up. All stakeholders had positive comments in multiple surveys, provided substantive, thoughtful comments, and provided anecdotal evidence of success. Our efforts in ELD and support for English Learners resulted in impressive gains in student outcomes for English Learners, defying state trends.

Challenges: Highly qualified, experienced teachers who are supported with meaningful professional development are the most important factor in the academic achievement of high poverty students and English Learners. The challenge is that time available for professional development is extremely limited. Further, teachers are at different stages of their career and professional development must be tiered in order to make it meaningful for teachers at each stage.

Goal 2

Fully implement and sustain an English learner program of instruction and support that meets state ELD standards and expectations to provide for timely acquisition of academic English and provide maximum access and success in improving literacy skills of English learners in all content areas to include: Math, English/Language Arts, Next Generation Science, Social Science and Technology.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator teacher of English learners misassignment rate (R) **19-20** 0% **Baseline** 0%	0%
Metric/Indicator State standards: Access by English learners (R) **19-20** 100% **Baseline** 100%	100%
Metric/Indicator state standards: availability of intervention and remediation programs (L)	95%

Expected	Actual
19-20 Maintain and improve **Baseline** 95%	
Metric/Indicator state standards: availability of supplemental materials for differentiation of instruction (L) **19-20** 95% **Baseline** 85%	85%
Metric/Indicator implementation of State Standards (CCSS) in ELD (R) **19-20** 95% **Baseline** 85%	85%
Metric/Indicator state standards: percentage of teachers implementing changes in classroom instruction that reflect the shifts within the ELD standards (L) **19-20** 95% **Baseline** 85%	85%
Metric/Indicator Parent participation in offered programs English Learner (L) **19-20** plus 5% **Baseline**	750 (duplicate count)

Expected	Actual
700 (duplicate count)	
Metric/Indicator parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs (R) **19-20** 18 opportunities **Baseline** 15 opportunities	18 opportunities
Metric/Indicator parents of English Learners who report in increased satisfaction with technology resources, communication, and instruction at the school [L] **19-20** 95% **Baseline** 90%	95%
Metric/Indicator parent of English Learners access to computer lab resources after school hours for parent education and support including classes such as ESL, computer literacy, etc. (L) **19-20** 18 opportunities **Baseline** 15 opportunities	18 opportunities
Metric/Indicator English learners CAASPP ELA distance from level three [R] change to English learners CAASPP ELA distance from standard [R] **19-20** 23.8 points below standard increase 19.5 points	37 points below standard increased 5.9 points (2019 Dashboard (2018-19 CAASPP testing)

Expected	Actual
Baseline 43.9 points below standard	
Metric/Indicator English learners CAASPP Math distance from level three [R] change to English learners CAASPP Math distance from standard [R] **19-20** 34.3 points below standard increase 14.5 points **Baseline** 35.3 points below standard	44.1 points below standard increased 4.1 points (2019 Dashboard (2018-19 CAASPP testing)
Metric/Indicator Redesignation rate **19-20** 20% **Baseline** 15% (corrected from 25%)	20%
Metric/Indicator English Learner Progress toward English proficiency (R) **19-20** Target goals and progress related to the English Learner Progress Indicator (ELPI) will now be reported as a measure of percentage of EL students' results within each of the four levels of English Proficiency and the percentage of students that progress at least one level. See Outcome 22. **Baseline** declined 2.1% 71.9%	43.6% per 2019 Dashboard
Metric/Indicator	98.7%

Expected	Actual
English learner attendance rate (R) **19-20** 99% **Baseline** 98%	
Metric/Indicator English learner chronic absenteeism (R) **19-20** 2.94% **Baseline** 14 students (rate= 3.63%)	2.94%
Metric/Indicator English learner middle school dropout rate(R) **19-20** 0% **Baseline** 0%	0%
Metric/Indicator English learner suspension rate (R) **19-20** 0% **Baseline** 0% (actual=0.8%)	1.3%
Metric/Indicator state standards: percentage of teachers fully implementing "designated" and "integrated" ELD in daily lessons (L)	90%

Expected	Actual
19-20 95% **Baseline** 75%	
Metric/Indicator English learner expulsion rate [R] **19-20** 0% **Baseline** 0%	0%
Metric/Indicator enrollment in all courses of the broad course of study by English Learners (R) **19-20** 100% **Baseline** 100%	100%
Metric/Indicator programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs (R) change to programs and services to increase access to broad course of study by English Learners (R) **19-20** increase/expand per student needs **Baseline** increased	available and expanding based on student needs
Metric/Indicator Percentage of English Learners who make progress toward English Proficiency as measured by ELPAC and percentage of EL students that progress at least one level	N/A

Expected	Actual
19-20 Well Developed –49.3% Moderately Developed – 29.8% Somewhat Developed – 13.7% Beginning Stage – 7.3% Baseline 2018-19 ELPAC Percentage of students progressing at least one growth level – 38.8% based on 2018-19 cohort **Baseline** Well Developed – 32% Moderately Developed – 40.8% Somewhat Developed – 18.1% Beginning Stage – 0.6% Baseline 2017-2018 ELPAC Percentage of students progressing at least one growth level – No comparable information available to date	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 To support teachers and students, Parttime ELD teacher provides support and coaching for classroom teachers	salaries and benefits LCFF Supplemental and Concentration 15,000	salaries and benefits LCFF Supplemental and Concentration $ 0
2.2 to support English Learner student learning, purchase CCSS ELD materials and online programs such as Lexia, Study Island, Accelerated Reading, NewsELA, READ 180, Track My Progress and Imagine Learning; Spanish library books and curriculum	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,000	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 7,616
2.3 To extend learning time, provide Before & After School. Embed K-8 EL	salary and benefits LCFF Supplemental and Concentration 30,500	salary and benefits LCFF Supplemental and Concentration $ 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Interventions and support in BASP programs. Provide classroom aide intervention for students who need help learning academic English.		
2.4 To extend learning time, provide Provide intensive, targeted support and intervention designed to accelerate EL progress toward proficiency in summer school.	salaries and benefits LCFF Supplemental and Concentration 15,000	salaries and benefits LCFF Supplemental and Concentration $ 0
2.5 to facilitate parent involvement after school hours, provide Child care/food/transportation to support Family Night Events and Adult School; Back to School Night, Open House, Parent Conferences, Family Literacy and Math Nights, SSC/ELAC Meetings	salary and benefits LCFF Supplemental and Concentration 4,500	salary and benefits 0
2.6 to enhance student learning and experiences and to provide experiential learning opportunities, provide cocurricular field trips	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 6,000	LCFF Supplemental and Concentration $ 0
2.7 to reward and encourage student achievement, provide multiple incentives and awards	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 8,000	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 0
action completed in 2018-2019	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
2.9 Provide evidence-based services of support and intervention to assure that English Learners attain English proficiency and success in the broad course of study. This will include professional and paraprofessional oneon-one and small group instruction to ameliorate gaps in skills and knowledge as well as supplemental materials for English Learners.	salaries and benefits Title III 23,376	salaries and benefits Title III $ 31,130

Goal Analysis

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

Goal 2 planned expenditures of $89,000 Supplemental/Concentration grant funds were 10.5% expended as planned when schools were closed in March leaving 89.5% ($ 79,687) not expended. The actions and services in Goal 2 are predominantly conducted in the spring as rewards, incentives, summer school, culminating study trips, etc. and were canceled when schools closed in March. These funds were not redirected elsewhere during the 2019-20 school year to support students, families, and teachers and were carried over to assure long-term availability for services to our unduplicated count students after emergency state and federal funds expire.

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

Successes: During the 2019-20 school year, we were unable to carry through on these actions, but we teachers, parents and students had reported in prior years that these actions and services have strong impact on student engagement and motivation in class. Challenges: The primary challenge during 2019-20 was timing. These spring and summer actions had to be canceled. In prior years, a challenge was that they are time consuming and difficult to organize and implement.

Goal 3

All classrooms, learning support areas, and administrative support areas and staff at Palo Verde School will be equipped technologically for full implementation and sustainability of state academic content and performance standards.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator state standards: availability of technology for student and teacher use (L) **19-20** 97% **Baseline** 85%	100%
Metric/Indicator students ondemand access to a basic set of technology resources (L) **19-20** 95% **Baseline** 75%	100%
Metric/Indicator teachers have ondemand access to a basic set of technology resources (L) **19-20** 95%	100%

Expected	Actual
Baseline 90%	
Metric/Indicator Percent of students demonstrate the technology skills needed for successfully taking the state mandated exams (L) **19-20** 80% **Baseline** 50%	90%
Metric/Indicator healthy, positive learning environments where students, parents, and staff feel respected and feel both physically and emotionally safe. **19-20** Parent feeling of connectedness: 95% Student feeling of connectedness: 95% Teacher feeling of connectedness: 95% Parent feeling of safety : 95% Student feeling of safety : 95% Teacher feeling of safety: 95 **Baseline** 88%	Parent feeling of connectedness: 95% Student feeling of connectedness: 95% Teacher feeling of connectedness: 95% Parent feeling of safety : 95% Student feeling of safety : 95% Teacher feeling of safety: 95%
Metric/Indicator Facilities will continue to be maintained and improved in order to assure that all students are engaged in a positive learning environment. **19-20** "good" **Baseline** "good"	good (per Williams FIT report)
Metric/Indicator all facilities are maintained and in good repair (R) **19-20**	good (per Williams FIT report)

Expected	Actual
good **Baseline** good	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
action deleted and combined with other professional development actions	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
3.2 to assure availability of technology for learning by disadvantaged low income students and English learners, employ fulltime on site technical support to maintain technology network including access points and other network tech support.	salary and benefits LCFF Supplemental and Concentration 93,671	salary and benefits LCFF Supplemental and Concentration $ 121,724
3.3 to enhance and expand learning materials, Contract with County Office for "Media Plus", a service of Educational Resource Services that provides online resources for teachers and students.	contracted services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 6,500	contracted services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $ 0
3.4 To maintain technology resources, purchase miscellaneous technology supplies (toner, cartridges, LCD bulbs, paper, digital storage, network hardware etc)	supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 15,000	supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 15,302
3.5 To expand learning materials, purchase miscellaneous software and digital classroom materials	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,000	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 20,826
3.6 In order to assure that all students have the technology knowledge and skills embedded in the state standards, refine	materials and supplies 4000-4999: Books And Supplies LCFF	materials and supplies 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and evaluate progress of scope and sequence of student technology skills by grade span	Supplemental and Concentration 1,500	Supplemental and Concentration $ 550
3.7 To expand parent involvement opportunities, maintain after school classes, parent workshops, courses for parents in computer literacy	salaries and benefits LCFF Supplemental and Concentration 1,500	salaries and benefits LCFF Supplemental and Concentration $ 0
3.8: action deleted due to change in tech services vendor	salary and benefits LCFF Supplemental and Concentration 0	salary and benefits LCFF Supplemental and Concentration $ 0
3.9 to improve student access and learning opportunities, continue to sustain a 1:1 ratio of technology, providing full "internet and digital" access for all students and staff.	equipment and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 106,875	equipment and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 51,627
3.10 to assure optimum parent/school communication, provide Internet filtering; maintain high quality school website, social media presence and Blackboard Teleparent system; and upgrade library software	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,000	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 8,850

Goal Analysis

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

Goal 3 budgeted $265,046 Supplemental/Concentration grant funds to support technology actions and services for our unduplicated count students. 85% of these funds were expended as planned and 17% ($46,167) were not expended. Restricted state and federal funds have been made available to temporarily fund and/or expand many of the supplemental actions and services for unduplicated count students provided through the LCAP. The Goal 3 funds not expended were not redirected elsewhere during the 2019-20 school year to support students, families, and teachers and were carried over to assure long-term availability for services to our unduplicated count students after emergency state and federal funds expire.

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

Successes: We were pleased that our LCAP investment in technology helped us make the transition to distance learning. We still had a lot of work to do very quickly but we were prepared and knew what to expect. Because we had been working on building equity of technology resources as well as student and staff technology skills and knowledge, we were able to make an easier transition to

online learning. This investment in technology connectivity, devices, maintenance, skills, and knowledge will continue in the new LCAP.

