

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Linns Valley-Poso Flat Union School District

CDS Code: 15635866009724

School Year: 2021-22

LEA contact information:

Tammy Pritchard

Superintendent

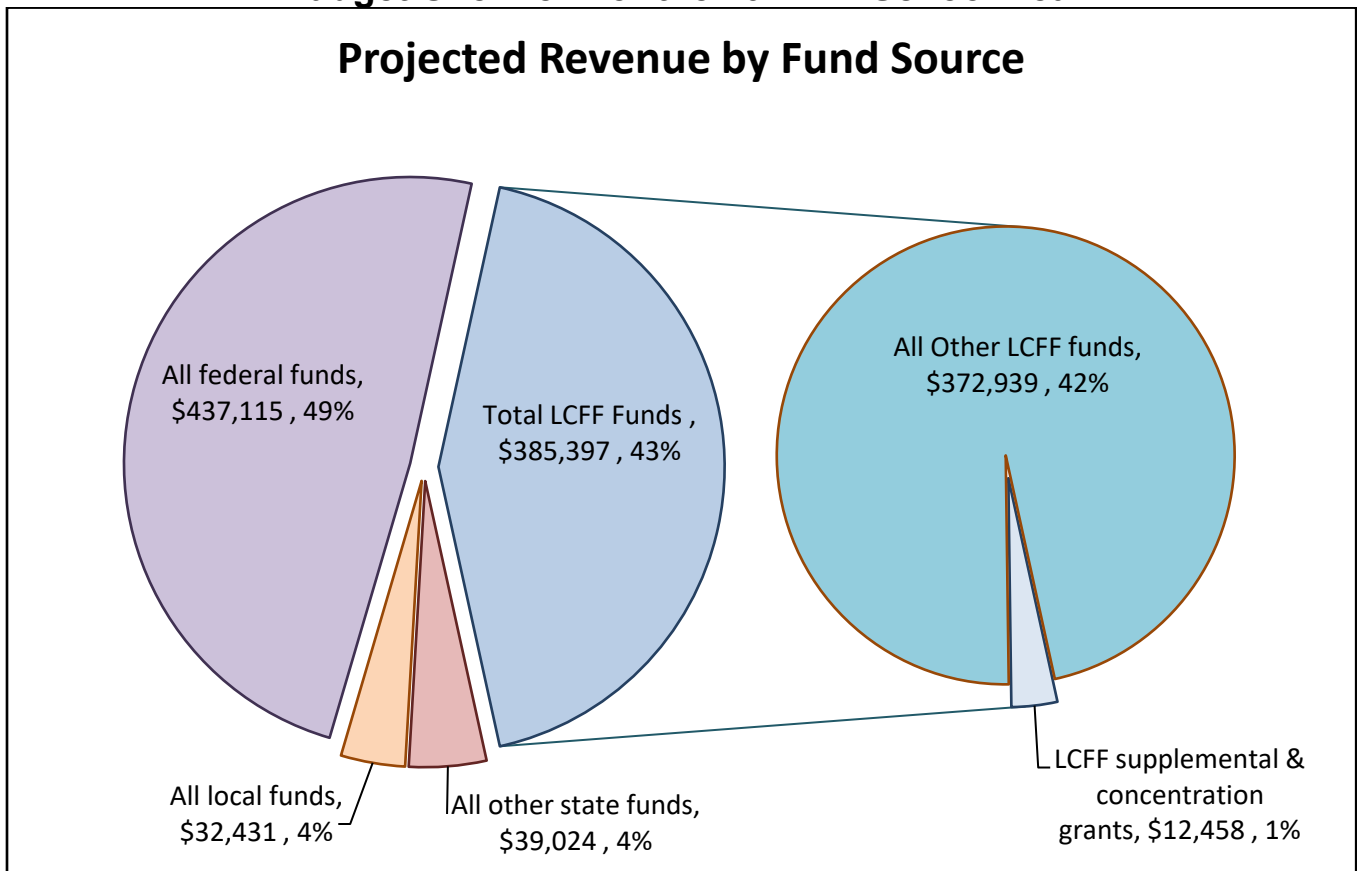
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661-536-8811

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

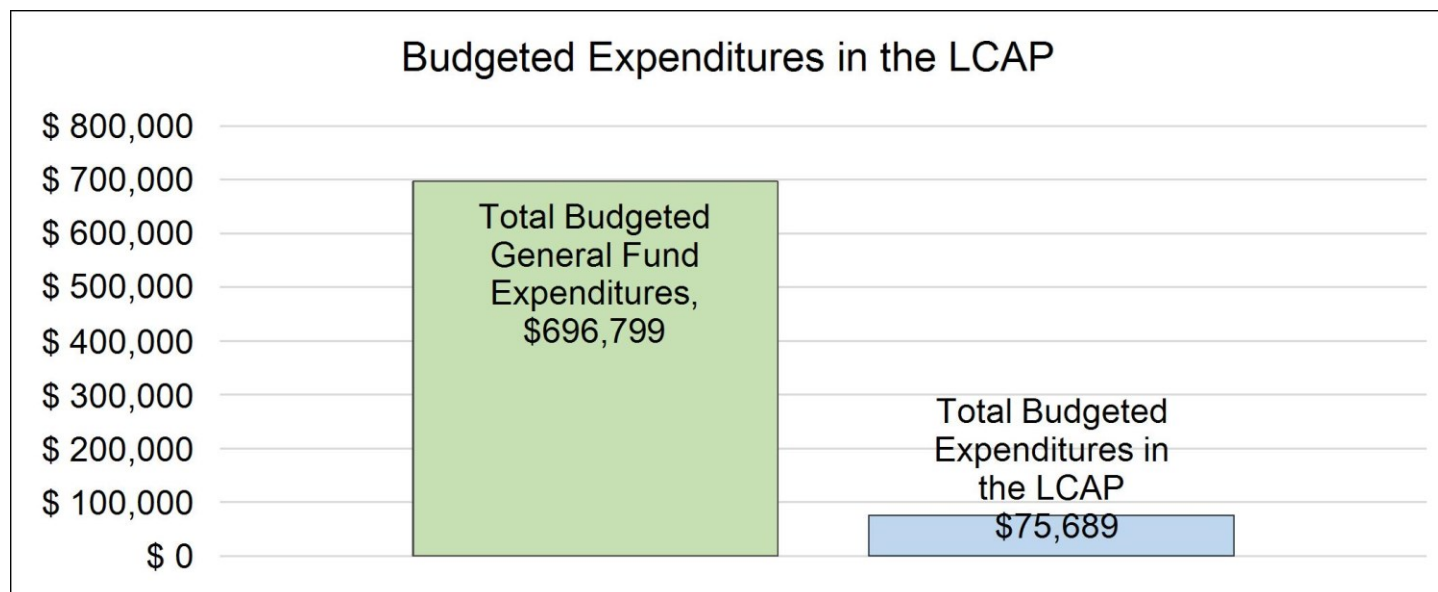


This chart shows the total general purpose revenue Linns Valley-Poso Flat Union School District expects to receive in the coming year from all sources.

The total revenue projected for Linns Valley-Poso Flat Union School District is \$893,967, of which \$385,397 is Local Control Funding Formula (LCFF), \$39,024 is other state funds, \$32,431 is local funds, and \$437,115 is federal funds. Of the \$385,397 in LCFF Funds, \$12,458 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Linns Valley-Poso Flat Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Linns Valley-Poso Flat Union School District plans to spend \$696,799 for the 2021-22 school year. Of that amount, \$75,689 is tied to actions/services in the LCAP and \$621,110 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

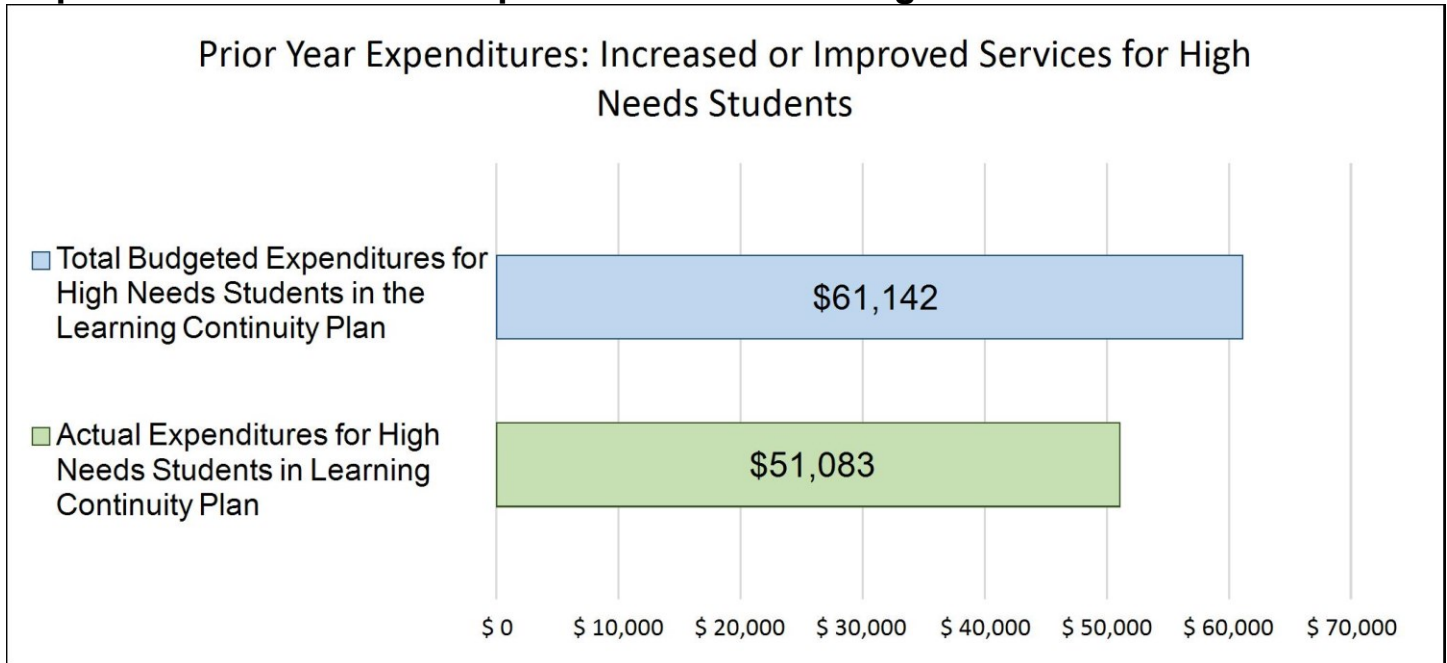
General Fund expenditures not included in the LCAP include teacher salary and benefit expense, classified staff salary and benefit expense, supply expense, repair and maintenance expense, utility expense, outside consulting and services expense, insurance expense, and equipment expense.