Challenges: Providing training for teachers and staff remains a challenge as well as providing reliable connectivity at school and in the students' homes. One thing we've learned is that the computing device has or will soon become a "core" material as are textbooks and other supplementary materials. Maintaining the technology for teachers, staff, and students is an expensive and fulltime job for which staffing is not always available.

Goal 4

Maintain a positive school climate and culture to sustain environment that promotes health, equity, respect, communication, and positive relationships among all students, parents/guardians, and staff and is supported by appropriate programs and services.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                  Priority 2: State Standards (Conditions of Learning)
                  Priority 3: Parental Involvement (Engagement)
                  Priority 4: Pupil Achievement (Pupil Outcomes)
                  Priority 5: Pupil Engagement (Engagement)
                  Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Overall facility rating (R) amended in 201920 to all facilities are maintained and in good repair (R) **19-20** "good" **Baseline** "good"	good (per Williams FIT report)
Metric/Indicator Schoolwide Parent participation in offered programs (R) **19-20** plus 10% **Baseline** 2000 (duplicated count)	increase of 17%
Metric/Indicator schoolwide parent involvement opportunities in decision-making of school and district parents (R)	18 opportunities

Expected	Actual
19-20 19 opportunities **Baseline** 15 opportunities	
Metric/Indicator parents who report in increased satisfaction with technology resources, communication, and instruction at the school (L) **19-20** 95% **Baseline** 90%	95%
Metric/Indicator parent access to computer lab resources after school hours for parent education and support including classes such as ESL, computer literacy, etc.) (L) **19-20** 19 opportunities **Baseline** 15 opportunities	18 opportunities
Metric/Indicator healthy, positive learning environments where students, parents, and staff feel respected and feel both physically and emotionally safe. **19-20** Parent feeling of connectedness: 95% Student feeling of connectedness: 95% Teacher feeling of connectedness: 95% Parent feeling of safety : 95% Student feeling of safety : 95% Teacher feeling of safety: 95% **Baseline** 88%	Parent feeling of connectedness: 95% Student feeling of connectedness: 95% Teacher feeling of connectedness: 95% Parent feeling of safety : 95% Student feeling of safety : 95% Teacher feeling of safety: 95%
Metric/Indicator	good

Expected	Actual
Facilities maintained and improved in order to assure that all students are engaged in a positive learning environment. **19-20** good **Baseline** good	
Metric/Indicator Schoolwide attendance rate (R) **19-20** 99% **Baseline** 97%	96.5%
Metric/Indicator White attendance rate (R) **19-20** 99% **Baseline** 99%	96.7%
Metric/Indicator Hispanic attendance rate (R) **19-20** 99% **Baseline** 97%	96.5%
Metric/Indicator English learner attendance rate (R) **19-20** 99% **Baseline** 98%	96.5%

Expected	Actual
Metric/Indicator Disadvantaged attendance rate (R) **19-20** 99% **Baseline** 98%	96.7%
Metric/Indicator schoolwide chronic absenteeism (R) **19-20** 3.68% **Baseline** 30 students rate=4.87%	7.50% (2019 Dashboard)
Metric/Indicator White chronic absenteeism (R) **19-20** 1.11% **Baseline** 5 students rate=6.85%	3% (2019 Dashboard)
Metric/Indicator Hispanic chronic absenteeism (R) **19-20** 4.11% **Baseline** 30 students rate=7.23%	7.8% (2019 Dashboard)
Metric/Indicator English learner chronic absenteeism (R) **19-20**	5.4% (2019 Dashboard)

Expected	Actual
2.94% **Baseline** 14 students rate=3.63%	
Metric/Indicator Disadvantaged chronic absenteeism (R) **19-20** 1.59%m **Baseline** 1 student rate=4.81%	7.3% (2019 Dashboard)
Metric/Indicator schoolwide middle school dropout rate (R) **19-20** 0 **Baseline** 0	0
Metric/Indicator White middle school dropout rate (R) **19-20** 0 **Baseline** 0	0
Metric/Indicator Hispanic middle school dropout rate (R) **19-20** 0 **Baseline** 0	0
Metric/Indicator English learner middle school dropout rate (R)	0

Expected	Actual
19-20 0 **Baseline** 0	
Metric/Indicator Disadvantaged middle school dropout rate (R) **19-20** 0 **Baseline** 0	0
Metric/Indicator schoolwide suspension rate (R) **19-20** 1.50% **Baseline** 5% corrected rate=2.7%	2.6% (2019 Dashboard)
Metric/Indicator White suspension rate (R) **19-20** 3.33% **Baseline** 9.5% corrected rate =5.5%	2.9% (2019 Dashboard)
Metric/Indicator Hispanic suspension rate (R) **19-20**	2.6% (2019 Dashboard)

Expected	Actual
1.26% **Baseline** 3.7% corrected rate= 2.3%	
Metric/Indicator English learner suspension rate (R) **19-20** 1.3% **Baseline** 2% corrected rate=0.8%	2.2% (2019 Dashboard)
Metric/Indicator Disadvantaged suspension rate (R) **19-20** 1.44% **Baseline** 5.1% corrected rate= 2.9%	2.8% (2019 Dashboard)
Metric/Indicator schoolwide expulsion rate (R) **19-20** 0 **Baseline** 0	0
Metric/Indicator White expulsion rate (R) **19-20** 0	0

Expected	Actual
Baseline 0	
Metric/Indicator Hispanic expulsion rate (R) **19-20** 0 **Baseline** 0	0
Metric/Indicator English learner expulsion rate (R) **19-20** 0 **Baseline** 0	0
Metric/Indicator Disadvantaged expulsion rate (R) **19-20** 0 **Baseline** 0	0

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 employ key staff members to assist with : Monitor student Attendance, Make Daily phone calls, conduct home visits, work with families with Chronic Absenteeism; Connect student/family with necessary resources; Process appropriate SARB letters; make referrals to SARB board , CALPADS Student Data System, maintain fiscal accountability, academic data monitor	salaries and benefits LCFF Supplemental and Concentration 100,000	salaries and benefits LCFF Supplemental and Concentration $ 108,730

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.2 Continue to provide on-site TCOE nurse contract- LVN to provide for individuals with exceptional needs as well as to improve parent engagement, pupil outcomes, pupil engagement, and school climate by expanding the availability of the nurse for communication with parents to manage health needs	contracted services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 60,000	contracted services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $ 60,550
4.3 to reward and encourage student achievement, attendance, character pillars -provide multiple incentives and awards	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 15,000	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 3,603
4.4 District SARB board implementation. In order to address chronic absentees and students who are truant, the district will establish a local Student Attendance Review Board.	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,000	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 776
4.5 To provide multiple opportunities for parent involvement, provide Back to School Night, Open House, Parent Conferences, Family Literacy, Math Nights, Science and History Nights, SSC/ELAC Meetings including day care	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,000	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 1,619
action deleted	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 0
4.7 Implement and sustain Character Counts schoolwide, Anti Bullying to include staff training, materials and support curriculum.	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 15,000	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 0
4.8 Implement a safety promotion program to assure that all stakeholders share in procuring, installing, monitoring, training, and other key aspects of the school safety plan and maintenance of a safe learning environment	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 13,600	materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $ 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.

As with our other pre-pandemic LCAP goals, all actions and services were implemented as planned though February of 2020. When the March, 2020 emergency order mandated distance learning as the primary mode of instruction district-wide, many LCAP related functions were deferred until adjustments in the instructional and student support delivery system could be achieved. Continuity of instruction was planned, developed, partially funded by these funds, and implemented through the district Learning Continuity Plan. As conditions allowed, students were brought back onto campus under safe and modified conditions according to need: connectivity issues, English Learners, Special Needs, students at risk of failing, and students with social emotional concerns. As conditions and public health restrictions allowed, more students have returned to in-person instruction at our school site. At this time 99.5% of our students are in-person learning with an all day program. Restricted state and federal funds have been made available to temporarily fund and/or expand many of the supplemental actions and services provided through the LCAP. Full-time, in-person instruction and return to pre-pandemic, normal operations are planned in the 2021-22 through 2022-24 three-year LCAP, the state Extended Learning Program (AB/SB 86), and federal COVID relief plans.

Prudent fiscal management of district funds requires that funds remaining unspent from Supplemental and Concentration grants will be held in reserve as the temporary state and federal restricted funds for expansion of supplemental actions and services are exhausted.

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

Successes: Two services of this goal have been very effective and had strong impact on student and family engagement, school climate, and support services: staff in the role of community liaison and nursing staff on campus.
Challenge: There really isn't what we would call a substantive challenge to implementing this goal. Time and availability of staff is always a challenge in a small school.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase, maintain, repair hardware and supplies to assist with delivering lessons including Smartboards, Document Camera, Smartboard Stand, iPads – Devices will help teachers integrate websites and other electronic platforms into lessons. Smartboards are large displays and will help teachers deliver interactive lessons.	$47,675	$ 51,652	Yes
Purchase, maintain and repair internet infrastructure including replacing internet switches to increase reliability of internet access on campus. Current switches do not provide adequate power and cause devices to lose internet connectivity.	$17,200	$ 17, 183	Yes
Purchase, maintain, and repair computer peripherals including Chromebook Carts - Carts will provide charging stations for computers when students are at school	$13,500	$ 16,257	Yes
Family Support Items including food for homeless or food insecure students. Supply basic school supplies to students - Items will help facilitate students' return to school	$10,000	$ 19,005	Yes
Parent Training, Support Materials, Equipment and Trainer - Training will help parents learn how to use technology, support student learning, and improve their capacity.	$25,000	0	Yes
Teacher and Staff Training and Collaboration - Training and collaboration, both in person and virtual, on how to implement learning programs, overcome learning loss, provide for a safe environment, and meet additional requirements as needed.	$30,000	$ 20,000	Yes
Risk management planning and monitoring, insurance, policy development for onsite and at home learning.	$5,000	0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional desks, tables, shade structures,signage etc. necessary for social distancing.	$5,000	$ 2,000	Yes
Additional staffing as needed for site monitoring (such as monitoring restroom access and playground access) when onsite instruction resumes.	$10,000	$ 12,125	Yes
Additional staffing, training, and supplies for staff performing deep cleaning.	$10,000	0	Yes
Personal protective equipment and supplies for staff and students.	$100,000	$ 51,000	Yes
Purchase equipment to promote safety of students and staff.	$50,000	0	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.

Two factors influence differences in planned and actual expenditures. First, during the past eighteen months, schools and other institutions have experienced sudden, sometimes conflicting, advice and orders as to necessary adjustments and expenditures that must be made in response to COVID emergency orders. The district tried always to be prudent fiscal managers of available funds while complying with those ever-changing and expanding rules and regulations. Second, in general, existing staff were able to accomplish needed tasks.

The following actions were planned for additional expenditure, but we were able to accomplish these tasks with existing staff and within existing contracts:
1. Parent Training, Support Materials, Equipment and Trainer - Training will help parents learn how to use technology, support student learning, and improve their capacity.
2. Risk management planning and monitoring, insurance, policy development for onsite and at home learning.
3. Additional staffing, training, and supplies for staff performing deep cleaning.
4. Purchase equipment to promote safety of students and staff.

Analysis of In-Person Instructional Offerings

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

A major challenge was constantly changing, sometimes conflicting regulations regarding public health safety and orders. We were successful in quickly responding by training staff, hiring temporary assistance, and working closely with our county partners. We tried always to be nimble and quickly respond. Another challenge is continuing reluctance of some parents to allow their children back to school for in-person instruction.. Another challenge was the reluctance of parents of incoming kindergarten and pre-school to enroll their children in school at all. This has implications for the new LCAP as we look to keep those class sizes low and hire staff for them. This has diminished as we have have brought back more and more students safely.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase, repair, and maintain devices including additional Chromebooks to provide 1:1 ratio of Chromebooks. Also, purchase carrying cases, repair parts,, and means to inventory devices. Each student will now have a Chromebook they can use for online learning. Having their own device will allow students to login during synchronous learning instead of having to wait for a time when a device is free and risk missing a live lesson. Individual Chromebooks will also give students uninterrupted access and allow them to complete asynchronous activities on the day work is assigned.	$68,000	$ 52,216	Yes
Purchase, distribute, and replacement of accessories such as mice, earbud, microphones, and other ancillary computer supplies	$17,000	$ 37,541	Yes
Provide connectivity for students through purchase, deploy, and maintain monthly subscriptions for items such as hotspots for students needing access. This includes purchase of satellite internet for students in areas where there is limited or no cell service.	$61,800	$ 47,800	Yes
Provide training for parents to help them learn how to use technology, understand school programs, and expand their capacity to help their children.	$10,000	0	Yes
Purchase Computer Learning Platforms, Management Tools, and Online Supports - Programs such as Edgenuity provide built in supports that can help students with distance learning. Other programs, such as Step Up to Writing have digital components that can be used to help provide online tools for students. Other programs, such as Zoom, help students and teachers communicate with each other.	$54,600	$ 61,323	Yes
Teacher and Classified Training - Online instruction requires new skills and strategies. Training that focuses on concepts and online delivery contributes to more effective instruction. With the move to	$25,000	$ 19,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
distance learning, teachers have expressed a need to learn how to provide instruction digitally.			
Provide teachers and paraprofessionals with laptops.. Teachers and aides will be able to connect digitally with students to provide live interactive lessons, support, and tutoring.	$56,000	$ 53,151	Yes
Provide instructional staff with document cameras, cables, stands, and other necessary materials to facilitate distance instruction.	$13,000	$ 17,000	Yes
Convert phone system to IP phone to increase phone capacity and features to assist staff in contacting families	$10,000	0	Yes
Increase Tech Support - Bilingual phone support, onsite help, and training for staff and community, and increased hours for staff for deployment of resources and ongoing assistance to families and staff.	$33,600	$ 6,000	Yes
Provide staffing, programs, and means to provide for monitoring of online content and internet use.	$10,000	$ 6,786	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.

Two factors influence differences in planned and actual expenditures. First, during the past eighteen months, schools and other institutions have experienced sudden, sometimes conflicting, advice and orders as to necessary adjustments and expenditures that must be made in response to COVID emergency orders. The district tried always to be prudent fiscal managers of available funds while complying with those ever-changing and expanding rules and regulations. Second, in general, existing staff were able to accomplish needed tasks.

The following actions were accomplished within existing budgets and contracts and did not require additional expenditures as budgeted:

1. Provide training for parents to help them learn how to use technology, understand school programs, and expand their capacity to help their children.
2. Convert phone system to IP phone to increase phone capacity and features to assist staff in contacting families
3. Increase Tech Support - Bilingual phone support, onsite help, and training for staff and community, and increased hours for staff for deployment of resources and ongoing assistance to families and staff.

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.

Challenges:
The COVID emergency forced fundamental changes in our mode of instruction at Palo Verde. There were major challenges regarding continuity of instruction. Among them:

1) How to immediately shift from in-person face to face as the dominant mode of instruction to "distance learning and teaching" and then to "online" learning and teaching
2) How to continue to provide student support services for all students, but especially for special needs students
3) How to provide professional development, resources, and support for teachers who had to learn and practice what was an entirely new mode of teaching and learning for which most were untrained and unprepared
4) How to help parents setup, monitor, and help their children learn at home.
5) How to assure that every student had the tools, connectivity and critical support needed to access the online curriculum and resources
6) How to monitor and track attendance

- --We are a rural isolated school district and connectivity for the district has always been an issue, but during this period of distance learning, that issue became a major challenge The majority of our students did not have devices with the necessary specifications nor did they have fast, reliable connectivity. Many of our families have multiple children in school, each needing a device and all connected at the same time. Finally , they did not have the technical expertise or experience to trouble-shot problems.
- --There were many challenges in the area of pupil participation and progress. There had been very little time to prepare staff and students for the Zoom classroom or for the online resources now being used every day. Discipline, attendance, classroom formative assessment, and student grouping are just a few examples.
- --Professional development is always a challenge. Teachers are at varying stages of readiness and experience with technology. Finding the needed time for the professional development and high quality providers is a challenge. Maintaining our Professional Learning Community practice was a challenge as were regular grade level meetings in which teachers were accustomed to sharing best practices and planning for student interventions.
- --The major challenge in the area of staffing roles and responsibilities was the immediate need for support for staff, especially administration and teachers. Even if it was only support in new modes of communication, specifically emails, from parents and students.
- --Very early in the process of distance learning, we recognized that this is not a good option for many students with unique needs. They need the one-on-one, face-to face support of teaching, counseling, and therapy. Regarding parent contact and inclusion, some parents did not respond well to online communication (such as Zoom) while many embraced it as a way to

cover their home base while building bonds with their child's teachers and support providers. The students who needed in-person instruction and supports were the first to be brought back to campus as soon as regulations allowed.

Successes:
- --Our staff, parents, students and professional partners helped us succeed in radically changing our instructional delivery and support system quickly and with as few problems as possible. Among those successes were:

1) Teachers who earnestly participated in training for distance learning and worked tirelessly to prepare and deliver the curriculum to students.
2) Office support and IT support on hand to solve problems for staff, parents, and students.
3) The quick purchase and delivery of supplies to students as they set up for work at home
4) Staff and teachers who fielded parent and student communications to solve problems and answer anxious questions.
5) Quick technology response and solutions

- --We succeeded in securing hot spots for every student who needed one and Chromebooks for all students. We secured a small inventory of replacement devices so we could keep students online when problems occurred with their devices. We added IT support and helped staff, parents, and older students with troubleshooting. We were able to quickly diagnose and solve problems.
- --We're proud of the fact that teachers and staff responded quickly and professionally to the new mode of instructional delivery. They were able to work with students to establish procedures, processes and classroom environments that, though not optimal as in their classroom, were conducive to student interest and learning.
- --We are fortunate to have a county office of education which has invested in technology and has knowledgeable consultants who provided training and support for our teachers and staff. We also hired outside consultants who provided professional development in specific curricular applications. Grade level meetings became Zoom meetings in which teachers could also get the feel for what their students were experiencing.
- --Teachers gained a deeper understanding of the work of support staff and administration as they took on more parent communication that used to go through the "office". And office personnel took on a greater understanding of parent and teacher daily concerns. Everyone at school became a communicator for the school in real and tangible ways. We learned how to do important events such as "Poetry and Prose" and the "Spelling Bee" online via Zoom. Many of these modes will continue because they opened new doors for our rural students.
- --By the early fall of 2020-21 school year, we were able to bring early cohorts of students with unique needs back to campus with support from both teachers and paraprofessionals.

Implications for LCAP:
- --This experience has provided long-term lessons known and not yet known. Palo Verde has always valued technology and had already made significant progress, but these eighteen months of distance learning have renewed our commitment to technology and technology support for school, staff, parents, and students. It has also highlighted the importance of knowledgeable, sensitive, and caring office staff. Third, it has validated our LCAP investment in student school supplies and technology supplies for staff and students.

- --Implications for the LCAP include new understanding of the role of technology in our curriculum even when we return to in-person classroom based instruction. Students must have continuing access to technology resources at home in order to get maximum benefit of the information rich curriculum in our school. We also learned the value of being prepared for problems and breakdowns with IT staffing and replacements.
- --This experience highlighted the value of the supplementary and digital aspects of the textbook series' we have adopted. Teachers report that these definitely will continue to play a major role in their classrooms. Ongoing training in these digital resources and subscriptions will continue and expand in the new LCAP.
- --Implications for the LCAP include continuing technology training for staff and teachers, making sure every teacher has the technology tools to fully implement the digital resources now available, paying staff and teachers for devoting their time to continuing professional development and providing time for professional development.
- --The district will add stipends to recognize and support the collaboration and training for teachers in communicating effectively with parents and each other and for administrators because the district now has a deeper understanding of the importance of communication.
- --The experience of the past eighteen months validated the value and contribution of paraprofessionals in our school as they worked with students, teachers, and support staff to help students. Implications for the LCAP are that our paraprofessional workforce should be expanded.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development and support for teachers, administration, and staff in the evaluation and identification procedures of learning loss.	$7,000	0	Yes
Tutoring	$15,000	$ 15,000	Yes
Saturday School	$15,000	$15,000	Yes
Hire short term personnel to provide additional assistance to students	$15,000	$15,000	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.

Action 1 was implemented within existing resources and did not require the funds budgeted in the LCP.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Challenges
- --The greatest challenge in this area was how to conduct assessments via Zoom and online and how to provide feedback and remediation. Students and sometimes parents were very creative in finding workarounds o assessments. Regarding learning loss, it is difficult to measure this at this time while we're still in the grips of what the editors of Education Week are calling the "broken year of disruption, trauma, and stress." A challenge of measuring learning loss directly attributable to the default mode of instruction is the need for pre/post data points.
- --A challenge to note is the need to have improved processes for monitoring and administering online testing

Successes:
- --Teachers are providing leadership in measuring and remediating learning loss using formative assessments and Track My Progress. Instructional aides have provided assistance with administering and monitoring assessments.

- --Three strategies which were successful for our students were the improved and expanded use of paraprofessionals, tutoring one-on-one and in small groups, and the online Khan Academy.

Implications for LCAP:
- --Effective practices to carry forward in the LCAP include continuing with the digital resources used this year for supplemental instruction and acceleration, the expanded use of paraprofessionals, Zoom technology, TMP and MARRS.
- --The LCAP will continue the use of Go Guardian next 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.

Challenges:
- --The first challenge in monitoring mental health was to train staff and teachers on how to do this in an online classroom. The second was how to deliver online mental health support when we were still required to remain in a distance mode.
- --We had to figure out how to monitor and respond to mental health and social emotional needs needs of staff in new ways.
- --There is a large need for mental, social and emotional support for students, staff and families. It was present before the pandemic emergency and was exacerbated by that emergency.
- --There is a large need for mental, social and emotional support for students, staff and families. It was present before the pandemic emergency and was exacerbated by that emergency. We learned that Social Emotional Screening and surveys are needed.
- --As with mental health procedures, monitoring, and support, delivery via distance methods was very difficult. On the one hand, it opened the door for improved online counseling and health services, but on the other hand, the sometimes necessary contact and home visits were very difficult during the pandemic.

Successes:
- --We were able to assemble a great team consisting of a social worker, school psychologist, and intern who provided services via Zoom, text. Parent calls and home visits.
- --One of the impacts of the past year is that teachers and staff have a much greater understanding of the role of social/emotional well-being in school and a deeper understanding and acceptance of their role in promoting social/emotional learning in the classroom.
- --We were able to mobilize Employee Assistance programs for teachers and staff

Implications for LCAP:
- --We will continue the mental health team in the new LCAP to support the mental, social and emotional support for students, staff and families.
- --Professional development in this area will continue. Social Emotional Screening and surveys will be implemented.

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.

At the beginning of the emergency declaration it was very challenging for parents and school staff to have such difficulty with in-person meetings, both individual and small group. Over the course of the emergency, we were better able to have Zoom meetings with parents and everyone was much more comfortable than at first. We made many many personal phone calls, a technology that parents

were much more comfortable with. In the next LCAP cycle we will expand parent math nights, reading nights, open house, and other such meetings to re-engage parents and families.

Analysis of School Nutrition

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

The challenge was to prepare and deliver meals every day. The success is that we accomplished delivery by using multiple partners and multiple locations.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Engagement and Mental Health	Contract with appropriate outside agencies and/or consultants to assist in implementation and/or evaluation of specified actions	$25,000	0	Yes
School Nutrition	Meal Delivery	$3,000	$ 5,709	Yes
School Nutrition	Meal Tracking System	$2,000	0	Yes

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

We concluded that contracting with additional outside agencies was not needed.

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.

Distance Learning:
1.	We learned a lot about the value and deficits of online learning alternatives for students, teachers, and families.
2. We improved our technology skills immeasurably.
3. The technology investments the district had already made were invaluable in our ability to pivot to online learning.
4. The school plays a critical role in the social/emotional development of children.
5. Social/emotional health plays a critical role in the students' academic development.
6. As many as 20% of our students expressed a preference for online learning.