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

In 2021-22, Linns Valley-Poso Flat Union School District is projecting it will receive \$12,458 based on the enrollment of foster youth, English learner, and low-income students. Linns Valley-Poso Flat Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Linns Valley-Poso Flat Union School District plans to spend \$15,396 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Linns Valley-Poso Flat Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Linns Valley-Poso Flat Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Linns Valley-Poso Flat Union School District's Learning Continuity Plan budgeted \$61,142 for planned actions to increase or improve services for high needs students. Linns Valley-Poso Flat Union School District actually spent \$51,083 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Linns Valley-Poso Flat Union School District	Tammy Pritchard Superintendent	tapritchard@linnsvalleyschooldistrict.org 661-536-8811

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

1. Linns Valley School will maintain and/or increase a safe and positive environment with a balanced curriculum to ensure a successful pathway to student's achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>Priority 5 Pupil Engagement as measured by all of the following, as applicable.</p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism</p> <p>C. Middle school drop out rates</p> <p>D. High school drop out rates</p> <p>E. High school graduation rate</p> <p>Priority 6 School Climate as measured by all of the following as applicable:</p> <p>A. Pupil Suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. 90% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness.</p> <p><b>19-20</b></p> <p>Priority 5 Pupil Engagement as measured by all of the following, as applicable.</p> <p>A. School attendance rates: 95%</p>	<p>Priority 5 Pupil Engagement as measured by all of the following, as applicable.</p> <p>A. School attendance rates were 94.36% based on local SIS system report. (Goal not Met)</p> <p>B. Chronic absenteeism was 14% based on local SIS system report. (Goal not Met)</p> <p>C. Middle school drop out rates were 0 based based on local data.</p> <p>D. High school drop out rates were N/A as Linns Valley does not have high school students.</p> <p>E. High school graduation rate was N/A as Linns Valley does not have high school students.</p> <p>Priority 6 School Climate as measured by all of the following as applicable:</p> <p>A. Pupil Suspension rates were 0 based on local SIS system. (Goal Met)</p> <p>B. Pupil expulsion rates were 0 based on local SIS system. (Goal Met)</p> <p>C. 100% of the results of a survey that was given to our pupils, parents, and staff reported that they strongly agree or agree that there is a strong sense of safety and school connectedness. (Goal Met)</p>

Expected	Actual
<p>B. Chronic absenteeism: 2%</p> <p>C. Middle school drop out rates: 0</p> <p>D. High school drop out rates: N/A</p> <p>E. High school graduation rate: N/A</p> <p>Priority 6 School Climate as measured by all of the following as applicable:</p> <p>A. Pupil Suspension rates: 0</p> <p>B. Pupil expulsion rates: 0</p> <p>C. 100% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness.</p> <p><b>Baseline</b></p> <p>Priority 5 Pupil Engagement as measured by all of the following, as applicable.</p> <p>A. School attendance rates: 92.65%</p> <p>B. Chronic absenteeism: 3%</p> <p>C. Middle school drop out rates: 0</p> <p>D. High school drop out rates: N/A</p> <p>E. High school graduation rate: N/A</p> <p>Priority 6 School Climate as measured by all of the following as applicable:</p> <p>A. Pupil Suspension rates: 0</p> <p>B. Pupil expulsion rates: 0</p> <p>C. 100% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Due to Fiscal demands on our unduplicated families, organized sports activities are limited. In order to create social awareness and school connectedness, students will continue to participate in Small School Consortia activities such as athletic competitions, academic competitions, and social events.	4000-4999: Books And Supplies Supplemental \$500 3000-3999 Employee Benefits 2000-2999: Classified Personnel Salaries Supplemental \$1,500	4000-4999: Books And Supplies Supplemental 320.42 3000-3999 Employee Benefits 2000-2999: Classified Personnel Salaries Supplemental 619.92
<p>Because our unduplicated students struggle with attendance, we will hold weekly/monthly/yearly competitions rewarding students with perfect attendance.</p> <p>To ensure our parents of unduplicated students are aware of the truancy issues, a truant letter will be sent out to parents on the third absence. Parent meetings will be held to relay the importance of attendance for all students.</p> <p>Because our unduplicated families struggle with transportation and day care, allowing for an early release on Fridays allows families to make necessary trips without pulling students out. School attendance goals will be available in the Bobcat Newsletter.</p> <p>The changed calendar week will remain with the previously added 20 minutes to each day, (Monday -Thursday). Most Fridays will be a 4 1/2 hour day allowing parents to make all necessary appointments for pupils during after school hours.</p>	4000-4999: Books And Supplies Supplemental \$1,000	4000-4999: Books And Supplies Supplemental 339.47
Replace, repair or slurry the existing blacktop.	6000-6999: Capital Outlay Base \$5,000	6000-6999: Capital Outlay Base 27,485.00

## Goal Analysis

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

Action 1: Due to the Covid-19 Pandemic, several of the small school activities were canceled and therefore the costs were less. Funds were not allocated for other purposes.

Action 2: Due to the Covid-19 Pandemic, we implemented some of the purchases for academic and attendance rewards but did not complete the school year to expend all funds as planned. Remainder of funds went toward communication to parents.

Action 3: All funds were implemented as planned.

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

#### Successes

The implementation of the above actions were communicated through parent meetings, Bobcat Newsletter via ParentSquare, staff meetings and class discussions. Parents and students were updated on attendance, small school activities, as well as the weekly, monthly, and yearly calendar. Weekly, monthly and yearly rewards were given to encourage and give positive feedback to the students who attended school each day. Goal 1, states that Linns Valley School will maintain and/or increase a safe and positive environment with a balanced curriculum ensuring a successful pathway to student's achievement. The results of surveys given show progress with 100% of our pupils, parents and staff feeling a sense of safety and school connectedness. Actions 1 and 2 provide opportunities and positive reinforcements, which continue to provide gains toward meeting this goal. We will continue to participate in the Small School Consortia activities and rewarding students for attending school thus creating a positive environment and pathway to success. Action 3 was completed with a complete replacement of the blacktop and drainage pipe under ground.

#### Challenges

Action 1: Due to the Covid-19 Pandemic, several of the small school activities were canceled.

Action 2: There was a drop in attendance and student engagement once we went into Distance Learning.

Action 3: The drainage system above and underneath the blacktop broke and the ground underneath was saturated from surface to several feet below the ground. The playground began to sink in several places and replacement of the blacktop as well as the drainage piping underneath the playground had to be replaced for the safety of all students and staff. The cost; therefore, was above what was budgeted.



## Goal 2

2. By 2019 the CCSS (Common Core State Standards) will be fully implemented as measured by the APS (Academic Program Survey) and Administrative observation. Increase student achievement to ensure College and/or career ready.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b>  Priority 1 Basic Services A. Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. B. pupils have sufficient access to standards-aligned instructional materials. C. School facilities are maintained in good repair, Local report good  Priority 2 Implementation of state standards for all students including EL A. Implementation of the academic content and performance standards adopted by the state board will be substantial as measured by the APS and Administrative observation. B. There are no English Language Learners in the Linns Valley-Poso Flat School District  Priority 4 Pupil Achievement	Priority 1 Basic Services A. Based on the CA Dashboard local indicator self-reflection tool, 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. (Goal Met) B. Based on the CA Dashboard local indicator self-reflection tool, 100% of pupils have sufficient access to standards-aligned instructional materials. (Goal Met) C. Based on the CA Dashboard local indicator self-reflection tool, School facilities are maintained and in good repair. (Goal Met)  Priority 2 Implementation of state standards for all students including EL A. Based on the CA Dashboard local indicator self-reflection tool, the implementation of the academic content and performance standards adopted by the state board was fully implemented as measured by the APS and Administrative observation. (Goal Met) B. There are no English Language Learners in the Linns Valley-Poso Flat School District, however if any EL students should be

Expected	Actual
<p>A. Students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in both ELA and Math.</p> <p>B. API-N/A</p> <p>C. Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A</p> <p>D. EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. English Learner reclassification rate</p> <p>F. Pupils passed AP exam with score of 3 or higher- N/A</p> <p>G. Pupils in EAP - N/A</p> <p>Priority 7 Course Access</p> <p>A. Students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>B. Programs and services are developed and provided for unduplicated students</p> <p>C. Programs and services are developed and provided for students with exceptional needs</p> <p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results)</p>	<p>enrolled, access to CCSS and ELD standards for academic content knowledge and language proficiency will be met.</p> <p>Priority 4 Pupil Achievement (Goal Not Met)</p> <p>A. Due to Covid-19 there was not a state assessment in 2020 however the 2019 Dashboard indicated the following:</p> <p>English-Language Arts All students- 21.9 points below standard which was a decrease of 26.4 from the previous year. 33.33% met or exceeded standard</p> <p>Math All students- 66.5 points below standard which was a decrease of 34.1 from the previous year. 33.33% met or exceeded standard</p> <p>Local Assessments completed in the 2020/2021 school year indicated the following:</p> <p>MobyMax Data: LANGUAGE ARTS in Grades 3rd-8th - 62% of all students are meeting or nearly meeting grade level standards compared to only 33% of low-income students are meeting or nearly meeting grade level standards.</p> <p>MATH in Grades 3rd-8th - 50% of all students are meeting or nearly meeting grade level standards compared to only 33% of low-income students are meeting or nearly meeting grade level standards.</p>
<p><b>19-20</b></p> <p>Priority 1 Basic Services</p> <p>A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.</p> <p>B. 100% of pupils have sufficient access to standards-aligned instructional materials.</p> <p>C. School facilities are maintained in good repair, Local report good</p>	<p>B. API-N/A</p> <p>C. Linns Valley had 0 pupils successfully completed sequences for entrance to UC, CSU, or Technical Education as we do not have high school students.</p> <p>D. Linns Valley had 0 EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-.</p>

Expected	Actual
<p>Priority 2 Implementation of state standards for all students including EL</p> <p>A. Implementation of the academic content and performance standards adopted by the state board will be fully implemented as measured by the APS and Administrative observation.</p> <p>B. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>Priority 4 Pupil Achievement</p> <p>A. No data available at time of LCAP to accurately look at our metrics.</p> <p>52% of the students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in ELA and 34% in Math.</p> <p>B. API-N/A</p> <p>C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A</p> <p>D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>F. % of pupils passed AP exam with score of 3 or higher- N/A</p> <p>G. % of pupils in EAP - N/A</p> <p>Priority 7 Course Access</p> <p>A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>B. Programs and services are developed and provided to 100% of unduplicated pupils.</p> <p>C. Programs and services are developed and provided to 100% of individuals with exceptional needs.</p>	<p>There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. Linns Valley had 0 English Learners reclassified as there are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>F. Linns Valley had 0 pupils pass an AP exam with score of 3 or higher as there are no high school students in the Linns Valley-Poso Flat School District.</p> <p>G. Linns Valley had 0 pupils in EAP as there are no high school students in the Linns Valley-Poso Flat School District.</p> <p>Priority 7 Course Access</p> <p>A. Based on the CA Dashboard local indicator self-reflection tool, 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) (Goal Met)</p> <p>B. Based on the CA Dashboard local indicator self-reflection tool, 100% of unduplicated pupils were enrolled in and had access to programs and services to meet their academic and social needs. (Goal Met)</p> <p>C. Based on the CA Dashboard local indicator self-reflection tool, Programs and services are developed and provided to 100% of individuals with exceptional needs.</p> <p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in Physical Education were not available in 2020 as there was no testing due to Covid-19. Students fitness results from 2018 in grades 5 and 7 that meet or exceeded expectations had a result of 79%. (Goal not Met)</p>

Expected	Actual
<p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results)t. Students in grades 5 and 7 will meet or exceed expectations as measured by the State Physical Fitness Test with a result of 80%.</p> <p><b>Baseline</b></p> <p>Priority 1 Basic Services</p> <p>A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.</p> <p>B. 100% of pupils have sufficient access to standards-aligned instructional materials.</p> <p>C. School facilities are maintained in good repair, Local report good</p> <p>Priority 2 Implementation of state standards for all students including EL</p> <p>A. Implementation of the academic content and performance standards adopted by the state board is partial as measured by the APS and Administrative observation.</p> <p>B. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>Priority 4 Pupil Achievement</p> <p>A. 50% of the students in grade 3rd-8th did exceed expectations as measured Statewide SBAC test results in ELA and 32% in Math.</p> <p>B. API-N/A</p> <p>C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A</p> <p>D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no</p>	