In-Person
- --Still have need for tech, aides working with students and helping with learning loss. Support student learning academically, understanding and assessments. Provide multiple ways of support, tutoring, Saturday School and Summer School
- --A continuing challenge is constantly changing, sometimes conflicting regulations regarding public health safety and orders. We began bringing students back to campus as soon as public health orders permitted and under conditions required by the

state's emergency orders, public health department regulations, and now OSHA requirements. It continues to be challenging to keep up with requirements while bringing students and staff back to campus.
Measuring and remediating actual learning loss has been and continues to be a challenge.

LCAP implications
1. Deepen and expand research-validated extended learning and remediation strategies in order to close achievement gaps.

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

Learning loss continues to be assessed and addressed in the 2021-24 LCAP. Teachers will provide leadership, development of learning plans and monitoring of progress. We will assess using Track My Progress, Benchmarks in ELA and Math, Unit Tests, teacher observation, DIBELS, and ROLA, as well as use web based assessments such as Renaissance Star, ESGI, and Diagnostic Reading Assessment. Learning loss has been and will continue to be addressed through class size reduction, support aides, ELD teacher and aide, tutoring, summer school, computer programs, and response to intervention.

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.

Analysis and reflection on student outcomes have informed the development of the LCAP with priority always given to closing the achievement gap for our unduplicated count students and implementing strategies validated for success in mitigating the impact of poverty and/or academic English language acquisition. During the 2019-2020 and 2020-2021 school years, consideration of the needs of our low income students and English Learners were the first considerations as funds were shifted to technology, expanded utilization of paraprofessionals and outside professionals (social workers, health workers, mental health workers), and professional development for teachers and other staff in order to better meet the needs of these students in the distance learning mode. Students with special needs and English Learners were among the first students to return to in person schooling as soon as public health restrictions allowed.

Attendance was a focus as students and families struggled with the shift to distance learning, understanding technology, working through device and connectivity issues, and finding ways to improve student focus during zoom lessons. Contacting parents and students during distance learning required hiring additional staff and training for office staff and attendance staff. The office staff shifted from in person student contact to online as well. Office staff also became the first contact for families.

As we are now shifting to on site instruction, we must keep technology readily available and assure that students are able to continue to navigate technology to better prepare them for higher learning and careers. Perhaps one of the major impacts of this "broken year" is that parents, and our district, now know that online learning must be added to the parent choice options. A significant number of

parents, the majority of whom are parents of low income students, have already informed us that this will be their choice as school opens in the fall, even if they have to leave our district and enroll in an online public charter school.

Since we remain in the throes of what can only be described as a traumatic eighteen months of contradictions and stress, it is extremely difficult, and probably hasty, to make too many conclusions about the ultimate impact and lessons learned beyond what has already been described in this report except to say that over 90% of our wonderful students at Palo Verde come from economically disadvantaged circumstances and over 42% are in the process of learning academic English as a second language. We do not make any decisions that do not first consider their needs and best interests for a successful future in school and beyond..

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.

Related to student outcomes we learned:
1. Elementary students engage in learning and learn more in traditional, in-person instructional settings.
2. Social-emotional factors must be consciously and purposefully addressed by the school.
3. Technology has a powerful place in academic learning, not as a supplement, but as an integral part of everyday teaching and learning.
4. As teachers and students return to familiar classroom based in person learning, teachers are noting learning loss, but they are also noting the incredible resilience of children and youth and are very optimistic that, through LCAP and additional state and federal assistance we will quickly remediate and get students back on track to close the achievement gap in the next three-year LCAP cycle.

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:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

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

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

- 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	2,061,415.00	1,689,549.00
	0.00	0.00
LCFF Supplemental and Concentration	1,784,216.00	1,407,711.00
Title I	216,595.00	229,243.00
Title II	21,465.00	21,465.00
Title III	23,376.00	31,130.00
Title IV	15,763.00	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	2,061,415.00	1,689,549.00
	1,572,448.00	1,406,839.00
4000-4999: Books And Supplies	389,467.00	205,375.00
5000-5999: Services And Other Operating Expenditures	99,500.00	77,335.00

* 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	2,061,415.00	1,689,549.00
		0.00	0.00
	LCFF Supplemental and Concentration	1,311,012.00	1,125,001.00
	Title I	216,595.00	229,243.00
	Title II	21,465.00	21,465.00
	Title III	23,376.00	31,130.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	373,704.00	205,375.00
4000-4999: Books And Supplies	Title IV	15,763.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	99,500.00	77,335.00

* 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	1,472,393.00	1,256,646.00
Goal 2	112,376.00	38,746.00
Goal 3	265,046.00	218,879.00
Goal 4	211,600.00	175,278.00

* 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	$323,375.00	$172,056.00
Distance Learning Program	$359,000.00	$300,817.00
Pupil Learning Loss	$52,000.00	$45,000.00
Additional Actions and Plan Requirements	$30,000.00	$5,709.00
All Expenditures in Learning Continuity and Attendance Plan	$764,375.00	$523,582.00

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	$323,375.00	$172,056.00
Distance Learning Program	$359,000.00	$300,817.00
Pupil Learning Loss	$52,000.00	$45,000.00
Additional Actions and Plan Requirements	$30,000.00	$5,709.00
All Expenditures in Learning Continuity and Attendance Plan	$764,375.00	$523,582.00

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
Palo Verde Union Elementary	Phil Anderson Superintendent	phil@palo-verde.k12.ca.us 559-688-0648

Plan Summary [2021-22]

General Information

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

Palo Verde Union Elementary is a rural, single--site school district encompassing approximately 20 square miles, located just southwest of the city of Tulare. Approximately 560 preschool through eighth grade students are served. In the past five years, the district has been in declining enrollment due to the economy and loss of many agriculture related jobs. The demographics of the district ethnic composition includes approximately 89.4% Hispanic, 8.9% White, 0.7% Indian, and .0.2% Asian and two more races 0.3%. The district is composed of 90.3% Socioeconomically disadvantaged, 41.7% English Language Learners and 3.6% students with disabilities.

Palo Verde originated in 1949 and today's campus encompasses 19.75 acres. There are sixteen permanent classrooms and eleven portable classrooms in -use on the campus. The sixteen permanent classrooms were remodeled in 1994, and recent construction has added a multi-purpose building with six new classrooms. The administration office and three sets of bathrooms were modernized in 2014. In 2015-2016 an acre of property was devoted to a beautiful campus garden with raised beds equipped with drip irrigation for all classrooms, two open--shaded classroom structures, two storage sheds stocked with garden equipment and supplies. The school also has two fully-equipped science labs, and four computer labs each with 35 multi-media computers and eight mobile carts equipped with 32 Chromebooks. All classrooms are equipped with five internet capable multi-media computers. During a recent facility inspection, the school was found to be in overall "good condition". In the most recent Williams Compliance Review the school was commended for "providing a safe, clean, attractive and student--centered environment that is conducive to learning".

Our teachers and staff believe that education is a shared responsibility — shared by the school, the parents, and the students. By working together, we can make our vision a reality, whereby all students perform at their maximum potential, and where differences of language, culture, economics, and abilities are celebrated, and become sources of strength for our students. The priorities of our school are to attain high student achievement, self-esteem, and a love of learning. We are extremely proud of the quality of education students receive at Palo Verde. It prepares them well for their continuing education in high school, college, their chosen careers in their adult lives.

In addition to our core academic program, we offer enriching as well as supplemental programs that enhance our student body including Poetry and Prose, Spelling Team, Math Team, History Day, Science Olympiad, Student Leadership Team and Spanish, Garden, Art and Crafts, and Band electives for our 6- 8th grade students. The students are given many opportunities to feature their talents both academically and socially. Our staff strives toward building a school community whereby students and staff interact in a peaceful and cooperative environment that promotes order and highlights learning.

Our school community has worked hard to provide Palo Verde students with the very best education possible. This hard work and dedication has paid off in substantial academic success as Palo Verde is proud to be a California Distinguished School, and a two- time Title I Academic Achievement Award winner. Our staff is committed to making this school year another exciting and successful experience for each of our students. We are very fortunate to have many experienced and highly trained teachers passionate about making a difference for our students.

Palo Verde is dedicated to serving each student's individual needs as well as reaching our overall school academic goals. Our staff strives toward building a school community whereby students and staff interact in a peaceful and cooperative environment that promotes order and highlights learning. At Palo Verde School, we provide the essential components of a quality school program. A rigorous academic curriculum is in place to challenge and meet the needs of all our students.

Board members, staff, parents and students are committed to continued improvement and working together to make Palo Verde a distinguished school.

Reflections: Successes

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

Palo Verde is very proud of the performance of our students on the state assessments. All subgroups have outpaced their statewide peers in improving their performance in English Language Arts by at least twice the statewide rate in ELA and above the statewide rate in Math. Our English Learners and Disadvantaged students are outperforming their statewide peers in Mathematics. We will continue to strengthen and improve our support programs and English Learner program through the LCAP to maintain this growth and expand this success to all subgroups. Per results on the California Dashboard accountability report, the performance of all of our subgroups (White, Hispanic, Economically Disadvantaged, and English Learners) shows promise of closing the achievement gap between their statewide peers. Once that is accomplished, we look forward to closing the achievement gap between our students schoolwide and high performing "mainstream" students statewide. Closing achievement gaps is the mission of the LCAP process and continues to be the mission of Palo Verde District.

Palo Verde has achieved full implementation and sustainability of state standards and continues to expand and deepen understanding through our professional learning community. LCAP resources have enabled us to expand and improve professional development for teachers and staff; supplemental instructional materials aligned to standards for all students, including technology resources, for

differentiating instruction to deepen and enhance access to the curriculum for all students; and effective remedial/intervention programs to assure that all students have access and success in the curriculum.

We will build upon these successes by continuing to invest LCAP resources in successful strategies to address barriers created by poverty, second language acquisition and homelessness; to maintain continuous improvement to identify and remediate gaps in skills and knowledge; and to sustain improvements in curriculum and instruction. LCAP resources have helped us greatly improve the broad curriculum in Science and Visual and Performing Arts. Throughout the continuous improvement process, we will continue to leverage LCAP resources to focus efforts on unduplicated count students and assure that every student has meaningful access to and interaction with a well--rounded educational experience, is successful in the broad curriculum, and prepared for the next step in career and college readiness.

The LCAP process has been instrumental in helping Palo Verde make significant progress in parent involvement and student engagement with annual increases in parent participation in school and decision making; parent education and training to help their children succeed in school; and student participation in schoolwide and countywide academic showcases and competitions aligned with state standards. We will build on this progress by continuing to expand opportunities for all parents and students to engage in the schooling process and in school and district decision--making.

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.

In the 2019 Dashboard, in schoolwide performance, English Language Arts and Mathematics assessments in CAASPP both advanced from the orange rating to the yellow rating. Because performance on the state assessments continues to be a primary improvement need, Palo Verde will address this by strengthening professional development in these subjects, especially differentiated instruction, for all teachers and closely monitoring classroom instruction. In addition, all teachers will participate in tier two training for the new textbook adoptions in these subjects. Administration and teachers will examine available interventions for students who are struggling and assure that appropriate high quality interventions are available for all students. Also in schoolwide performance, chronic absenteeism and suspensions are in the orange rating. We will address this through parent and teacher training and strengthening connectedness strategies such as participation in schoolwide and countywide student presentations and competitions which have shown great promise in connecting students to schooling. We also will continue to take advantage of the successes of the Parent Liaison in building parent and student engagement.

As with so many districts in the past sixteen month COVID emergency, two other needs are identified: technology and social/emotional/health supports for students. We will address this by expanding resources to provide support, professional personnel and professional development in a system of social, emotional and health support for students. We will strengthen technology support, devices, and training.

Our evaluation and analysis of student outcomes confirms that if the state testing and accountability system remains the same after the COVID emergency, Palo Verde will be very close to achieving "at standard" schoolwide and for all of our subgroups.   It is critical that we

expand and deepen the application of strategies that brought us to this point by continuing to improve and expand the actions and services that deploy those strategies.

LCAP Highlights

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

Development of the new three-year LCAP was nearly complete when the COVID emergency was declared in March of 2020. The LCAP in force at that time was essentially suspended and the new LCAP deferred one year. The planned new LCAP at that time was based on evaluation of multiple factors related to intended student outcomes, extensive collaboration with all stakeholders, and examination of research-proven strategies to close achievement gaps for economically disadvantaged students, English Learners, Foster Youth, and other high need subgroups. Stakeholders agreed that Palo Verde School was making significant progress and should stay the course in its chosen strategies to close the achievement gap. Planners honored and took advantage of that work in this new LCAP. They also considered the known and potential impacts of schooling in the past sixteen months, especially related to social, emotional and health supports for students and staff and continuing learning recovery for students. The new LCAP strengthens and expands those supports.

Goal 1: Broad Goal. Fully implement and sustain a broad course of study for all students that is based on state academic content and performance standards in order to close achievement gaps and assure that every student has access to the knowledge and skills required for success.
Goal 1 addresses closing existing achievement gaps (local and state) identified in the state accountability system (Dashboard). Actions and services in this goal are based on best practices identified in research on improving student outcomes for high poverty students, English Learners, and Foster Youth. Examples of actions include tiered professional development for teachers and staff and supplementary materials to provide a rich environment for learning.

Goal 2: Broad Goal.   Fully implement and sustain an English learner program of instruction and support that meets state ELD standards and expectations to provide for timely acquisition of academic English and provide maximum access and success in improving literacy skills of English learners in all content areas to include: Math, English/Language Arts, Next Generation Science, Social Science and Technology.
Goal 2 addresses academic English Language acquisition and support for English Learners to assure their success in the broad curriculum. Examples of actions and services include tiered professional development, extended learning, and coaching for teachers on ELD and EL support.

Goal 3: Broad Goal. All classrooms, learning support areas, and administrative support areas and staff at Palo Verde School will be equipped technologically for full implementation and sustainability of state academic content and performance standards.
Goal 3 addresses technology knowledge and skills for our students to succeed in class today and in their schooling and careers after they leave our school. Our rural, isolated students experience gaps in accessibility to technology at home and at school compared to their peers statewide. Examples of actions and services include assuring that all students and staff have the connectivity and devices needed to fully

access and succeed in the California content and performance standards as well as training for students, staff and parents in technology skills and knowledge.

Goal 4: Broad Goal. Maintain a positive school climate and culture to sustain environment that promotes health, equity, respect, communication, and positive relationships among all students, parents/guardians, and staff and is supported by appropriate programs and services.
Goal 4 addresses identified needs for teachers, staff, students and parents to improve and expand engagement in the learning process. Examples of actions and services include training and awards and incentives for high performance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

This plan is, first of all, the result of collaboration of our local stakeholders (Parent Advisory Committee (SSC), Parents of English Learners Advisory Committee (ELAC), teachers, school staff, administrators, parents, students, and local bargaining units. Consultation and assistance were also provided by multiple small, rural school districts with similar interests and needs, the Tulare County Office of Education, the California Department of Education, and other cognizant agencies and consultants. With restrictions brought on by the state's COVID emergency orders, Pal Verde had to find new ways, other than in-person meetings usually on campus, to actively consult with our stakeholders in the plan development process. Over the course of the year as restrictions were gradually lifted, socially distanced small group meetings started coming back.

Lines of communication and interactive participation included: remote participation in Board meetings, public hearings, advisory group meetings, parent meetings and staff sessions by using the Zoom digital platform; up-to-date information and links on the District's website and phone contacts. Additionally, Palo Verde provides information and seeks input through the use of traditional mailings and email. Said information and interactions disseminated as described above include meeting agendas and handouts on our website prior to the meeting, affording stakeholders the ability to call in or email comments, needs and concerns. As noted, the District utilizes the Zoom platform for some meetings of advisory groups, staff and teachers.

The District mails home materials and handouts for parents, with response forms included that can be returned to the District via mail or by dropping off or emailing. Telephone calls and messaging are used extensively, and a public information line at the District office is available during regular District business hours and staffed by a knowledgeable English/Spanish speaker.

As part of the unique processes during limited contact precipitated by COVID-19, the district also conducted in-person surveys with parents during pick-up or drop-off days at Palo Verde. Staff members had family members stay in the vehicles and maintained social distancing during the interview process. Parents were afforded a chance to give input in their native language without the need for electronics.

All materials and notices are available in English and Spanish, with a bilingual English/Spanish-speaking facilitator present at all meetings.

Parents are thus involved in the development of the plan through online meetings (formal and informal), parent survey, and logs of parent conferences over the course of the year. Teachers provided input through staff meetings, survey, and reports of student progress and/or learning gaps resulting from the 2020-21 mode of instruction imposed by the governor's emergency order. Parents and teachers had multiple opportunities (formal and informal) to review and comment on the plan.

In addition, consultation was provided by consultants in multiple departments at the Tulare County Office of Education including SELPA (March and June 7, 2021, DOSE meetings), Nursing, Homeless Children and Youth, and English Learners.

A summary of the feedback provided by specific stakeholder groups.

For all stakeholders, the main concerns (as noted in surveys and various Zoom meetings) have been
- --the re-opening of schools (coupled with resumption of on-site instruction and activities) and the ability to maintain secure and safe conditions. Palo Verde administrators continue to communicate guidance and regulations from the Tulare County Department of Public Health, Tulare County Office of Education, the California Department of Education and the California Governor's Office. These communications are provided in both English and Spanish as Palo Verde seeks to keep its stakeholders up to date. Opening up for onsite instruction is taking place as allowed safely and in line with direction from the aforementioned agencies; student, staff and family safety are of course the priority.
- -- (administration and teachers) objectively evaluating the effectiveness of strategies deployed to increase student achievement, what worked and what must be changed/improved as we move into the new LCAP?
- ---(teachers) how do we meet individual student needs?
- -- (teachers and parents) has there been lost learning (how do you know students lost learning, objectively?) and what will we do to remediate it?
- --(students) when will we be able to go back to sports and other activities?
- --(parents) will after school programs help with homework and will tutoring be available?
- --(teachers and school staff) we need direction and practice in applying new strategies of instruction, especially digital resources;
- --(teachers and administration) new state-approved curricula implemented prior to COVID19 has led to the need for training for the digital aspect of curriculum delivery;
- --(parents and teachers and school staff) training needed in methods of assessing in a digital instruction world;
- -- (classified instructional staff) expressed the desire to be trained on how to effectively implement digital instruction and assist students in social/emotional learning;
- --(certificated and classified staff) indicated through surveys and anecdotal contacts the need for flexible IT support hours (with provision to be able to provide service after hours and on weekends);
- -- (technology staff) indicated the need for more staffing and support;
- -- (Parents) want assistance in knowing how to determine if their children are understanding what is presented (assessment);
- -- (parents, teachers, students) there is an expressed need to provide additional support for EL students and students who have IEP's and/or 504 plans;
- -- (parents) social/emotional aspects of school in the context of distance learning were noted as being at the heart of concerns for parents, knowing that kids need contact with one another in some form;
- -- (Students) - need for social interaction, even via distance learning was expressed almost universally from students; concerns from students about availability of instructional staff and teachers to assist during the instructional day as well as in the evening and on weekends
- -- (teachers) important to maintain and deepen our community of practice to support each other especially as we move out of online and back to school fulltime. Prior to the shutdown, we had worked to create a collaborative community of practice for staff, teachers, administration and support providers, especially regarding strategies and assistance for our high-need students (English Learners, students struggling in language arts and mathematics, high poverty students, and Special Education students). In this community of practice, we are able to use our growing expertise to help each other and build our capacity to help our students.

- --(administration)Parent involvement and training has always been a challenge. Our parents at Palo Verde School are very supportive of our teachers and staff and are very concerned for their children's schooling and achievement. They are also working parents who expect the school to provide an academic education while they provide the home support. Taking on the role of "teacher" at home is going to be very difficult for them. During the spring, we heard multiple concerns from parents regarding how to help their children at home. Our research and survey results indicate that this is an area of great need, but fewer resources are available. T

Teachers Meetings:8/19/20, 8/26/20,9 /16/20, 9/21/20, 9/30/20, 10/7/20,10/13/20
Teacher Surveys: 7/21/20, 8/12/20, 9/23/20, 05/7/21

Classified Meetings:8/19/20, 9/4/20, 9/30/20, 10/24/20, 3/4/21
Classified Surveys: 7/16/20, 8/12/20, 9/18/20, 05/7/21

Parent Meetings (SSC and ELAC) (Zoom): 09/2/20, 10/13/20, 10/29/21, 3/22/21,
Parent Surveys: 6/19/20, 7/19/20, 8/12/20, 9/24/20, 10/15/20, 2/22/21, 3/15/21

Palo Verde School Board Meetings (Zoom): 07/15/20, 7/23/20, 8/12/20, 9/16/20, 10/14/20, 11/4/20, 11/16/20

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

The past eighteen months have been extremely stressful for all of our stakeholders. The number one concern is "when will we get back to normal?" To be frank, it was very difficult to focus on LCAP when they are bombarded with providing consultation on so many plans in the same year and their primary concern of getting back to normal remains only a dim light at the end of the tunnel. The School Site Council, English Learner Advisory, and teachers have become accustomed over the years to getting quarterly reports on LCAP progress and evaluation. These reports were replaced this year with consultation on at least four other plans. The LCAP, thus, has become a signal of normality for these groups and they were pleased to be a part of it again. Overwhelmingly, their message was: let's get back to what was working. This LCAP, then, represents an important step in getting back to the strategies that were helping our unduplicated count students. Symbolically and in concrete budget terms, the LCAP and its purposes, goals, actions and services signals a return to normal and a return to the strategies that were working for our school community of stakeholders.

Specific changes to note are:

1. Professional development for teachers on infusion of technology into the curriculum
2. Professional development for teachers and staff on social/emotional learning
3. Deepening and expanding the digital resources infused in the California Content and Performance Standards.
4. Expanding extended learning and experiential learning actions and services

5. Expanding parent education and training as well as taking advantage of lessons learned in parent/school communication
6. Expanding social health, emotional, and mental health supports for students
7. Strengthening acceleration of English Language Development and supports for English Learners

Before and during the pandemic emergency, an important source of collaboration and planning, especially for small, single-school districts, is our fellow local small districts. We meet regularly, even during the pandemic closure, to share ideas, information and solve problems. We have worked together on the LCAP since its inception in the LCFF. This new three-year LCAP looks much the same as our prior LCAP. It is important to understand why. There are two primary reasons:

First, there are a finite number of research-validated strategies found to be successful in mitigating the impact of poverty. There are, as well, validated strategies and programs for teaching academic English and for supporting English Learners. Most districts are implementing actions and services derived from those strategies depending on local circumstances, funding, staffing, support, and so on. If the district is seeing positive upward trajectory in student performance, they will want to and should continue those actions and services. If the district is not seeing positive results, the district will re-evaluate their unique circumstances and either change their methods of implementation or turn to new strategies after the pandemic crisis is behind us.

Second, and most important, above all else, our staff and community want things to get back to normal and one of the best signals of "normalcy" will be the full re-opening of schools. For school communities who have worked so hard on the LCAP and empowering our stakeholders in decision-making for the past two cycles, the LCAP is a symbol, not just of local control, but of NORMALCY. We are making changes based on emerging issues like social/emotional learning that became so clear during the pandemic and intensified services related to extended learning, but we (our students, staff, and community) need for that symbol of normalcy to remain basically the same. This is what we're hearing from our stakeholders, loudly and clearly. They want to return to normal.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Broad Goal. Fully implement and sustain a broad course of study for all students that is based on state academic content and performance standards in order to close achievement gaps and assure that every student has access to the knowledge and skills required for success.

An explanation of why the LEA has developed this goal.