Expected	Actual
<p>English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>F. % of pupils passed AP exam with score of 3 or higher- N/A</p> <p>G. % of pupils in EAP - N/A</p> <p>Priority 7 Course Access</p> <p>A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>B. Programs and services are developed and provided to 100% of unduplicated pupils.</p> <p>C. Programs and services are developed and provided to 100% of individuals with exceptional needs.</p> <p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results)</p> <p>75% of students will pass Physical Fitness test.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Purchase CA adopted Social Studies curriculum for all levels (K-8th)</p> <p>Purchase CA adopted Science curriculum for all levels (K-8th).</p> <p>Because unduplicated families struggle to have age appropriate reading material at home, we will supply books of interest for our students in the library..</p>	<p>4000-4999: Books And Supplies Base \$10,000</p> <p>4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>4000-4999: Books And Supplies Base 943.80</p> <p>4000-4999: Books And Supplies Supplemental 3,826.00</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
To ensure that teachers are high quality, engaging, and gain the ability to differentiate based on needs of our unduplicated students, we will provide Professional Development for instructional staff.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,500	5000-5999: Services And Other Operating Expenditures Supplemental 584.03
Due to the diverse needs of our unduplicated students, we will purchase supplementary materials for struggling students. We will hire a part-time aide to work in the classrooms.	4000-4999: Books And Supplies Supplemental \$1,200 2000-2999: Classified Personnel Salaries Supplemental \$8,880 3000-3999: Employee Benefits Supplemental \$2,603	4000-4999: Books And Supplies Supplemental 1,494.00 2000-2999: Classified Personnel Salaries Supplemental 0 3000-3999: Employee Benefits Supplemental 0
Because unduplicated students need added and differentiate support, we will provide Academic Intervention (AI) for struggling students.	4000-4999: Books And Supplies Supplemental \$500	4000-4999: Books And Supplies Supplemental 582.51
Because our unduplicated families are unable to provide music and the arts on their own, we will provide Supplemental Music/Fine Arts	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,500	5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,550.00
Because of the location of our district, maintaining a HQ teacher is difficult. In order to provide the best teacher to support our unduplicated students, an increase in salary benefits is essential to ensure continual employment.	3000-3999 Employee Benefits 1000-1999: Certificated Personnel Salaries Title I \$52,837 1000-1999 Certificated Personnel Salaries 3000-3999: Employee Benefits REAP \$18,113	3000-3999 Employee Benefits 1000-1999: Certificated Personnel Salaries Title I \$53,665 1000-1999 Certificated Personnel Salaries 3000-3999: Employee Benefits REAP \$26,761

## Goal Analysis

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

Action 1- 3: Due to Covid-19 funds all funds were not expended as planned. Professional Development and supplemental materials did not fully spend the dollars budgeted however because there was a need for more communication to families and support for students with a highly qualified teacher there was a need to ensure students and families had access to grade level material.

Action 4: Funds were spent as budgeted.

Action 5: Due to Covid-19 funds all funds were not expended as planned, but were implemented as planned. Supplemental Music/Art was not done the entire year.

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

#### Successes

Action 1: Social Studies (Studies Weekly) was adopted for grades 1st-6th and as a supplementary program for grades 7th-8th. Generation Genius was purchased and implemented for grades K-5th in 2019-20 and in 2020-2021 it also included grades 6th-8th. Books were donated to the classrooms. Action 2: Professional Development was provided to staff such as: SELPA with CALPADS, Teaching Holocaust, Sexual Harrassment, CANVAS, and Google Classroom. Action 3: Supplemntary materials were purchased to meet the needs of struggling students. Action 4: Academic Intervention was provided to meet the needs for added and differetiated support for struggling students. Action 5: Fine Arts was provided and students were able to perform through song, guitar and acting. Action 6: To provide the best teacher to support our unduplicated students, an increase in salary and benefits was essential to ensure continual employment.

#### Challenges

Action 1: New State adopted Science Program was not available for adoption. We plan to adopt a new NGSS state adopted science program. Action 3: Due to our remote location there was no paraprofessional available to us. Action 5: Music classes stopped during Distance Learning.



## Goal 3

3. Increase parental involvement in decision-making and participation in activities by year 2019.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 3 Parental Involvement  A. Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site, (i.e., Stakeholder Meetings, Back-to-School Night, and board meetings will be offered to increase parent involvement .)  B. Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)  C. Same as individuals with exceptional needs, parents of student with exceptional needs will be personally invited to all above activities as well as their student's IEP.  <b>19-20</b> Priority 3 Parental Involvement	Priority 3 Parental Involvement  A. Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley had 100% of all parents receive invitations via ParentSquare, personal phone call, and flyers to seek parent input. Parents attended stakeholder meetings, school information meetings, and board meetings as measured by sign in sheets. Linns Valley held 2 in person meetings this year seeking parent input with 90% participation.  B. 100% of parents were invited to activities the district provided to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e. Stakeholder Meetings, Back-to-School Night, Spooktacular, Oral Language Festival, Winter Program, Science Fair, Parent/Community BBQ,)  C. 100% of parents of student with exceptional needs were personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP.



Expected	Actual
<p>A. 100% of parents will receive an invite via ParentSquare, personal phone call, or flyers to seek input opportunities through, Stakeholder Meetings, Back-to-School Night and board meetings. 80% of parents will attend parent teacher conferences per year as measured by sign in sheets.</p> <p>B. 100% of parents will be invited to activities the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)</p> <p>C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP.</p>	
<p><b>Baseline</b> Priority 3 Parental Involvement</p> <p>A. 100% of parents will receive an invite via ParentSquare, personal phone call, or flyers to seek input opportunities through, Stakeholder Meetings, Back-to-School Night and board meetings. 65% of parents will attend parent teacher conferences per year as measured by sign in sheets.</p> <p>B. 100% of parents will be invited to activities the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)</p>	

Expected	Actual
C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP.	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In order to ensure the voice of our unduplicated parents, we will continue to get stakeholder feedback by stakeholder meetings, stakeholder surveys, and stakeholder questionnaires throughout the school year.	4000-4999: Books And Supplies Supplemental \$200	4000-4999: Books And Supplies Supplemental 0
Continue with parent, family and school informational notices through weekly newsletter.	4000-4999: Books And Supplies Base \$400	4000-4999: Books And Supplies Base 300.80
Meet and Greet social hour between school staff, teachers, administration, board members and parents. Back- to- School Night Parent/Community BBQ Awards Ceremony Kindergarten Graduation/8th Grade Graduation Winter Program Movie Night	4000-4999: Books And Supplies Base \$800	4000-4999: Books And Supplies Base 348.06
To address our need for parent communication we will maintain a web based program called ParentSquare. This will allow teachers and administration to communicate with parents on a regular basis as needed.	5900: Communications Supplemental \$600	5900: Communications Supplemental 499.00

## Goal Analysis

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

Action 1- Parent surveys for feedback was used with our purchase of ParentSquare which had a stakeholder input survey embedded within the program. No other material was needed as planned.

Actions 2 and 4- Funds were spent as intended and not allocated for other purposes.

Action 3- Due to Covid-19 we could not have all the parent gatherings as originally intended.

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

### Successes

Action 1 and Action 2: Stakeholder meetings, surveys and questionnaires were sent out through parentsquare, kwiksurvey and Bobcat Newsletter. Stakeholders provided snacks and meals for the meetings. Action 3: Meet and Greet social events took place throughout the school year. Action 4: Parent communication was maintained through a web based program called ParentSquare.

### Challenges

Action 3: Not all social events took place due to Covid-19 Pandemic.

# 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
Action 1. Hire additional janitorial for deep cleaning	\$8,320.00	9,373.78	No
Action 2:Purchase additional supplies and/or equipment for disinfecting and cleaning	\$900.00	1,499.99	No
Action 3:Purchase dividers and/or other equipment to ensure distancing practices	\$540.46	540.46	No
Action 4: Purchase additional PPE for all students and staff	284.97	240.47	No
Action 5: Hire an instructional aide to provide classroom support and tutoring for students experiencing learning loss focusing on low income students.	\$6,656.00	4,806.75	Yes
Action 6: Provide incentives for students who meet: grade level standards focusing on low income students.	\$400.00	175.98	Yes
Action 7: Implement an attendance initiative to increase student attendance, focusing on increasing attendance for low income students.	\$200.00	153.45	Yes
Action 8: Purchase Impero to manage and support software for each student chromebook.	\$1,300.00	1300.00	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 9: Purchase additional devices: Chromebooks and scanner.	\$5,615.25	4,622.59	Yes
Action 10: Purchase additional technology to deliver more effective virtual instruction such as cameras and laptops.	\$1,200.00	1,346.96	Yes
Action 11: Implement web based programs (MobyMax, Generation Genius, Accelerated Reader) with an emphasis on supporting low income students.	\$5,320.00	5,259.00	Yes
Action 12: Purchase Canvas Platform to deliver instruction via distance learning and in-person instruction.	\$90.00	0	No
Action 13: Purchase take home supplies for all students.	\$189.58	132.82	Yes
Action 14: Install and upgrade wifi connectivity on school grounds for students to connect from parking lot.	\$582.07	492.72	No
Action 15: Purchase ParentSquare providing a means of communication between parents, staff and stakeholders.	\$499.00	499.00	No
Action 16: Provide materials for student learning such as : paper, toner, and copier.	\$2,569.95	3,297.03	No

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.

Action 1: Additional funds were needed due to salaries  
Action 2: Additional funds were needed for cleaning supplies  
Action 3: No additional funds were needed  
Action 4: Funds were not all needed because free opportunities were utilized  
Action 5: Funds were not all needed due to paraprofessional was hired after the return to in-person learning  
Action 6: Funds were not all needed because free opportunities were utilized  
Action 7: Funds were not all needed because free opportunities were utilized  
Action 8: Funds were used as budgeted  
Action 9: Funds were not all needed because free opportunities were utilized

Action 10: Additional funds were needed for technology  
Action 11: Additional funds were needed for web based programs  
Action 12: Funds were not all needed because free opportunities were utilized  
Action 13: Funds were not all needed because families used materials already purchased  
Action 14 :Funds were not all needed due to cost of wifi upgrade was lower than anticipated  
Action 15: Funds were used as budgeted.  
Action 16: Additional funds were needed due to cost of materials needed were higher than anticipated

## Analysis of In-Person Instructional Offerings

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

Once it was deemed safe, as determined by the current guidelines from the CDE, KCSOS, and the Kern County Department of Public Health, Linns Valley offered in-person instructional opportunities at its school site. Linns Valley's primary goal was to make sure students and staff felt they were in a physically safe and healthy environment. Linns Valley returned to optional in-person classes, classes that included smaller class sizes to accommodate social distancing, students and staff wearing personal protective equipment, and procedures for deep cleaning and sanitizing the school site. Additionally, signage was used in classrooms and high traffic areas to remind all stakeholders to complete a self-check for COVID-19 symptoms, to wear a mask while on campus, to maintain social distancing, and to practice regular hand-washing.

Schedules, procedures, and protocols were created with feedback from parents and staff to ensure Linns Valley was in compliance with safety regulations. During this time, Linns Valley staff provided a blended model of distance learning and in-person instructional opportunities to ensure all student's needs were being met. This method ensured students experienced minimum learning loss during the 2020-21 school year. Student's social-emotional well-being was addressed, through lessons provided by the KCSOS and CANVAS.

Linns Valley teachers understand the importance of assessing students to determine the academic growth of their students and to make sure all of our students continued to be successful during this time. To ensure students received the necessary support, teachers assessed their students periodically, either through written assessments, oral assessments, or MobyMax. (K-8th graders) testing. MobyMax Math results showed that 100% of 3rd – 8th graders attempted the test at least three times with 50% students scoring at or above grade level. MobyMax Language Arts results showed that 100% of 3rd-8th graders attempted the test at least three times with 62% students scoring at or above grade level. Linns Valley continued to use paraprofessionals to assist our students, if needed. Paraprofessionals provided an additional layer of assistance to all students, especially for our low-income students, that may have been needed to reduce the possibility of a learning loss.

A continued challenge for Linns Valley is that we are a small school located in northeast Kern County, about 45 minutes from Bakersfield in Glennville, Ca. Because of this it is difficult to get any substitutes and additional support so staff can attend any professional development. All the supplemental programs and technology subscriptions require staff to learn on their own time due to a lack of available support. While these programs support students, our staff is working hard to learn how to use them by working together with an internal professional development at the site.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 9: Purchase additional devices: Chromebooks and scanner. Activity budgeted under In-Person Instructional offerings.	\$5,615.25	4622.59	Yes
Action 17: Purchase hotspots (AT&T) for students in need of connectivity including monthly charges, while focusing on low income students.	\$2,400.00	1586.46	Yes
Action 10: Purchase additional technology to deliver more effective virtual instruction such as cameras and laptops. AVG. Activity budgeted under In-Person Instructional offerings.	\$1,200.00	1346.96	Yes
Action 14: Install and upgrade wifi connectivity on school grounds for students to connect from parking lot. Activity budgeted under In-Person Instructional offerings.	\$582.07	492.72	No
Action 8: Purchase Impero to manage and support software for each student chromebook. Activity budgeted under In-Person Instructional offerings.	\$1,300.00	1300.00	No
Action 5: Hire an instructional aide to provide classroom support and tutoring for students experiencing learning loss focusing on low income students. Activity budgeted under In-Person Instructional offerings.	\$6,656.00	4806.75	Yes
Action 7: Implement an attendance initiative to increase student attendance, focusing on increasing attendance for low income students. Activity budgeted under In-Person Instructional offerings.	\$200.00	153.45	Yes
Action 13: Purchase take home supplies for all students. Activity budgeted under In-Person Instructional offerings.	\$189.58	132.82	Yes



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: Hire additional janitorial for deep cleaning. Activity budgeted under In-Person Instructional offerings. Activity budgeted under In-Person Instructional offerings.	\$8,320.00	9373.78	No
Action 12: Purchase Canvas Platform to deliver instruction via distance learning and n-person instruction. Activity budgeted under In-Person Instructional offerings.	\$90.00	0	No
Action 11: Implement web based programs (MobyMax, Generation Genius, Accelerated Reader) with an emphasis on supporting low income students. Activity budgeted under In-Person Instructional offerings.	\$5,320.00	5259.00	Yes
Action 2: Purchase additional supplies and/or equipment for disinfecting and cleaning. Activity budgeted under In-Person Instructional offerings.	\$900.00	1499.99	No
Action 4: Purchase additional PPE for all students and staff. Activity budgeted under In-Person Instructional offerings..	\$284.97	240.47	No
Action 6: Provide incentives for students who meet: grade level standards focusing on low income students. Activity budgeted under In-Person Instructional offerings.	\$400.00	179.98	Yes
Action 15: Purchase ParentSquare providing a means of communication between parents, staff and stakeholders. Activity budgeted under In-Person Instructional offerings.	\$499.00	499.00	No
Action 16: Provide materials for student learning such as : paper, toner, and copier. Activity budgeted under In-Person Instructional offerings.	\$2,569.95	3297.03	No

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.

Action 1: Additional funds were needed due to salaries

Action 2: Additional funds were needed for cleaning supplies  
Action 3: This action is not related to distance learning  
Action 4: Funds were not all needed because free opportunities were utilized  
Action 5: Funds were not all needed due to paraprofessional was hired after the return to in-person learning  
Action 6: Funds were not all needed because free opportunities were utilized  
Action 7: Funds were not all needed because free opportunities were utilized  
Action 8: Funds were used as budgeted  
Action 9: Funds were not all needed because free opportunities were utilized  
Action 10: Additional funds were needed for technology  
Action 11: Additional funds were needed for web based programs  
Action 12: Funds were not all needed because free opportunities were utilized  
Action 13: Funds were not all needed because families used materials already purchased  
Action 14 :Funds were not all needed due to cost of wifi upgrade was lower than anticipated  
Action 15: Funds were used as budgeted.  
Action 16: Additional funds were needed due to cost of materials needed were higher than anticipated

## 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.

Stakeholder feedback from parents, staff, and students helped support a robust distance learning program. The communication from stakeholders was that the school provided a positive learning environment with distance learning in each of the elements below:

### CONTINUITY OF INSTRUCTION

Linns Valley ensured that all students had access to electronic devices and internet connectivity for Distance Learning activities. Linns Valley continued distance learning and enhanced the program by using Zoom and Google classroom and CANVAS.

During the 2020-21 school year, TK-8 teachers continued to provide instruction, and guidance through online instruction via Zoom providing synchronous instruction. During this synchronous instruction, direct instruction, guided practice, and formative assessments were used. Agendas were provided to students and parents so they could complete their asynchronous instruction, along with enrichment activities, and assessments, as needed. Extra-Help sessions were also offered for all students needing additional

assistance by ZOOM scheduled appointments or drop-in time with the teacher. Linns Valley teachers worked tirelessly to make sure all students were engaged during this time, and they were reachable (remotely via phone, text, email, or other electronic means) at all times during their regular work hours and often times after hours.

#### ACCESS TO DEVICES AND CONNECTIVITY

Linns Valley was able to provide devices and connectivity to families in need, especially our low-income students, once contact had been made by a family. If a student or family needed technology support, Linns Valley staff assisted them with their need. Throughout the 2020-21 school year, Linns Valley continued to meet the needs of all students in the area of devices and connectivity. Students that were unable to access a device and/or connectivity successfully, coordinated with the site administrator to discuss options available. Linns Valley teachers scheduled synchronous meetings with students for the purposes of instruction and maintaining school connectedness. Meetings were conducted through Zoom and/or Google Classrooms. Student participation was highly recommended and Linns Valley teachers were able to track attendance during these scheduled synchronous meetings.

#### PUPIL PARTICIPATION AND PROGRESS

Additionally, Linns Valley staff completed a record for each student documenting days earned and work completed. As students participated in these synchronous meetings, teachers checked for understanding by using Q&A sessions, using breakout rooms with a student as needed. If applicable, student grades reflected time spent participating in synchronous meeting discussions, the accuracy of assignments completed, and assessments.

#### DISTANCE LEARNING PROFESSIONAL DEVELOPMENT

Linns Valley staff participated in a variety of professional development opportunities to assist with distance learning. Staff members attended free Google and Zoom professional learning opportunities, and administrators created technology lessons for the staff and provided technical support when needed. Other Professional Development include: Distance Learning Support (Google classroom, Google meet, Intro to Google Slides, Flipgrid), Non-Suicidal Self Harm Awareness Training, Detection of Child Abuse in Virtual Learning. Linns Valley continues to inform staff of professional learning opportunities that may pertain to distance learning. A continued challenge for Linns Valley is that we are a small school located in northeast Kern County, about 45 minutes from Bakersfield in Glennville, Ca. Because of this it is difficult to get any substitutes and additional support so staff can attend any professional development. All the supplemental programs and technology subscriptions require staff to learn on their own time due to a lack of available support. While these programs support students, our staff is working hard to learn how to use them by working together with an internal professional development at the site.

#### STAFF ROLES AND RESPONSIBILITIES

Staff had to adapt different roles and responsibilities due to COVID-19. An emphasis on health and wellness for students had a more centralized focus than ever before. Along with the health related actions we did, all staff had to adapt to distance learning. Linns Valley did a great job with maintaining our focus on academics while also ensuring we were meeting the guidelines set forth from the CDC and Kern County Health Department. Staff maintained the same working hours and also were available after-hours to meet the needs of our students.

#### SUPPORT FOR PUPILS WITH UNIQUE NEEDS

Linns Valley teaching staff used a variety of instructional supports and resources to assist pupils with unique needs including extra hours and supplemental material for those who struggled with grade level standards.

English Learners: N/A

Pupils with Exceptional Needs: there were no students with an IEP or 504

Low Income: Additional support was provided with supplemental interventions and parent outreach to address the learning gaps.

Pupils in Foster Care: N/A

Pupils Who Are Experiencing Homelessness: Under the McKinney-Vento Homeless Assistance Act, no students were identified as experiencing homelessness.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 11: Implement web based programs (MobyMax, Generation Genius, Accelerated Reader) with an emphasis on supporting low income students. Activity budgeted under In-Person Instructional offerings.	\$5,320.00	5259.00	Yes
Action 5: Hire an instructional aide to provide classroom support and tutoring for students experiencing learning loss. Activity budgeted under In-Person Instructional offerings.	\$6,656.00	4806.75	Yes
Action 9: Purchase additional devices: Chromebooks and scanner. Activity budgeted under In-Person Instructional offerings. Activity budgeted under In-Person Instructional offerings.	\$5,615.25	4622.59	Yes
Action 10: Purchase additional technology to deliver more effective virtual instruction (cameras, laptops) Activity budgeted under In-Person Instructional offerings.	\$1,200.00	1346.96	Yes
Action 8: Purchase Impero to manage and support software for each student chromebook and PC. Activity budgeted under In-Person Instructional offerings.	\$1,300.00	1300.00	No
Action 7: Implement an attendance initiative to increase student attendance, focusing on increasing attendance for low income students. Activity budgeted under In-Person Instructional offerings.	\$200.00	153.45	Yes
Action 13: Purchase take home supplies for all students. Activity budgeted under In-Person Instructional offerings.	\$189.58	132.82	Yes
Action 2: Purchase additional supplies and/or equipment for disinfecting and cleaning. Activity budgeted under In-Person Instructional offerings..	\$900.00	1499.99	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 12: Purchase Canvas Platform to deliver instruction via distance learning and in-person instruction. Activity budgeted under In-Person Instructional offerings.	\$90.00	0	No
Action 14: Install and upgrade wifi connectivity on school grounds for students to connect from parking lot. Activity budgeted under In-Person Instructional offerings.	\$582.07	492.72	No
Action 4: Purchase additional PPE for all students and staff. Activity budgeted under In-Person Instructional offerings.	284.97	240.47	No
Action 6: Provide incentives for students who meet: grade level standards focusing on low income students. Activity budgeted under In-Person Instructional offerings.	\$400.00	175.98	Yes
Action 15: Purchase ParentSquare providing a means of communication between parents, staff and stakeholders. Activity budgeted under In-Person Instructional offerings.	\$499.00	499.00	No
Action 1: Hire additional janitorial for deep cleaning. Activity budgeted under In-Person Instructional offerings.	\$8,320.00	9373.78	No
Action 16: Provide materials for student learning such as : paper, toner, and copier. Activity budgeted under In-Person Instructional offerings.	\$2,569.95	3297.03	No

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: Additional funds were needed due to salaries  
Action 2: Additional funds were needed for cleaning supplies  
Action 3: This action is not related to pupil learning loss  
Action 4: Funds were not all needed because free opportunities were utilized  
Action 5: Funds were not all needed due to paraprofessional was hired after the return to in-person learning  
Action 6: Funds were not all needed because free opportunities were utilized

Action 7: Funds were not all needed because free opportunities were utilized  
Action 8: Funds were used as budgeted  
Action 9: Funds were not all needed because free opportunities were utilized  
Action 10: Additional funds were needed for technology  
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Action 13: Funds were not all needed because families used materials already purchased  
Action 14 :Funds were not all needed due to cost of wifi upgrade was lower than anticipated  
Action 15: Funds were used as budgeted.  
Action 16: Additional funds were needed due to cost of materials needed were higher than anticipated

## 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.

### Pupil Learning Loss

Linns Valley teaching staff communicated regularly with their students and parents, and this relationship allowed our students to be closely monitored, especially during 2020-21 school year. Linns Valley teachers understand the importance of assessing students to determine the academic growth of their students, and they work very closely with our parents to make sure all of our students are successful at Linns Valley. Throughout the year, Linns Valley addressed pupil learning loss by using a variety of assessment methods to measure the learning status of their students, which may have included: Administering reading and math Star Renaissance assessments, conducting additional assessments, including benchmark testing, literature assessments, written assessments, impromptu Zoom assessments and informal assessments. Teachers assessed their students periodically through MobyMax. MobyMax Math results showed that 100% of 3rd – 8th graders attempted the test at least three times with 50% students scoring at or above grade level. MobyMax Language Arts results showed that 100% of 3rd-8th graders attempted the test at least three times with 62% students scoring at or above grade level. Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly meeting grade level standards. Linns Valley continued to use paraprofessionals to assist our students, as needed. Paraprofessionals provided an additional layer of assistance to all students, especially for our low-income students, that may have been needed to reduce the possibility of a learning loss.