Planners examined the LCFF legislation and its intent to close achievement gaps as measured by state assessments. Its focus on equity for economically disadvantaged children and youth, English Learners, and Foster Youth, as well as the accountability to other historically underrepresented subgroups, is an opportunity for our district to apply research-proven strategies for our majority underrepresented students and achieve equity for them. Over 90% of our students are children of poverty; over 40% are also English Learners; and all of our students are geographically isolated in our small rural school. It is up to the school to mitigate the educational gaps our students arrive with when they enter school. We also examined the state's eight priorities and standards for them in the accountability system. In goal one our purpose is to mitigate factors that are essential if we are truly going to close achievement gaps. Strategies this goal addresses include:

- --focus on improving teaching/learning,
- --create an information-rich environment (i.e., book and technology access programs),
- --empower staff through professional development (a teacher's years of experience and quality of training are correlated with
   children's academic achievement)
- --focus on filling literacy gaps created by poverty and second language acquisition
- --provide experiences that encourage the development of fundamental skills of reading acquisition
- --assure schoolwide standards-driven high expectations for every student
- --mitigate lack of college information/background , and
- --empower students' career aspirations and self-efficacy.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which teachers are fully credentialed rate [R]	100% (baseline= 2020-21 per Williams Report)				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which teachers are appropriately assigned rate [R]	100% (baseline= 2020-21 per Williams Report)				100%
Degree to which students have standards-aligned instructional materials rate [R]	100% (baseline= 2020-21 per Williams Report)				100%
English Language Arts [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)				5=full implementation and sustainability
English Language Development [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)				5=full implementation and sustainability
Mathematics [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)				5=full implemantation and sustainability
Science [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)				5=full implementation and sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
History/Social Science [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)				5=full implementation and sustainability
Visual and Performing Arts [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)				5=full implementation and sustainability
Physical Education [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)				5=full implementation and sustainability
Model Library Standards [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)				5=full implementation and sustainability
Health [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)				5=full implementation and sustainability
district/schoolwide CAASPP English Language Arts	22.5 points below standard increased 11.1 points				at standard increase 22.5 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
distance from standard [R]					
White CAASPP English Language Arts distance from standard [R]	1.9 points below standard increased 10 points (Baseline = 2019 Dashboard)				18 points above standard increase 20 points
Hispanic CAASPP English Language Arts distance from standard [R]	24.6 points below standard increased 10.7 points (Baseline = 2019 Dashboard)				at standard increase 24.6 points
English Learner CAASPP English Language Arts distance from standard [R]	37 points below standard increased 5.9 points (Baseline = 2019 Dashboard)				10 points below increase 27 points
Socioeconomically Disadvantaged CAASPP English Language Arts distance from standard [R]	23.4 points below standard increased 11 points (Baseline = 2019 Dashboard)				at standard increase 23.4 points
district/schoolwide CAASPP Math distance from standard [R]	33 points below standard increased 11.1 points (Baseline = 2019 Dashboard)				at standard increase 33 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
White CAASPP Math distance from standard [R]	15 points below standard maintained 2.6 points (Baseline = 2019 Dashboard)				15 points above standard increase 30 points
Hispanic CAASPP Math distance from standard [R]	34.2 points below standard increased 11.7 points (Baseline = 2019 Dashboard)				at standard increase 34.2 points
English Learner CAASPP Math distance from standard [R]	44.1 points below standard increased 4.1 points (Baseline = 2019 Dashboard)				at standard increase 44.1 points
Socioeconomically Disadvantaged CAASPP Math distance from standard [R]	33.1 points below standard increased 11 points (Baseline = 2019 Dashboard)				at standard increase 33.1 points
enrollment in broad course of study [R] district/schoolwide White Hispanic English Learner Socioeconomically Disadvantaged	district/schoolwide 100% White 100% Hispanic 100% English Learner 100% Socioeconomically Disadvantaged 100%				district/schoolwide 100% White 100% Hispanic 100% English Learner 100% Socioeconomically Disadvantaged 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with exceptional needs	students with exceptional needs 100% (Baseline = 2020-21 per enrollment records)				students with exceptional needs 100%
programs and services to increase access to broad course of study as measured by the percentage of students receiving supplemental services and/or classroom-based differentiated instruction [R] district/schoolwide White Hispanic English Learner Socioeconomically Disadvantaged students with exceptional needs	district/schoolwide 100% White 100% Hispanic 100% English Learner 100% Socioeconomically Disadvantaged 100% students with exceptional needs 100% (Baseline = 2020-21 per teacher survey and enrollment reports)				district/schoolwide 100% White 100% Hispanic 100% English Learner 100% Socioeconomically Disadvantaged 100% students with exceptional needs 100%
Percent of students who demonstrate proficiency in digital skills embedded in state standards (L)	district/schoolwide 65% White 65% Hispanic 65% English Learner 65%				district/schoolwide 95% White 95% Hispanic 95% English Learner 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
district/schoolwide White Hispanic English Learner Socioeconomically Disadvantaged students with exceptional needs	Socioeconomically Disadvantaged 65% students with exceptional needs 65% (Baseline = 2020-21 as measured by annual teacher survey)				Socioeconomically Disadvantaged 95% students with exceptional needs 95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	tiered professional development	1.1 In order to broaden and strengthen state standards implementation, continue professional learning community actions on early dismissal days monthly to include, MATH, ELA, ELD, Next Generation Science Standards, Social Science & Technology Professional Development. Deliver tiered professional development to teachers who have completed initial training.	$20,000.00	Yes
2	supplemental instructional materials	1.2 To broaden and sustain available instructional resources, purchase materials for all subjects as needed to include Next Generation Science lab materials, STEM materials, to include supplemental instructional materials and printing cost of supplemental materials	$94,729.00	Yes
3	teacher support	1.3 To support teachers and students, Provide Stipends for following positions: Athletic Director; ELD coordinator; Math Coordinator; plus other Extra/Co-Curricular positions in order to assure that all unduplicated count students have access to the broad curriculum and are successful in curriculum and co-curricular opportunities.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	extended learning time	1.4 To extend learning time for students, deploy Support Aides to provide individual and small group assistance to students, including EL students, under the direction of the classroom teacher	$306,729.00	Yes
5	lower teacher/student ratio	1.5 To maintain lower teacher /student ratio in the early grades, maintain class size reduction in grades K-3 in order to assure that disadvantaged low income students and English learners get maximum teacher/student attention and interaction for academic growth.	$420,797.00	Yes
6	extended learning time	1.6 To extend learning time for students, provide Before and After School Program utilizing teachers for extra duty,10 student/grade level total of 80-100 students for 3 days/week, one hour per day 1.6 To extend learning time for low income and English learner students, provide Before and After School Program utilizing teachers for extra duty, 10 student per grade level total averaging 80-100 students for 3 days/week, one hour per day for the purpose of closing gaps in learning and accelerating instruction.	$25,000.00	Yes
7	extended learning time	1.7 To extend learning time for time for low income and English learner students, provide Summer school instruction/Remediation and Acceleration; necessary teachers, instructional aides, administrator	$50,000.00	Yes
8	experiential learning	1.8 To extend learning time and deepen content knowledge and competition skills, provide materials, travel/conference, supplies for co-curricular activities such as Science Olympiad, Robotics, Math Bowl, Band etc.	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	extended learning time	1.9 To extend learning time and experiences, provide local matching funds for after school program CHOICES which provides co-curricular and extracurricular programming as well as homework assistance for low income and English learner students.	$14,050.00	Yes
10	broad course of study access	1.10 to increase access to broad course of study; we will sustain visual and performing arts program with a full time band instructor	$143,000.00	Yes
11	experiential learning	1.11 to enhance student learning and experiences and to provide experiential learning opportunities, provide co-curricular field trips; Friday afternoon enrichment activities, and assemblies	$20,000.00	Yes
12	data tracking system	1.12 To support and guide instruction and student learning of the CCSS, utilize the service of a mulitple measures data tracking system software	$3,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Broad Goal. Fully implement and sustain an English learner program of instruction and support that meets state ELD standards and expectations to provide for timely acquisition of academic English and provide maximum access and success in improving literacy skills of English learners in all content areas to include: Math, English/Language Arts, Next Generation Science, Social Science and Technology.

An explanation of why the LEA has developed this goal.

Over 40% of our students are English Learners who are eager to learn a second language and be successful in school. It is our responsibility to help them accomplish that. The purpose of this critical goal is to apply the California English Language Development Standards in every classroom and the best of what we have learned about how to support and empower English Learners in our schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards Implementation [R]: English Language Development [R]	4=full implementation (baseline=2020-21 actual per district survey)				5=full implementation and sustainability
participation in parent training/involvement opportunities in school and district decision-making [R] English Learner parents	85% Baseline = 2020-21 actual per sign-in sheets and minutes				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
availability of parent training/involvement opportunities in school and district decision-making [R] English Learner parents	18 opportunities (Baseline = 2018-19 actual per sign-in sheets and minutes)				20 opportunities
English Learners CAASPP English Language Arts distance from standard [R]	37 points below standard increased 5.9 points (Baseline = 2019 Dashboard)				10 points below standard increase 27 points
English Learners CAASPP Math distance from standard [R]	44.1 points below standard increased 4.1 points (Baseline = 2019 Dashboard)				at standard increase 44.1 points
The percentage of ELs who make progress toward English proficiency as measured by the ELPAC [R] (Base year 2019 Dashboard)	43.6%				50%
English Learner redesignation rate [R]	19.10% (Baseline = 2018-19 actual per district report)				22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learner students participating in co-curricular and extra-curricular programs [L]	45% (baseline = 2018-19 actual per enrollment records and teacher survey)				60%
enrollment in broad course of study [R] English Learners	100% (Baseline = 2020-21 actual per enrollment records)				100%
programs and services to increase access to broad course of study as measured by the percentage of students receiving supplemental services and/or classroom-based differentiated instruction [R] English Learners	100% (Baseline = 2020-21 per teacher survey and enrollment reports)				100%
Percent of students who demonstrate proficiency in digital skills embedded in state standards (L)	65% (Baseline = 2020-21 actual as measured by annual teacher survey)				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners					

Actions

Action #	Title	Description	Total Funds	Contributing
1	teacher support	2.1 To support teachers and students, Parttime ELD teacher provides support and coaching for classroom teachers	$0.00	Yes
2	supplemental instructional materials	2.2 to support English Learner student learning, purchase CCSS ELD materials and online programs such as Lexia, Study Island, Accelerated Reading, NewsELA, READ 180, Track My Progress and Imagine Learning; Spanish library books and curriculum	$5,000.00	Yes
3	extended learning time	2.3 To extend learning time, provide Before & After School. Embed K-8 EL Interventions and support in BASP programs. Provide classroom aide intervention for students who need help learning academic English.	$30,500.00	Yes
4	extended learning time	2.4 To extend learning time, provide Provide intensive, targeted support and intervention designed to accelerate EL progress toward proficiency in summer school.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	parent engagement	2.5 to facilitate parent involvement after school hours, provide Child care/food/transportation to support Family Night Events and Adult School; Back to School Night, Open House, Parent Conferences, Family Literacy and Math Nights, SSC/ELAC Meetings	$4,500.00	Yes
6	experiential learning	2.6 to enhance student learning and experiences and to provide experiential learning opportunities, provide co-curricular field trips	$6,000.00	Yes
7	incentives for achievement	2.7 to reward and encourage student achievement, provide multiple incentives and awards	$5,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3: Broad Goal. All classrooms, learning support areas, and administrative support areas and staff at Palo Verde School will be equipped technologically for full implementation and sustainability of state academic content and performance standards in order to assure that students engage in a high quality learning environment .

An explanation of why the LEA has developed this goal.