Parents were informed about the learning loss and feedback from them were to continue to address how the school can help close the learning loss. Additionally, Linns Valley teachers evaluated student work to ensure academic growth was occurring and collaborated with parents when needed.

#### Pupil Learning Loss Strategies

Linns Valley teaching staff used a variety of actions and strategies to address learning loss and accelerated learning progress. Credentialed teachers worked closely with parents to determine if there was a learning loss with their student. MobyMax results were shared to guide instructional supports and strategies were encouraged to improve pupil learning loss.

#### Effectiveness of Implemented Pupil Learning Loss Strategies

For students to be successful at Linns Valley, they need instruction, guidance, and support from the Linns Valley teaching staff and parents and guardians. By working together, students can excel both academically and socially-emotionally. Linns Valley teaching staff scheduled synchronous meetings with their students for the purposes of instruction and maintaining school connectedness. Meetings were conducted through Zoom and/or Google Classrooms. As students participated in these synchronous meetings, teachers checked for understanding by using Q&A sessions, using breakout rooms with a student or groups of students, and/or checking the chat box for responses.

Additionally, Linns Valley teachers reviewed assessments, benchmarks, and MobyMax scores to determine student academic growth and areas of need. For areas of need, appropriate supports and guidance were provided to the parent educator. If applicable, student grades reflected time spent participating in synchronous meeting discussions, the accuracy of assignments completed, and assessments. Linns Valley administration met regularly with their teaching staff to assess the effectiveness of the services Linns Valley provided to all students and provided support when needed.

A continued challenge for Linns Valley is that we are a small school located in northeast Kern County, about 45 minutes from Bakersfield in Glennville, Ca. Because of this it is difficult to get any substitutes and additional support so staff can attend any professional development. All the supplemental programs and technology subscriptions require staff to learn on their own time due to a lack of available support. While these programs support students, our staff is working hard to learn how to use them by working together with an internal professional development at the site.



## 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.

Schools across the nation have been affected by the COVID-19 pandemic, including Linns Valley School. Students, staff, and families were challenged by high levels of stress due to the interruption of daily lives, including worrying about the physical health of family members and oneself, plus worrying about any financial losses that may have been caused by the pandemic. During in-person/virtual meetings, Linns Valley recognized that for many, especially our students, living with the recent and ongoing events may have caused stress and trauma for some and may have negative impacts on the brain and body for others. Linns Valley has always believed in educating the "whole child" and this includes the mental health and social and emotional well-being of our students. Our staff is just as important, so providing resources to Linns Valley staff and students was focused on during the 2020-21 school year.

Linns Valley is proud of the successes in monitoring and supporting mental health and social and emotional well-being. For example, a variety of professional learning opportunities were provided to the Linns Valley staff to support them during this time. Additionally, Linns Valley was successful with encouraging staff and students to establish and implement daily routines for both in-person and remote delivery of instruction. Linns Valley also promoted mindfulness techniques and stress management through informal professional learning.

Lastly, trauma and the impact of COVID-19 resources were provided to staff, students, and families. Resources may have included: National Suicide Prevention Lifeline (1-800-273-8255), and California Department of Education websites, including Social Emotional Learning through CANVAS. As Linns Valley continues to plan for the 2021-22 school year, we will be sure to plan for the physical health measures that need to be taken into account and the mental health and wellness of our students and staff as well.

Additionally, Linns Valley will continue to explore the availability of mental health resources before students and staff return in the fall, so resources and supports are accessible whether we return to the school site, continue with distance learning, or continue a blended model. Continuing to provide professional learning opportunities and resources to staff and students offers them the supports needed to be successful during this time.

### Analysis of Pupil and Family Engagement

A social emotional lesson through CANVAS was provided to the students and it gave the students a platform to express their feelings as well as tools to handle social emotional situations. It also opened up a discussion where students, parents, and staff could discuss situations that were important to the students. Feedback from parents and staff were positive and all families felt supported with Mental Health and Social Emotional Well-Being.

A continued challenge for Linns Valley is that we are a small school located in northeast Kern County, about 45 minutes from Bakersfield in Glennville, Ca. Because of this it is difficult to get any substitutes and additional support so staff can attend any professional development. All the supplemental programs and technology subscriptions require staff to learn on their own time due to

a lack of available support. While these programs support students, our staff is working hard to learn how to use them by working together with an internal professional development at the site.

## **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.

Linns Valley teaching staff communicated with their students and parents during this time. Family engagement was very high, and the relationship between the staff and parents continued to allow our students to be closely monitored, especially during the COVID-19 pandemic. Teachers was able to track daily/weekly attendance using spreadsheets to mark minutes synchronous instruction. Stakeholder feedback from parents was positive and Linns Valley worked with all families to ensure they were attending classes. Parents appreciated the level of support from the school.

Linns Valley was challenged from time to time with students not attending enrichment classes. If for some reason a student did not attend a zoom instructional opportunity, a Linns Valley staff member contacted the parent/s or guardian's home to encourage the student to attend the class. Linns Valley had two students/families that did not respond for a number of days, but eventually returned to active students when in-person instruction began in October, 2020.

A continued challenge for Linns Valley is that we are a small school located in northeast Kern County, about 45 minutes from Bakersfield in Glennville, Ca. Because of this it is difficult to get any substitutes and additional support so staff can attend any professional development. All the supplemental programs and technology subscriptions require staff to learn on their own time due to a lack of available support. While these programs support students, our staff is working hard to learn how to use them by working together with an internal professional development at the site.

## **Analysis of School Nutrition**

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

During the distance learning model, Linns Valley made sure all students, especially those that are eligible for free or reduced-price meals received adequate meals, if needed. Families were able to pick up lunches at noon on Monday for that weeks supply of lunches for each student. Feedback from families were positive and appreciated the support from the school. A challenge for school nutrition was we did not know exact counts everyday we provided meals so it made preparation difficult as we always over made meals that were thrown away.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	No

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

N/A

## Overall Analysis

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

After analyzing and reflecting on the lessons learned from implementing in-person and distance learning programs, key takeaways were used in the development of the 2021-22 through 2023-24 LCAP. Additionally, stakeholder feedback from the 2020-21 Annual Survey was used in the planning and developing of the 2021-22 through 2023-24 LCAP. For the in-person program, Linns Valley staff continued to provide a blended model of in-person instructional and distance learning opportunities to ensure all student's needs were being met. This method ensured students experienced minimum learning loss during the 2020-21 school year and will be a focus in upcoming years. Additionally, Linns Valley staff continued to provide guidance to all students by assisting them with their learning plans and assisting all parents during this time to ensure all students were provided appropriate instruction at home.

Linns Valley distance learning program was enhanced by using Zoom and Google classroom.

Other efficiencies that were gained during the last two years will also be maintained. Zoom meetings and tutoring will continue. Zoom accounts will be maintained for staff to use for zoom classes or zoom meetings with parents.

Additionally, virtual professional learning opportunities will continue to be offered, especially since it requires less cost and time to implement and can be recorded for future reference and use. Travel and other costs and barriers can be eliminated utilizing this format and the COVID-19 pandemic has influenced how professional learning will take place in the future. Student's social-emotional well-being will also be addressed, as needed, in students' learning plans and continue to be a focus for Linns Valley staff during the 2021-24 LCAP.

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

Year to year, all of Linns Valley students learn new content and develop new skills, and assessments are designed by Linns Valley staff to measure student academic growth and possible learning loss throughout the school year.

Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly meeting grade level standards. The California School Dashboard that was released Fall 2019 does not show a color for our school due to having less than 30 students in each student group. Our latest California Dashboard from 2018 shows a performance gap in English and Math for our Low-Income students. According to DataQuest report:

2018 California Dashboard data

ELA

All students shows -47.8 distance from standard

Low-income students showing -55.7 distance from standard

MATH

All students shows -100.6 distance from standard

Low-income students showing -108.6 distance from standard

There is a need to address the learning gaps in both language arts and math for low-income students.

In order to address this condition of our low-income students, we have developed goals and actions to address some of the major causes of low academic achievement.

These are:

Goal # 1: Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement.

Action # 3: Supplementary Materials

Action # 4: Academic Support

These actions are being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit. However, because of the significantly lower academic achievement in ELA and Math of low-income students, we expect that all low-income students will decrease their achievement gap by a 50% increase as measured by the MobyMax Standard Testing. Because our academic achievement data for our low income students is significantly lower than all students, we expect that the ELA and Math local assessment results will increase significantly more than the average assessment results than of all other students. The action of an additional aide will prioritize our students with the academic need first by providing additional time (hours) to our low-income students. Linns Valley will also provide supplemental materials for low-income students to meet grade level standards. This action will be an improvement in service for low-income students as it will provide additional targeted intervention with grade level standards for students who struggle with what is provided with the core curriculum. By offering this to students who struggle, they will be able to meet grade level standards and improve in academic performance.

CAASPP data and MobyMax data both show a need for continual benchmark assessments, written and oral assessments, Star assessments to be used throughout the school year to assess learning loss and academic progress of our students including low-income students. Linns Valley will provide teachers with academic Professional Development for Language Arts and Math. The teachers and administration will meet as a group throughout the year to review benchmark results from Common Core State Standard aligned benchmarks. Additional actions and services will be considered in subsequent years if student results do not increase.

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.

Linns Valley expended funds as noted in each of substantive differences prompts within the In-Person Instruction, Distance Learning Program, and Learning Loss.

All actions planned for contributing towards meeting the increased or improved services requirement were met.

# 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.

After analyzing and reflecting on the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, key takeaways were used in the development of the 2021-22 through 2023-24 LCAP. Additionally, stakeholder feedback from multiple 2020-21 Surveys as well as ZOOM stakeholder meetings were used in the planning and developing of the 2021-22 through 2023-24 LCAP.

Many lessons were learned over the last two years by Linns Valley staff, and the three goals were modified with goals 1 and 2 combined as one goal and goal three to become now goal two where some actions have been adjusted to better meet the needs of the students with unique needs for both goals 1 and 2. There are now two goals in the 2021-2024 LCAP.

For the next three years, Linns Valley will focus on the following two goals:

Goal 1: Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement.

Goal 2: Linns Valley School will expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.

Year to year, all of Linns Valley students learn new content and develop new skills, and assessments are designed by Linns Valley staff to measure student academic growth throughout the school year, giving priority to low-income students. Additionally, benchmark assessments, written and oral assessments, MobyMax testing and STAR Renaissance testing will be used throughout the school year to assess academic progress of our students. Additional actions and services will be considered in subsequent years if student results do not increase.

Educational strategies will also be further investigated by Linns Valley staff to focus on the areas of English Language Arts (ELA) and Mathematics. Other efficiencies that were gained during the last two years will be maintained. Zoom meetings will continue and Zoom Pro accounts will be purchased, so Linns Valley staff can use more features to enhance the virtual activity for their students. Additionally, virtual professional learning opportunities will continue to be offered, especially since it requires less cost and time to implement and use. Travel and other costs and barriers can be eliminated utilizing this format and the COVID-19 pandemic has influenced how professional learning will take place in the future.

Lastly, all students benefited from the additional Chromebooks and WiFi Hot Spots purchased, which were made available for check-out to our students giving priority to our low-income students.