Rural schools were the first to embrace technology as an important educational tool when it was simply a tool. Our focus on technology in the LCAP, however, is in response to the fact that technology has now become fully integrated in the California content and performance standards as well as in nearly every career path that leads to success in the 21st century. When the COVID emergency struck last year, we thought we were ready because we have invested LCAP resources in technology. We were wrong. We learned that we still have much work to do to prepare our staff and students for the 21st century and achievement of the technology integrated in the content and performance standards. Technology and technology support are more critical than ever especially for our high-need student population.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which students have standards-aligned instructional materials rate [R]	100% (baseline= 2020-21 per Williams Report)				100%
teachers on-demand access to a basic set of technology resources to learn and demonstrate understanding of state standards per inventory and teacher survey [L]	100% (baseline= 2020-21 actual)				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students on-demand access to a basic set of technology resources to learn and demonstrate understanding of state standards [L]	100% per inventory and teacher survey (baseline= 2020-21 actual)				100%
percentage of grade levels/courses where standards-identified digital skills are being taught to students [L]	100% per lesson plans and teacher survey (baseline= 2020-21 actual)				100%
Percent of students who demonstrate proficiency in digital skills embedded in state standards (L) district/schoolwide White Hispanic English Learner Socioeconomically Disadvantaged students with exceptional needs	district/schoolwide 65% White 65% Hispanic 65% English Learner 65% Socioeconomically Disadvantaged 65% students with exceptional needs 65% (Baseline = 2020-21 actual per teacher survey)				district/schoolwide 90% White 90% Hispanic 90% English Learner 90% Socioeconomically Disadvantaged 90% students with exceptional needs 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	technical support	# 3.1 to assure availability of technology for learning by disadvantaged low income students and English learners, employ on staff technical support to maintain technology network including access points and other network tech support.	$93,671.00	Yes
2	supplemental materials	#3.2 To enhance and expand learning materials, Contract with County Office for "Media Plus", a service of Educational Resource Services that provides online resources for teachers and students.	$4,559.00	Yes
3	technology support	#3.3 To maintain technology resources, purchase miscellaneous technology supplies (toner, cartridges, LCD bulbs, paper, digital storage, network hardware etc)	$13,000.00	Yes
4	supplemental materials	#3.4: To expand learning materials, purchase miscellaneous software and digital classroom materials	$18,000.00	Yes
5	technology literacy	#3.5: In order to assure that all students have the technology knowledge and skills embedded in the state standards, refine and evaluate progress of scope and sequence of student technology skills by grade span .	$1,500.00	Yes
6	parent training	#3.6: To expand parent involvement opportunities, maintain after school classes, parent workshops, courses for parents in computer literacy	$1,500.00	Yes
7	technology	#3.7: to improve student access and learning opportunities, continue to sustain a 1:1 ratio of technology, providing full "internet and digital" access for all students and staff.	$106,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	home/school communication	#3.8: to assure optimum parent/school communication, provide Internet filtering; maintain high quality school website and Teleparent system; and upgrade library software	$18,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Goal 4: Broad Goal. Maintain a positive school climate and culture to sustain environment that promotes health, equity, respect, communication, and positive relationships among all students, parents/guardians, and staff and is supported by appropriate programs and services.

An explanation of why the LEA has developed this goal.

This goal addresses important strategies that schools can apply to mitigate gaps created by poverty and experienced by our unduplicated count students at Palo Verde. They include mitigating:

- --health and developmental issues,
- --literacy gaps due to family resources,
- --lack of college information/background, and
- --lower career aspirations/self-efficacy.
- --Few community assets available (libraries, social activities, cultural activities, sports and recreation outlets, etc)
- -Fewer school resources (such as guidance counselors, mentors, information resources, certificated school nurses, libraries,

Actions and services provided will: provide
- --support for student academic and personal growth
- --guidance and counseling for school success (e.g., study habits and skills, time management, and transition to high school and college/career)
- --information, coaching, and mentoring about career and college access and pathways
- --mental and physical health services
- -- experiences outside the classroom to supplement, enhance and support classroom instruction (libraries, cultural events, museums, etc.) and
- --parent involvement, training, and engagement programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which all facilities are maintained and in good repair rate [R] (baseline= 2020-21 per Williams Report)	100% (baseline= 2020-21 per Williams Report)				100%
participation rate in parent training/involvement opportunities in school and district decision-making [R]	district/schoolwide 85% Hispanic 85% White 85% English Learner 85% Socioeconomically Disadvantaged 85% students with exceptional needs 85% (Baseline = 2018-19 per sign-in sheets and minutes)				district/schoolwide 90% Hispanic 90% White 90% English Learner 90% Socioeconomically Disadvantaged 90% students with exceptional needs 90%
availability of parent training/involvement opportunities in school and district decision-making [R]	district/schoolwide 18 opportunities Hispanic 18 opportunities White 18 opportunities English Learner 18 opportunities Socioeconomically Disadvantaged 18 opportunities				district/schoolwide 20 opportunities Hispanic 20 opportunities White 20 opportunities English Learner 20 opportunities Socioeconomically Disadvantaged 20 opportunities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students with exceptional needs 18 opportunities (Baseline = 2018-19 per sign-in sheets and minutes)				students with exceptional needs 20 opportunities
attendance rate[R]	district/schoolwide 96.50% White 96.7% Hispanic 96.50% English Learner 96.5% Socioeconomically Disadvantaged 96.7% (baseline=2018-19 per Cal Pads report)				district/schoolwide 98.% White 98% Hispanic 98.00% English Learner 98% Socioeconomically Disadvantaged 98%
chronic absenteeism rate [R]	district/schoolwide 7.50% White 3.00% Hispanic 7.80% English Learner 5.40% Socioeconomically Disadvantaged 7.30% (baseline=2019 Dashboard)				district/schoolwide less than 2% White less than 2% Hispanic less than 2% English Learner less than 2% Socioeconomically Disadvantaged less than 2%
middle school dropout rate [R]	district/schoolwide 0% White 0% Hispanic 0%				district/schoolwide 0% White 0% Hispanic 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner 0% Socioeconomically Disadvantaged 0% (baseline=2020-21 actual per district report)				English Learner 0% Socioeconomically Disadvantaged 0%
% of students participating in co-curricular and extra-curricular programs [L]	district/schoolwide 45% White 45% Hispanic 45% English Learner 45% Socioeconomically Disadvantaged 45% (baseline = 2018-19 per enrollment records and teacher survey)				district/schoolwide 60% White 60% Hispanic 60% English Learner 60% Socioeconomically Disadvantaged 60%
suspension rate schoolwide/subgroups [R]	district/schoolwide 3.70% White 6.80% Hispanic 3.50% English Learner 4% Socioeconomically Disadvantaged 3.50% (Baseline= 2019 Dashboard)				district/schoolwide less than 2% White less than 2% Hispanic less than 2% English Learner less than 2% Socioeconomically Disadvantaged 3.50%less than 2%
expulsion rate schoolwide/subgroups [R]	district/schoolwide 0% White 0% Hispanic 0% English Learner 0%				district/schoolwide 0% White 0% Hispanic 0% English Learner 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged 0% (Baseline= 2020-21 actual per district report)				Socioeconomically Disadvantaged 0%
Percent of Parents, staff, and students who report feeling safe and connected to school.[R]	Parent feeling of connectedness 90% Student feeling of connectedness 90% Teacher feeling of connectedness 90% Parent feeling of safety 90% Student feeling of safety 90% Teacher feeling of safety 90% (Baseline= 2019-20 actual per survey)				Parent feeling of connectedness 95% Student feeling of connectedness 95% Teacher feeling of connectedness 95% Parent feeling of safety 95% Student feeling of safety 95% Teacher feeling of safety 95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	student support	4.1 employ key staff members to assist with : Monitor student Attendance, Make Daily phone calls, conduct home visits, work with families with Chronic Absenteeism; Connect student/family with necessary resources; Process appropriate SARB letters; make referrals to SARB board , CALPADS Student Data System, maintain fiscal accountability, academic data monitor	$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	student support	4.2 Continue to provide on-site TCOE nurse contract-LVN to provide for individuals with excetional needs as well as to improve parent engagement, pupil outcomes, pupil engagement, and school climate by expanding the availability of the nurse for communication with parents to manage health needs	$63,000.00	Yes
3	incentives for achievement	4.3 to reward and encourage student achievement, attendance, character pillars-provide multiple incentives and awards	$13,000.00	Yes
4	student support	4.4 Maintain SARB board implementation. In order to address chronic absentees and students who are truant, the district will continue a local Student Attendance Review Board.	$3,000.00	Yes
5	parent engagement	4.5 To provide multiple opportunities for parent involvement, provide Back to School Night, Open House, Parent Conferences, Family Literacy, Math Nights, Science and History Nights, SSC/ELAC Meetings including day care	$3,000.00	Yes
6	student support	4.6 Implement and sustain Character Counts schoolwide, Anti Bullying to include staff training, materials and support curriculum.	$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	safe learning environment	4.7 Implement a safety promotion program to assure that all stakeholders share in procuring, installing, monitoring, training, and other key aspects of the school safety plan and maintenance of a safe learning environment	$6,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.89%%	$ 1,658,410

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.

Assessing the needs of our Unduplicated Pupils (socioeconomically disadvantaged, English Learners, and Foster Youth) is an on-going process at Palo Verde School District. Currently, 88% of our students are identified as Socioeconomically Disadvantaged, 42% as English Learners, and 1.4% as Foster Youth. The overriding purposes of our needs assessment process are to identify and implement actions and services to 1) close the achievement gap between student groups, and 2) address additional student needs that impact all-around achievement. This needs assessment is a year-round process of utilization of data sources to inform decision-making. These data sources include: staff, student, and parent surveys; formal and informal Stakeholder feedback (SSC, ELAC, PLC meetings, parent/teacher conferences, etc); review of best practices from research studies; review of school and community assets (personnel, facilities, supplemental instructional materials utilized, results of professional development, support for parents, funding, etc).

In addition to the above mentioned, the process undertaken by Palo Verde to identify the needs and conditions of Unduplicated Pupils also includes: analysis by school staff and stakeholders of state and local data as to student progress comparing Palo Verde student Dashboard Indicator performance to the State average; key findings of student needs from ongoing weekly Professional Learning Community meetings; quarterly student outcomes and progress on local assessments; quarterly and term attendance reports, suspension reports, and related behavioral reports; Board presentations of findings on student progress; and monthly analysis and consultation with SSC and ELAC.

Other forms and sources to inform on the needs and conditions of unduplicated students include: reports of student and parent participation in scheduled school events; teacher reports of parent input shared during parent/teacher conferences; Superintendent's review of lesson plans and teacher grade reports; interviews and meetings with consultants; teacher evaluations of professional development; reports of parent and community input by the Community Liaison and Attendance personnel; and reports of SARB meetings. Other sources of

information include: research publications, County Office consultants, local small school district Superintendents' meetings, and community forums/meetings.

The district Superintendent and LCAP planning committee, in collaboration with district staff and Stakeholder groups, utilize the analyzed and synthesized information to develop specific actions and services to meet the identified needs of unduplicated count students. Part of this process is to examine the outcomes of the prior year LCAP actions and services based on LCAP metrics and needs assessment findings to determine progress toward LCAP goals. Based on feedback from stakeholders after reviewing needs and outcomes, stakeholders recommended that Actions and Services from the 2019-20 LCAP be continued into the new LCAP, be strengthened, and expanded. They also recommended that the LCAP process should be used to coordinate emergency state and federal COVID relief actions so as to ensure continued, stable support as might be needed when those emergency funds expire.

Of particular concern for our unduplicated count students is that the state of emergency and resulting fundamental changes in mode of instruction to online, though it might ultimately have some positive outcomes, disproportionately impacted Palo Verde unduplicated count students who already faced challenges and barriers due to rural isolation from community resources, high poverty rates, and limited access to resources.

Identified needs, conditions, and circumstances of Unduplicated Pupils:

The actions and services below are designed to meet one or more of the following identified needs:
the need to close identified achievement gaps per state Dashboard; the need for highly qualified experienced teachers; the need to fill gaps in available family and community resources; the need to close gaps in early literacy established before students enter school; the need to expose students to a rich learning environment not available in the home or the community; the need to provide role models and mentors not available to students in the home or in the community; the need to empower parents and increase their knowledge of school decision-making processes; to need to close gaps in access to health and mental health services

These actions will be monitored and evaluated by one or more of the following tools and/or processes:

staff, student, and parent surveys; formal and informal Stakeholder feedback (SSC, ELAC, PLC meetings, parent/teacher conferences, etc); review of best practices from research studies; review of school and community assets (personnel, facilities, supplemental instructional materials utilized), evaluation of professional development; analysis by school staff and stakeholders of state and local data as to student progress comparing Palo Verde student Dashboard Indicator performance to the State average; key findings of student needs from ongoing weekly Professional Learning Community meetings; quarterly student outcomes and progress on local assessments; quarterly and term attendance reports, suspension reports, and related behavioral reports; Board presentations of findings on student progress; and monthly analysis and consultation with SSC and ELAC.; reports of student and parent participation in scheduled school events; teacher reports of parent input shared during parent/teacher conferences; Superintendent's review of lesson plans and teacher grade reports; interviews and meetings with consultants; teacher evaluations of professional development; reports of parent and community input by the Community Liaison and Attendance personnel; and reports of SARB meetings.