## 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](mailto:lcff@cde.ca.gov).*

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

### Annual Update

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

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

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

#### Goal Analysis

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

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



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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	115,133.00	120,319.01
Base	16,200.00	29,077.66
REAP	18,113.00	26,761.00
Supplemental	27,983.00	10,815.35
Title I	52,837.00	53,665.00

\* 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	115,133.00	120,319.01
1000-1999: Certificated Personnel Salaries	52,837.00	53,665.00
2000-2999: Classified Personnel Salaries	10,380.00	619.92
3000-3999: Employee Benefits	20,716.00	26,761.00
4000-4999: Books And Supplies	19,600.00	8,155.06
5000-5999: Services And Other Operating Expenditures	0.00	584.03
5800: Professional/Consulting Services And Operating Expenditures	6,000.00	2,550.00
5900: Communications	600.00	499.00
6000-6999: Capital Outlay	5,000.00	27,485.00

\* 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	115,133.00	120,319.01
1000-1999: Certificated Personnel Salaries	Title I	52,837.00	53,665.00
2000-2999: Classified Personnel Salaries	Supplemental	10,380.00	619.92
3000-3999: Employee Benefits	REAP	18,113.00	26,761.00
3000-3999: Employee Benefits	Supplemental	2,603.00	0.00
4000-4999: Books And Supplies	Base	11,200.00	1,592.66
4000-4999: Books And Supplies	Supplemental	8,400.00	6,562.40
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	584.03
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	6,000.00	2,550.00
5900: Communications	Supplemental	600.00	499.00
6000-6999: Capital Outlay	Base	5,000.00	27,485.00

\* 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	8,000.00	28,764.81
Goal 2	105,133.00	90,406.34
Goal 3	2,000.00	1,147.86

\* 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	\$34,667.28	\$33,741.00
Distance Learning Program	\$36,526.82	\$34,791.00
Pupil Learning Loss	\$34,126.82	\$33,200.54
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$105,320.92	\$101,732.54

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$15,086.45	\$17,243.45
Distance Learning Program	\$14,545.99	\$16,702.99
Pupil Learning Loss	\$14,545.99	\$16,702.99
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$44,178.43	\$50,649.43

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$19,580.83	\$16,497.55
Distance Learning Program	\$21,980.83	\$18,088.01
Pupil Learning Loss	\$19,580.83	\$16,497.55
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$61,142.49	\$51,083.11

# 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
Linns Valley-Poso Flat Union School District	Tammy Pritchard Superintendent	tapritchard@linnsvalleyschooldistrict.org 661-536-8811

## Plan Summary [2021-22]

### General Information

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

Linns Valley School contains 350 square miles in northeast Kern County. It is a rural school district located approximately 45 minutes northeast of Bakersfield in Glennville, California. The district services grades Transitional Kindergarten through eighth grade and receives Federal dollars (Title I, Title II, and Title IV). The current enrollment is 14 students with an average ADA of 12.7. The school supports cultural awareness on a daily basis through its diverse literature selections. Linns Valley is committed to the development of a total school community where parents, students and staff work together to create a safe and active learning environment for all students. This will be accomplished by maintaining high academic expectations, emphasizing self-worth: stressing a safe and orderly environment and fostering an atmosphere where students are welcomed and encouraged to strive for success and to reach his/her fullest potential. Our supplemental and Concentration funding is based on 50% low income student count. The community of Glennville has a population of about 195 people. As of August 14, 2020, there were 2 confirmed COVID-19 cases, of which 1 was reported as recovered. Many adult community members are considered essential workers, working in agriculture, education, the medical field and as food providers. This has simultaneously increased the risk for COVID-19 transmission and left older children and family members as caretakers to younger family members. As households shelter-in-place, deeper community inequities are beginning to unfold including poor access to food, limited healthcare options, and weak infrastructure/limited access to the internet. Schools have been closed since March 17, 2020. From March 17, 2020 to May 26, 2020, students received instruction through distance learning. Most students did not have access to the internet or adequate connectivity to the internet and were given work packets. Students who needed connectivity were given access to the internet via the school parking lot and were also given chromebooks and hotspots to use from home. Teachers supported these students through regular check-ins via zoom or google talks, and phone calls. Instruction was provided via Google Classroom and Canvas. Meals were offered and provided to all 1-to-18-yr-olds, from the first day of school closure. Lunches were also offered during the summer months of June and July but no families requested lunches to be provided.

Linns Valley continued Distance-Learning in August 2020 and returned to in-class instruction for all students on October 28, 2020 where we remained an open school under the red tier but paused and went back into Distance-Learning after Thanksgiving Break and Winter Break

due to rising cases of Covid-19 in the county. All students returned to in-person learning on February 9, 2021 where we remained on campus through the end of the school year on May 26, 2021. Students continued to use on-line programs such as MobyMax, Epic, Canvas SEL (social emotional learning), Studies Weekly-History, ThinkCentral and HRW (Language Arts and Math) and Generation Genius as a science supplement for NGSS (science standards) to continue with technology within the classroom.

## Reflections: Successes

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

The California School Dashboard that was released Fall 2019 does not show a color for our school due to having less than 30 students in each student group. A success that Linns Valley has seen this year is the continued 0% in our suspension rate for the past two years. With parents and staff working together and encouraging positive behavior with each student, we continue to maintain the decrease from 3.7% to 0% suspension rate in the past two years. We will continue to work together with the parents and staff keeping an open line of communication through phone calls, classroom visits and/or ParentSquare.

## 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.

After assessing the needs, conditions, and circumstances of our low-income students, we learned that Linns Valley School has 14 students, in two classrooms with two full-time teachers and two part-time paraprofessionals. Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly meeting grade level standards. The California School Dashboard that was released Fall 2019 does not show a color for our school due to having less than 30 students in each student group. Our latest California Dashboard from 2018 shows a performance gap in English and Math for our Low-Income students. According to DataQuest report:

2018 California Dashboard data

ELA

All students shows -47.8 distance from standard

Low-income students showing -55.7 distance from standard

## MATH

All students shows -100.6 distance from standard

Low-income students showing -108.6 distance from standard

There is a need to address the learning gaps in both language arts and math for low-income students.

In order to address this condition of our low-income students, we have developed goals and actions to address some of the major causes of low academic achievement.

These are:

Goal # 1: Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement.

Action # 3: Supplementary Materials

Action # 4: Academic Support

These actions are being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit. However, because of the significantly lower academic achievement in ELA and Math of low-income students, we expect that all low-income students will decrease their achievement gap by a 50% increase as measured by the MobyMax Standard Testing. Because our academic achievement data for our low income students is significantly lower than all students, we expect that the ELA and Math local assessment results will increase significantly more than the average assessment results than of all other students. The action of an additional aide will prioritize our students with the academic need first by providing additional time (hours) to our low-income students. Linns Valley will also provide supplemental materials for low-income students to meet grade level standards. This action will be an improvement in service for low-income students as it will provide additional targeted intervention with grade level standards for students who struggle with what is provided with the core curriculum. By offering this to students who struggle, they will be able to meet grade level standards and improve in academic performance.

Goal 1, Action 3 and 4, which supports academic achievement is being continued from the 2017-2020 LCAP.

These actions has been determined to be effective based on the increase on the Ca Dashboard as follows:

## 2019 California Dashboard data

### ELA

All students shows -21.4 distance from standard

### MATH

All students shows -66.5 distance from standard

Despite growth for all students, there still is an academic performance gap between all students and low-income students. Due to not enough low-income students to get a score for the 2019 California Dashboard, our low-income student scores are included in the all student data. Our trend data show an increase for all students from 2018 to 2019 of 26.4 points in English and 34.1 points in math.

The Chronic Absenteeism Rate for Linns Valley have been a identified need trend for the past few years. According to DataQuest report, the trend for Chronic Absenteeism is as follows:

#### All Students

2016-17 shows 12%

2017-18 shows 12%

2018-19 shows 10%

2019-20 shows 10%

#### Low Income Students

2016-17 shows 16.7%

2017-18 shows 15.4%

2018-19 shows 18.2%

2019-20 shows 16.7%

We have the following needs: After reviewing and analyzing data from Language Arts and Math with MobyMax and assessments, set goals are set for each student guided by the MobyMax benchmarks. Provide teachers with academic Professional Development for Language Arts and Math, and increase parental involvement. The teachers and administration will meet as a group throughout the year to review benchmark

results from Common Core State Standard aligned benchmarks. Professional development will be provided for all teachers through KCSOS. We will reach out to each parent through ParentSquare or personal invites to invite and include all parents in school activities.

## LCAP Highlights

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

The LCAP for 2021-2024 has two main goals:

1. Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement.
2. Linns Valley School will expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.

These goals were created after communicating through meetings, surveys, and discussions with stakeholders. This is a three year plan describing the actions that are planned to achieve these two goals. All goals were designed to increase the success of all students.

## 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.

Linns Valley School District is committed to significant and purposeful engagement of parents, students, educators, community groups, and other stakeholders in the development of the LCAP and the budget process. In compliance with statute, stakeholder engagement supported comprehensive strategic planning, accountability, and improvement across the state priorities and district locally identified priorities.

During the 2020-2021 school year, a powerpoint (framing the 8 State Priorities and 3 Main District Goals) was used to provide an overview of the district's LCAP to provide context for input. Meeting times and dates were posted on ParentSquare for the school year. Time was provided for stakeholder group discussions and input regarding proposed actions and services facilitated by the power point as well as through surveys. Actions and services suggested by all stakeholder groups were gathered systematically and input into the Power Point. The meetings and surveys, were reviewed and considered for the new 3-year plan as well as guided the remaining months of the academic year. The district used a variety of meetings, surveys, and activities to involve stakeholders with the review of district data, funding, goals, and current action steps.

Given the ongoing changes beginning March 2020 due to COVID-19, the district made continuous efforts to reach students and families especially those not having internet. Initial formal input was conducted to develop the district's Learning Continuity Plan and has continued with LCAP input as well as gathering input for the Extended Learning Grant. Specific to updating the LCAP for 2020-2021, a set of questions was composed for parent and community input gathered through surveys. Additionally, multiple surveys or questionnaires were sent out throughout the year to various stakeholder groups asking for input related to reopening, school services, and requesting input and feedback for planning.

## PARENTS

We have 10 sets of parents/guardians of whom we invite to provide input to the school and programs. This was done by ongoing feedback from parent meetings and surveys.

## ADMINISTRATION/PRINCIPAL

Linns Valley only has 1 site administrator. Feedback about the LCAP was done with Kern County Superintendent of Schools through trainings with Management Analyst and monthly CO-OP and Superintendent meetings.

## STUDENTS



Students were provided the opportunity to give feedback about what is working at the school and any suggestions they would like to see improved. This was done by ongoing feedback through the year.

#### STAFF (TEACHERS AND OTHER PERSONNEL)

Staff were provided the opportunity to give feedback about what is working at the school and any suggestions they would like to see improved. This was done by ongoing feedback through the year.

#### LOCAL BARGAINING UNITS

Linns Valley does not have any local bargaining units.

#### ELAC

Linns Valley does not have any English Learners therefore we do not have an English Language Acquisition Committee.

#### PARENT ADVISORY

Discussions with parents took place multiple times during the school year that included feedback on LCAP.

#### SELPA LCAP SUPPORT CONSULTATION

June 1, 2021 1:00 p.m. SELPA LCAP SUPPORT CONSULTATION with Kern County SELPA with the District Superintendent.

#### SCHOOL BOARD

Informational Reports to the School Board on LCAP goals, action steps, outcomes and budget were presented:

2021-22 Local Control Accountability Plan for Linns Valley School District:

June 9, 2021 A draft of the LCAP taken to the school board meeting allowing an opportunity for questions, comments, and a public hearing.

June 10, 2021 The district will present the LCAP, Local Measures, and the Budget for board approval at a regularly scheduled meeting of the board of trustees.

## A summary of the feedback provided by specific stakeholder groups.

During LCAP input this year and at the end of the 2019-2020 school year, there were many patterns and trends largely influenced by COVID-19 school closures and the implementation of distance learning. Input gathered in 2019-2020 was reflected again in suggestions and concerns gathered during 2020-2021 input. The following are summaries of information gathered.

### STUDENTS:

Students report wishing to be more fully engaged in school. Many said they struggled with work and were glad when teachers and other school staff stepped in to help. They particularly mentioned having access to computers now with 1 to 1 Chromebooks however a large number mentioned the internet being "glitchy". Student desires to return to school in person were varied with some feeling more comfortable not having to show their camera and others focused on the social aspects of school and wanting to come back with their friends. Student comments October through May upon return to school are very positive affirm the importance of relationships and in-person instruction. As with each year, students mention art as fun and engaging.

### DISTRICT ADMINISTRATOR

The addition of CANVAS and related systems, Weekly Attendance Accounting, professional development to support staff and the overall weight of COVID-19 security measures and reporting has been a huge undertaking led by administration. Support staff have been mentioned as highly instrumental in support of students and families.

### TEACHERS/STAFF

Following the pattern of the administration input and discussions are shadowed by the impact of COVID-19 in relation to stress for health concerns and desires to help students who may or may not engage fully. Time to accomplish compliance work as well as supporting students and consistently changing guidelines have been a concern, yet each change has prompted discussions which have moved the district to accomplish in 12 months what may have taken years without the outside pressures. Input on CANVAS varies as staff have utilized this platform and are becoming more comfortable. Professional development requests include Canvas training.

### PARENTS

Parents have expressed thanks for administrators, teachers, and support staff for their persistence, motivation, and support of students. The group expresses a desire for even more communication and engagement of parents. Initial focuses for the 2020-2021 school year were largely related to acquisition, implementation, and use of technology and materials/programs to support distance learning beyond the packets that were used from March 2020 to the end of the 2020-2021 school year.

### PARENT ADVISORY

Parents have expressed thanks for administrators, teachers, and support staff for their persistence, motivation, and support of students. The group expresses a desire for even more communication and engagement of parents. Initial focuses for the 2020-2021 school year were largely related to acquisition, implementation, and use of technology and materials/programs to support distance learning beyond the packets that were used from March 2020 to the end of the 2020-2021 school year.

## ELAC

Linns Valley does not have any English Learners therefore we do not have an English Language Acquisition Committee.

## SELPA

Currently Linns Valley contracts with an outside agency as a special education consultant. The consultant discusses how to provide academic interventions and/or supports for students with disabilities. Currently Linns Valley has 2 students with disabilities served within the Kern County program and one student will be back on campus this upcoming year. SELPA suggest that our surveys include a way to identify students with disabilities.

## LOCAL BARGAINING UNITS

Linns Valley does not have any local bargaining units.

## COMMUNITY INPUT

2021-22 Local Control Accountability Plan for Linns Valley School District:

June 9, 2021 A draft of the LCAP taken to the school board meeting allowing an opportunity for questions, comments, and a public hearing.

June 10, 2021 The district will present the LCAP, Local Measures, and the Budget for board approval at a regularly scheduled meeting of the board of trustees.

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

The goals of the 2021-2024 LCAP are a direct reflection of stakeholder input. The previous LCAP's three goals focused in order were safety, academics, and parent involvement.

## STUDENTS

Students provided input regarding technology and engagement. In March of 2020 during the Covid-19 shutdown, Linns Valley provided chromebooks and hotspots to all students in order to have access to curriculum and daily instruction. Wi-Fi access with upgraded speed was provided in the school parking lot as well. Linns Valley feels that we have incorporated the feedback from students into Goal #1.

#### TEACHERS/OTHER STAFF

Staff concerns regarding health (COVID-19) continues to be modified with assistance from Kern County Superintendent of Schools. We are provided the most updated information regarding staff, student, and community health and wellness as it pertains to COVID-19. Professional Development is embedded within Goal #1 for staff.

#### PARENTS

Linns Valley is committed to providing communication to our parents. The feedback from parents requested that this would continue to be a focus. Linns Valley feels that we have incorporated the feedback from parents into Goal #2 by maintaining ParentSquare, BobCat Newsletter, and Parent Engagement activities.

#### DISTRICT ADMINISTRATOR/PRINCIPAL

Staff concerns regarding health (COVID-19) continues to be modified with assistance from Kern County Superintendent of Schools. We are provided the most updated information regarding staff, student, and community health and wellness as it pertains to COVID-19. Professional Development is embedded within Goal #1 for staff.

#### ELAC

Linns Valley does not have any English Learners therefore we do not have an English Language Acquisition Committee.

#### LOCAL BARGAINING UNITS

Linns Valley does not have any local bargaining units.

#### COMMUNITY INPUT

No input was provided at community stakeholder meetings except to continue with the music program at Linns Valley. Linns Valley feels that we have incorporated the feedback from community into Goal #1 by having an action for providing Fine Arts to students.

#### PARENT ADVISORY COMMITTEE

Linns Valley is committed to providing communication to our parents. The feedback from parents requested that this would continue to be a focus. Linns Valley feels that we have incorporated the feedback from parents into Goal #2 by maintaining ParentSquare, BobCat Newsletter, and Parent Engagement activities.

#### SELPA ADMINISTRATION

Linns Valley is committed to providing communication to our parents including parents of students with disabilities. The feedback from parents requested that this would continue to be a focus. Linns Valley feels that we have incorporated the feedback from parents into Goal #2 by maintaining ParentSquare, BobCat Newsletter, and Parent Engagement activities.

The goals for the 2021-2024 are:

Goal 1: Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement and

Goal 2: Linns Valley School will expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.

# Goals and Actions

## Goal

Goal #	Description
1	Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement.

An explanation of why the LEA has developed this goal.

Academic achievement of students at Linns Valley is a priority of staff, students, and the community as reported in stakeholder input through various surveys and meetings. Distance learning has significantly impacted student progress as reported by staff, parents, and students themselves.

There has been growth and decline of CAASPP data in language arts and math for all student groups. The California School Dashboard that was released Fall 2019 does not show a color for our school due to having less than 30 students in each student group. Our latest California Dashboard from 2018 shows a performance gap in English and Math for our Low-Income students. According to DataQuest report, All students report a -47.8 distance from standard as compared to low-income students showing -55.7 distance from standard in English Language Arts. In mathematics for all students there was a -100.6 distance from standard as compared to low-income students showing -108.6 distance from standard. 2019 California Dashboard data shows that there was a -21.4 distance from standard in English Language Arts and -66.5 distance from standard in Mathematics. Despite growth for all students, there still is an academic performance gap between all students and low-income students.

The Chronic Absenteeism Rate for Linns Valley have been a identified need trend for the past few years. According to DataQuest report, the trend for Chronic Absenteeism is as follows:

### All Students

2016-17 shows 12%

2017-18 shows 12%

2018-19 shows 10%

2019-20 shows 29%

### Low Income Students

2016-17 shows 16.7%

2017-18 shows 15.4%

2018-19 shows 18.2%

2019-20 shows

Mid-year reports for 2019-2020 were showing promise in Language Arts, however students did not take CASSPP nor end of year MobyMax Standard Test in 2019-2020 due to school closures due to COVID-19.

Learning loss is visible at every grade level based on local data assessments.

Intentionally planning for differentiated instruction including the components of Engaging, Exploring, Explaining, Elaborating, and Evaluating requires further attention to ensure student awareness and responsibility for learning with a focus on instructional equity.

The needs of low-income students within the district are great. Low-income students fall significantly behind "all students" in both Distance from Standard and Achievement of Grade level standards. Learning loss over the last year, combined with current performance below standard, compound the concern regarding academic achievement of unduplicated students. In consideration of the performance gaps and variation in services, we have identified key district and site level personnel, programs, and actions principally directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged. Setting up systems to support differentiated instruction will be necessary to meet individual student needs. Various desired outcomes are set for "maintaining" as significant learning loss has occurred. Baselines are set on data which, while comparable in the future, leaves a gap in reporting time. Desired outcomes may be increased as student outcomes return to normal assessment timelines.

We plan to improve academic achievement and a positive school environment through the actions within this goal. The actions are designed and intended to help support and improve student learning as well as create a school environment that is conducive to learning. Linns-Valley will measure progress towards our goal utilizing the metrics identified below.

Metrics

State Priorities: 1, 2, 3, 4, 5, 7, 8

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A- Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Based on the CA Dashboard local indicator self-reflection tool, 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.				Based on the CA Dashboard local indicator self-reflection tool, we will maintain 100% of Teachers appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
1B- Standards-aligned instructional materials for every student.	From California Dashboard Local Indicators will maintain 100% of all pupils having access to standards standards aligned materials				From California Dashboard Local Indicators will maintain 100% of all pupils having access to standards standards aligned materials
1C- School facilities in “Good Repair” per CDE’s Facility Inspection Tool (FIT).	From California Dashboard Local Indicators Linns Valley has a May 2021 FIT report that indicates a “Good” rating at 100%.				From California Dashboard Local Indicators Linns Valley will maintain a FIT report that indicates a “Good” rating at 100%
2A- Implementation of state board adopted academic content and performance	From California Dashboard Local Indicators, Linns Valley has "Standard Met" for				From California Dashboard Local Indicators, Linns Valley will maintain "Standard Met" for of



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards for all students.	<p>implementation of Academic standards based on the self-reflection tool.</p> <p>Professional Development: Level 3- Science and History Level 4- ELA, ELD, Math</p> <p>Instructional Materials: Level 3- Science and History Level 4- ELA, ELD, Math</p> <p>Policy and Program Support: Level 3- Science and History Level 4- ELA, ELD, Math</p> <p>Implementation of Standards:</p>				<p>Academic standards based on the self-reflection tool.</p> <p>Professional Development: Level 4- Science and History Level 5- ELA, ELD, Math</p> <p>Instructional Materials: Level 4- Science and History Level 5- ELA, ELD, Math</p> <p>Policy and Program Support: Level 4- Science and History Level 5- ELA, ELD, Math</p> <p>Implementation of Standards: Level 5- CTE, Heath, PE, VAPA, World Language</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Level 4- CTE, Heath, PE, VAPA, World Language</p> <p>School Leadership: Level 4- Professional Learning needs of teachers and staff as a whole</p> <p>Level 4- Professional Learning of individual teachers</p> <p>Level 4- Support for teachers on standards they have not yet mastered</p>				<p>School Leadership: Level 5- Professional Learning needs of teachers and staff as a whole</p> <p>Level 5- Professional Learning of individual teachers</p> <p>Level 5- Support for teachers on standards they have not yet mastered</p>
2B- How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency.	From California Dashboard Local Indicators, 100% of Linns Valley EL students have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.				From California Dashboard Local Indicators, 100% of Linns Valley EL students will continue to have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3a: Efforts to seek parent input in making decisions for district and school sites.	Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 50% of all surveys received back from parents regarding input in making decisions at the school and 0 in person meetings for parent input.				Based on Ca Dashboard self-reflection tool, parent survey results and attendance of parent participation in meetings, Linns Valley will achieve 75% of all surveys received back from parents regarding input in making decisions at the school and 50% in person meetings for parent input.
3b: How the district promotes participation of parents for unduplicated pupils.	Based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 50% of all surveys received back from parents regarding input in making				Based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley will achieve increased implementation for parent and family engagement. Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley will increase receiving feedback of all surveys to 75% from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	decisions the school had 0 in person meetings for parent input due to Covid-19. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, emails, school webpage (promoting parent participation) was at the initial implementation stage.				parents regarding input in making decisions and an increase of attendance to 50% for in-person meetings or ZOOM meetings (if deemed necessary due to Covid-19) for parent input. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with emails through ParentSquare, school webpage (promoting parent participation) will increase to full implementation.
3c: How district promotes participation of parents for pupils with exceptional needs.	Linns Valley does not have students with exceptional needs; however, based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family				Linns Valley does not have students with exceptional needs; however, based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley will increase implementation to full implementation for parent and family