1.1 In order to broaden and strengthen state standards implementation, continue professional learning community actions on early dismissal days monthly to include, MATH, ELA, ELD, Next Generation Science Standards, Social Science & Technology Professional Development. Deliver tiered professional development to teachers who have completed initial training.

1.2 To broaden and sustain available instructional resources, purchase materials for all subjects as needed to include Next Generation Science lab materials, STEM materials, to include supplemental instructional materials and printing cost of supplemental materials

1.3 To support teachers and students, Provide Stipends for following positions: Athletic Director; ELD coordinator; Math Coordinator; plus other Extra/Co-Curricular positions in order to assure that all unduplicated count students have access to the broad curriculum and are successful in curriculum and co-curricular opportunities.

1.4 To extend learning time for students, deploy Support Aides to provide individual and small group assistance to students, including EL students, under the direction of the classroom teacher

1.5 To maintain lower teacher /student ratio in the early grades, maintain class size reduction in grades K-3 in order to assure that disadvantaged low income students and English learners get maximum teacher/student attention and interaction for academic growth.

1.6 To extend learning time for students, provide Before and After School Program utilizing teachers for extra duty,10 student/grade level total of 80-100 students for 3 days/week, one hour per day 1.6 To extend learning time for low income and English learner students, provide Before and After School Program utilizing teachers for extra duty, 10 student per grade level total averaging 80-100 students for 3 days/week, one hour per day for the purpose of closing gaps in learning and accelerating instruction.

1.7 To extend learning time for time for low income and English learner students, provide Summer school instruction/Remediation and Acceleration; necessary teachers, instructional aides, administrator

1.8 To extend learning time and deepen content knowledge and competition skills, provide materials, travel/conference, supplies for co-curricular activities such as Science Olympiad, Robotics, Math Bowl, Band etc.

1.9 To extend learning time and experiences, provide local matching funds for after school program CHOICES which provides co-curricular and extracurricular programming as well as homework assistance for low income and English learner students.

1.10 to increase access to broad course of study; we will sustain visual and performing arts program with a full time band instructor

1.11 to enhance student learning and experiences and to provide experiential learning opportunities, provide co-curricular field trips; Friday afternoon enrichment activities, and assemblies

1.12 To support and guide instruction and student learning of the CCSS, utilize the service of a multiple measures data tracking system software

2.3 To extend learning time, provide Before & After School. Embed K-8 EL Interventions and support in BASP programs. Provide classroom aide intervention for students who need help learning academic English.

2.5 to facilitate parent involvement after school hours, provide Child care/food/transportation to support Family Night Events and Adult School; Back to School Night, Open House, Parent Conferences, Family Literacy and Math Nights, SSC/ELAC Meetings

2.6 to enhance student learning and experiences and to provide experiential learning opportunities, provide co-curricular field trips

2.7 to reward and encourage student achievement, provide multiple incentives and awards

3.1 to assure availability of technology for learning by disadvantaged low income students and English learners, employ technical support to maintain technology network including access points and other network tech support.

#3.2 To enhance and expand learning materials, Contract with County Office for "Media Plus", a service of Educational Resource Services that provides online resources for teachers and students.

#3.3 To maintain technology resources, purchase miscellaneous technology supplies (toner, cartridges, LCD bulbs, paper, digital storage, network hardware etc)

#3.4: To expand learning materials, purchase miscellaneous software and digital classroom materials

#3.5: In order to assure that all students have the technology knowledge and skills embedded in the state standards, refine and evaluate progress of scope and sequence of student technology skills by grade span .

#3.6: To expand parent involvement opportunities, maintain after school classes, parent workshops, courses for parents in computer literacy

#3.7: to improve student access and learning opportunities, continue to sustain a 1:1 ratio of technology, providing full "internet and digital" access for all students and staff.

#3.8: to assure optimum parent/school communication, provide Internet filtering; maintain high quality school website and Teleparent system; and upgrade library software

4.1   employ key staff members to assist with : Monitor student Attendance, Make Daily phone calls, conduct home visits, work with families with Chronic Absenteeism; Connect student/family with necessary resources; Process appropriate SARB letters; make referrals to SARB board , CALPADS Student Data System, maintain fiscal accountability, academic data monitor

4.2 Continue to provide on-site TCOE nurse contract-LVN to provide for individuals with exceptional needs as well as to improve parent engagement, pupil outcomes, pupil engagement, and school climate by expanding the availability of the nurse for communication with parents to manage health needs

4.3 to reward and encourage student achievement, attendance, character pillars-provide multiple incentives and awards

4.4 Maintain SARB board implementation. In order to address chronic absentees and students who are truant, the district will continue a local Student Attendance Review Board.

4.5 To provide multiple opportunities for parent involvement, provide Back to School Night, Open House, Parent Conferences, Family Literacy, Math Nights, Science and History Nights, SSC/ELAC Meetings including day care

4.6 Implement and sustain Character Counts schoolwide, Anti Bullying to include staff training, materials and support curriculum.

4.7 Implement a safety promotion program to assure that all stakeholders share in procuring, installing, monitoring, training, and other key aspects of the school safety plan and maintenance of a safe learning environment

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

From the beginning of the LCAP, Palo Verde budgets only the Supplemental and Concentration grants through the LCAP so as to ensure that they remain solely concentrated on the needs of our unduplicated count students. These funds have enabled us to greatly improve, expand and enhance programs and services in order to address their identified needs. From the beginning, we have developed actions and services around research-based strategies to address the challenges our students face. The 2021-24 LCAP, with consultation and approval by all stakeholders, continues, strengthens and expands 2019-20 actions based on these strategies targeting the needs of our unduplicated count students.

Palo Verde Elementary District, through the needs process described in the previous prompt response narrative of identifying the needs of unduplicated count students (UPs), developed actions and services that increase or improve services for these students to improve student outcomes in school and beyond. Based on information gained through the needs assessment process and consultation with stakeholders, these actions and services were developed to mitigate or eliminate the challenges and obstacles experienced by unduplicated count students by providing supports necessary to increase the achievement and success outcomes of these students.

Palo Verde Elementary also assessed school, community and family assets available to address the identified needs of unduplicated count students. This included resources such as personnel, facilities and related learning environment, instructional materials and strategies, curriculum, support for parents, funding, and support for student health and development in the community and the school. This helped drive action development such as technology resources and access, student and family engagement, facility improvements, support for student academic and personal growth, course access, high-quality personnel, role models, and many more. All actions marked "Yes" as Contributing and components within each action were developed to positively impact students. Through these actions, Palo Verde Elementary is meeting and exceeding the requirement to increase or improve services by the Minimum Proportionality Percentage off 34.89%.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$1,658,410.00				$1,658,410.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,254,197.00	$404,213.00

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	tiered professional development	$20,000.00				$20,000.00
1	2	English Learners Foster Youth Low Income	supplemental instructional materials	$94,729.00				$94,729.00
1	3	English Learners Foster Youth Low Income	teacher support	$20,000.00				$20,000.00
1	4	English Learners Foster Youth Low Income	extended learning time	$306,729.00				$306,729.00
1	5	English Learners Foster Youth Low Income	lower teacher/student ratio	$420,797.00				$420,797.00
1	6	English Learners Foster Youth Low Income	extended learning time	$25,000.00				$25,000.00
1	7	English Learners Foster Youth Low Income	extended learning time	$50,000.00				$50,000.00
1	8	English Learners Foster Youth Low Income	experiential learning	$12,000.00				$12,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	extended learning time	$14,050.00				$14,050.00
1	10	English Learners Foster Youth Low Income	broad course of study access	$143,000.00				$143,000.00
1	11	English Learners Foster Youth Low Income	experiential learning	$20,000.00				$20,000.00
1	12	English Learners Foster Youth Low Income	data tracking system	$3,000.00				$3,000.00
2	1	English Learners	teacher support					$0.00
2	2	English Learners	supplemental instructional materials	$5,000.00				$5,000.00
2	3	English Learners	extended learning time	$30,500.00				$30,500.00
2	4	English Learners	extended learning time	$15,000.00				$15,000.00
2	5	English Learners Low Income	parent engagement	$4,500.00				$4,500.00
2	6	English Learners Low Income	experiential learning	$6,000.00				$6,000.00
2	7	English Learners Low Income	incentives for achievement	$5,000.00				$5,000.00
3	1	English Learners Foster Youth Low Income	technical support	$93,671.00				$93,671.00
3	2	English Learners Foster Youth Low Income	supplemental materials	$4,559.00				$4,559.00
3	3	English Learners Foster Youth Low Income	technology support	$13,000.00				$13,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	supplemental materials	$18,000.00				$18,000.00
3	5	English Learners Foster Youth Low Income	technology literacy	$1,500.00				$1,500.00
3	6	English Learners Foster Youth Low Income	parent training	$1,500.00				$1,500.00
3	7	English Learners Foster Youth Low Income	technology	$106,875.00				$106,875.00
3	8	English Learners Foster Youth Low Income	home/school communication	$18,000.00				$18,000.00
4	1	English Learners Foster Youth Low Income	student support	$105,000.00				$105,000.00
4	2	English Learners Foster Youth Low Income	student support	$63,000.00				$63,000.00
4	3	English Learners Foster Youth Low Income	incentives for achievement	$13,000.00				$13,000.00
4	4	English Learners Foster Youth Low Income	student support	$3,000.00				$3,000.00
4	5	English Learners Foster Youth Low Income	parent engagement	$3,000.00				$3,000.00
4	6	English Learners Foster Youth Low Income	student support	$13,000.00				$13,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	**7**	English Learners Foster Youth Low Income	safe learning environment	$6,000.00				$6,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,658,410.00	$1,658,410.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$53,500.00	$53,500.00
Schoolwide Total:	$1,607,910.00	$1,607,910.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	tiered professional development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palo Verde Elementary	$20,000.00	$20,000.00
1	2	supplemental instructional materials	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palo Verde Elementary	$94,729.00	$94,729.00
1	3	teacher support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palo Verde Elementary	$20,000.00	$20,000.00
1	4	extended learning time	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$306,729.00	$306,729.00
1	5	lower teacher/student ratio	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$420,797.00	$420,797.00
1	6	extended learning time	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$25,000.00	$25,000.00
1	7	extended learning time	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palo Verde Elementary	$50,000.00	$50,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	experiential learning	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$12,000.00	$12,000.00
1	9	extended learning time	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$14,050.00	$14,050.00
1	10	broad course of study access	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$143,000.00	$143,000.00
1	11	experiential learning	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$20,000.00	$20,000.00
1	12	data tracking system	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$3,000.00	$3,000.00
2	1	teacher support	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Palo Verde Elementary		$0.00
2	2	supplemental instructional materials	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Palo Verde Elementary	$5,000.00	$5,000.00
2	3	extended learning time	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Palo Verde Elementary	$30,500.00	$30,500.00
2	4	extended learning time	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Palo Verde Elementary	$15,000.00	$15,000.00
2	5	parent engagement	Schoolwide	English Learners Low Income	All Schools Specific Schools: Palo Verde Elementary	$4,500.00	$4,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	6	experiential learning	Schoolwide	English Learners Low Income	All Schools Specific Schools: Palo Verde Elementary	$6,000.00	$6,000.00
2	7	incentives for achievement	Schoolwide	English Learners Low Income	All Schools Specific Schools: Palo Verde Elementary	$5,000.00	$5,000.00
3	1	technical support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palo Verde Elementary	$93,671.00	$93,671.00
3	2	supplemental materials	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$4,559.00	$4,559.00
3	3	technology support	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$13,000.00	$13,000.00
3	4	supplemental materials	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$18,000.00	$18,000.00
3	5	technology literacy	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$1,500.00	$1,500.00
3	6	parent training	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$1,500.00	$1,500.00
3	7	technology	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$106,875.00	$106,875.00
3	8	home/school communication	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palo Verde Elementary	$18,000.00	$18,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	1	student support	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$105,000.00	$105,000.00
4	2	student support	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$63,000.00	$63,000.00
4	3	incentives for achievement	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$13,000.00	$13,000.00
4	4	student support	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$3,000.00	$3,000.00
4	5	parent engagement	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$3,000.00	$3,000.00
4	6	student support	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$13,000.00	$13,000.00
4	7	safe learning environment	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Palo Verde Elementary	$6,000.00	$6,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

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

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

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

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

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

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

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