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	engagement. While receiving 50% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19. Zoom Stakeholder meetings met with 0% parent attendance.				<p>engagement. Linns Valley will increase receiving 75% of all surveys back from parents regarding input in making decisions.</p> <p>The school will hold in person meetings for parent input if CDE approves the return of in-person meetings due to Covid-19. Zoom Stakeholder meetings or in-person meetings will increase to 50% of parent attendance.</p>
4A- Statewide assessments administered.	Based on local assessments and benchmarks, the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income				<p>Based on local assessments and benchmarks, the district will address and increase the percentage of students meeting or nearly meeting grade level standards. Increase to 53% for low-income students and 68% for all students meeting or nearly meeting grade level standards in</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly meeting grade level standards in Math.</p> <p>There is no dashboard data available because we had less than 11 students take the CASSPP Assessment.</p>				<p>Language arts. Increase to 53% for low-income students and 56% for all students meeting or nearly meeting grade level standards in Math.</p> <p>There is no dashboard data available because of the low numbers of students in attendance at Linns Valley and a low number of students who take the CASSPP Assessment.</p>
4B- % of pupils that have successfully completed A-G requirements.	N/A				N/A
4C- % of pupils that have successfully completed CTE pathways.	N/A				N/A
4D- % of pupils who have successfully completed both B & C.	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4E- % of ELs who make progress toward English proficiency.	N/A				N/A
4F- EL reclassification rate.	N/A				N/A
4G- % of pupils who pass AP exams with a score of 3 or higher.	NA: Linns Valley School does not offer AP exams.				NA: Linns Valley School does not offer AP exams.
4H- % of pupils who demonstrate preparedness for college by the EAP or any assessment of college preparedness.	N/A				N/A
5a: School attendance rates	Using local SIS data, the Linns Valley School district attendance rate is 86.93%.				Using local SIS data, the Linns Valley School district attendance rate will increase to 90%.
5B- Chronic absenteeism (CA) rates.	Using local SIS data Linns Valley School District' chronic absenteeism rate is at 29% for the 2020-2021 School Year.  2019 CA Dashboard Data reflects 10% of				Using local SIS data and the CA Dashboard, Linns Valley School District will decrease the chronic absenteeism rate to 22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students are Chronically Absent.				
5C- Middle school dropout rates.	Using local SIS data, Linns Valley School District dropout rate is 0%				Using local SIS data, Linns Valley School District will maintain a 0% dropout rate
5D- High school dropout rates.	NA: Linns Valley School District does not have high school students				NA: Linns Valley School District does not have high school students
5E- High school graduation rates.	NA: Linns Valley School District does not have high school students				NA: Linns Valley School District does not have high school students
7A- Addresses the extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades TK-8.	Based on the Ca Dashboard local indicator self-reflection tool, 100% of students have access to and are enrolled in a broad course of study				Based on the Ca Dashboard local indicator self-reflection tool, Linns Valley will maintain 100% of students have access to and are enrolled in a broad course of study



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7B- Programs and services developed and provided to low income, English learner and foster youth pupils.	Based on the Ca Dashboard local indicator self-reflection tool, Linns Valley will maintain 100% of low-income students enrolled have access to programs and services				Based on the Ca Dashboard local indicator self-reflection tool, Linns Valley will maintain 100% of low-income students enrolled having access to programs and services
7C- Programs and services developed and provided to students with disabilities.	NA: The 2018-19 California Dashboard and enrollment for 2019-20 and 2020-2021 show there are no students with exceptional needs enrolled at Linns Valley School.				NA: The 2018-19 California Dashboard and enrollment for 2019-20 and 2020-2021 show there are no students with exceptional needs enrolled at Linns Valley School.
8- Other Pupil Outcomes.	The 2020-2021 MobyMax results : the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income				The 2020-2021 MobyMax results show: Based on local assessments and benchmarks, the district will address and increase the percentage of students meeting or nearly meeting grade level standards while closing the gaps between low income and all student results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly meeting grade level standards.				Increase to 53% for low-income students and 68% for all students meeting or nearly meeting grade level standards in Language arts. Increase to 53% for low-income students and 56% for all students meeting or nearly meeting grade level standards in Math.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Extra-Curricular Activities	Due to Fiscal demands on our school, organized sports activities are limited. In order to create social awareness and school connectedness, students will continue to participate in Small School Consortia activities such as athletic competitions, academic competitions, and social events.	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2</b>	Well-Rounded Education-Electives around Fine Arts, Foreign Language and Career Tech	<p>To provide a well-rounded education, including fine arts, foreign language, and career tech. An on-line program will be used for students in 6th-8th grade. All students will have the availability to take the courses provided per California Ed Code.</p> <p>Title IV Dollars will be used for this action.</p>	\$3,000.00	No
<b>3</b>	Supplementary Materials/Professional Development	Due to the diverse needs of our low-income students, we will purchase supplementary materials for struggling students. The supplemental materials will help meet grade level mastery of standards for students who may be behind in academic achievement. Staff will be given professional development as needed. Teachers will utilize before, during, after-school, and within their classroom for small group instruction to target learning loss due to Covid-19.	\$4,000.00	Yes
<b>4</b>	Academic Support	<p>This is a multi-funded position</p> <p>LCFF Funding</p> <p>Provide support services and academic intervention for low income students by using 1 paraprofessional to support academic achievement in grade level standards for ELA and Math. The paraprofessional will assist with Response to Intervention before, during, and after-school as needed.</p>	\$11,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Title II Funding</p> <p>Support services by using 1 paraprofessional to help all students develop the skills essential for learning and academic success by providing small group instruction and 1 on 1 support.</p>		
5	HQ Teacher	<p>In order to accomodate multiple grade levels in a rural and a socioeconomically disadvantaged community an additional HQ teacher will be used to ensure ample opportunity for students to learn to read through small class sizes and similar abilities.</p> <p>Title I Dollars will be used for this action.</p>	\$46,594.00	No
6	Well-Rounded Education-PE	<p>Provide basketball standards, provide additional education equipment including sports equipment, raquets, volleyball nets, and other equipment for physical education, so that all students will be able to have basketball and volleyball as a part of the physical education curriculum and for activities during recess. To promote safety during such activities.</p> <p>Title IV Dollars will be used for this action.</p>	\$7,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

## 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
8.3%	\$12,458

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.

Linns Valley School District considered the needs of the low income students when deciding which programs and supports to implement. After assessing the needs, conditions, and circumstances of our low-income students, we learned that Linns Valley School has 14 students, in two classrooms with two full-time teachers and two part-time paraprofessionals. Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly meeting grade level standards. The California School Dashboard that was released Fall 2019 does not show a color for our school due to having less than 30 students in each student group. Our latest California Dashboard from 2018 shows a performance gap in English and Math for our Low-Income students. According to DataQuest report:

2018 California Dashboard data

ELA

All students shows -47.8 distance from standard

Low-income students showing -55.7 distance from standard

MATH

All students shows -100.6 distance from standard

Low-income students showing -108.6 distance from standard

There is a need to address the learning gaps in both language arts and math for low-income students.

In order to address this condition of our low-income students, we have developed goals and actions to address some of the major causes of low academic achievement.

These are:

Goal # 1: Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement.

Action # 3: Supplementary Materials

Action # 4: Academic Support

These actions are being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit. However, because of the significantly lower academic achievement in ELA and Math of low-income students, we expect that all low-income students will decrease their achievement gap by a 50% increase as measured by the MobyMax Standard Testing. Because our academic achievement data for our low income students is significantly lower than all students, we expect that the ELA and Math local assessment results will increase significantly more than the average assessment results than of all other students. The action of an additional aide will prioritize our students with the academic need first by providing additional time (hours) to our low-income students. Linns Valley will also provide supplemental materials for low-income students to meet grade level standards. This action will be an improvement in service for low-income students as it will provide additional targeted intervention with grade level standards for students who struggle with what is provided with the core curriculum. By offering this to students who struggle, they will be able to meet grade level standards and improve in academic performance.

Goal 1, Action 3 and 4, which supports academic achievement is being continued from the 2017-2020 LCAP. These actions has been determined to be effective based on the increase on the Ca Dashboard as follows:

2019 California Dashboard data

ELA

All students shows -21.4 distance from standard

MATH

All students shows -66.5 distance from standard

Despite growth for all students, there still is an academic performance gap between all students and low-income students. Due to not enough low-income students to get a score for the 2019 California Dashboard, our low-income student scores are included in the all student data. Our trend data show an increase for all students from 2018 to 2019 of 26.4 points in English and 34.1 points in math.

The Chronic Absenteeism Rate for Linns Valley have been a identified need trend for the past few years. According to DataQuest and local data, the trend for Chronic Absenteeism is as follows:

All Students

2016-17 shows 12%  
2017-18 shows 12%  
2018-19 shows 10%  
2019-20 shows 10%

Low Income Students

2016-17 shows 16.7%  
2017-18 shows 15.4%  
2018-19 shows 18.2%  
2019-20 shows 16.7%

Linns Valley is committed to providing communication to our parents. The feedback from parents requested that this would continue to be a focus. Linns Valley feels that we have incorporated the feedback from parents into Goal #2 even though the actions we listed are not contributing to an increase or improvement in service to English Learners, Foster Youth, and Low-Income students. We will continue to provide constant and consistent feedback to our stakeholders by maintaining ParentSquare, BobCat Newsletter, and Parent Engagement activities to inform them how school attendance is important in an effort to reduce our Chronic Absenteeism Rate.

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

Linns Valley has goals and actions to meet the needs of our low-income students. All actions we have identified are outlined in the previous prompt and will be used on an LEA-wide basis. According to the minimum proportionality calculation, the percentage by which Linns Valley will increase or improve services is 8.3%. Linns Valley will meet this percentage required by increasing service hours (time) with small group instruction for our low-income students who have been identified with a academic performance gap. The action of an additional aide will prioritize our students with the academic need first. Linns Valley will also meet this percentage by providing supplemental material for low-income students to meet grade level standards. This action will be an improvement in service for low-income students as it will provide additional targeted intervention with grade level standards that students struggle with the core curriculum providing. By offering this to students who struggle, they will be able to meet grade level standards and improve in academic performance that is outlined below:



The California School Dashboard that was released Fall 2019 does not show a color for our school due to having less than 30 students in each student group. Our latest California Dashboard from 2018 shows a performance gap in English and Math for our Low-Income students. According to DataQuest report:

#### 2018 California Dashboard data

##### ELA

All students shows -47.8 distance from standard

Low-income students showing -55.7 distance from standard

##### MATH

All students shows -100.6 distance from standard

Low-income students showing -108.6 distance from standard

#### 2019 California Dashboard data

##### ELA

All students shows -21.4 distance from standard

##### MATH

All students shows -66.5 distance from standard

Using data from 2021 local assessments (MobyMax: Language Arts and Math), the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly meeting grade level standards. There is a need to address the learning gaps in both language arts and math for low-income students.

We do not currently have any Foster Youth or English Learner students.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$16,499.00			\$59,190.00	\$75,689.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$59,490.00	\$16,199.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Extra-Curricular Activities	\$2,000.00				\$2,000.00
1	2	All	Well-Rounded Education-Electives around Fine Arts, Foreign Language and Career Tech				\$3,000.00	\$3,000.00
1	3	Low Income	Supplementary Materials/Professional Development	\$4,000.00				\$4,000.00
1	4	Low Income	Academic Support	\$8,800.00			\$2,596.00	\$11,396.00
1	5	All	HQ Teacher				\$46,594.00	\$46,594.00
1	6	All	Well-Rounded Education-PE				\$7,000.00	\$7,000.00
2	1	All	Stakeholder input	\$300.00				\$300.00
2	2	All	Bobcat Newsletter	\$100.00				\$100.00
2	3	All	Stakeholder Activities	\$800.00				\$800.00
2	4	All	ParentSquare: Web Based Program for Communication	\$499.00				\$499.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$12,800.00	\$15,396.00
LEA-wide Total:	\$12,800.00	\$15,396.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Supplementary Materials/Professional Development	LEA-wide	Low Income	All Schools	\$4,000.00	\$4,000.00
1	4	Academic Support	LEA-wide	Low Income	All Schools	\$8,800.00	\$11,396.00

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

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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



# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

***Broad Goal***

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

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

***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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



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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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