

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Seiad Elementary School District
CDS Code:	47-70458-6050926
LEA Contact Information:	Name: Valerie Conley McIntyre Position: Teacher/Administrator Email: vconley@selad.k12.ca.us Phone: 530-496-3308
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$295,397
LCFF Supplemental & Concentration Grants	\$18,196
All Other State Funds	\$29,940
All Local Funds	\$41,006
All federal funds	\$35,438
Total Projected Revenue	\$401,781

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$451,858
Total Budgeted Expenditures in the LCAP	\$62,918
Total Budgeted Expenditures for High Needs Students in the LCAP	\$42,887
Expenditures not in the LCAP	\$388,940

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$33,759
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$27,086

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$24,691
2020-21 Difference in Budgeted and Actual Expenditures	\$-6,673

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenditures not included in the LCAP are used for general operating costs, including salaries and benefits, transportation, insurance, utilities, and supplies.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	Due to COVID-19 the LEA had to adjust goals to meet the needs of the high needs students. This was done by addressing and providing SEL, increased technology, along with increased health and safety measures needed to put in place for opening school.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

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LCFF Budget Overview for Parents

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

CDS Code: 47-70458-6050926

School Year: 2021-22

LEA contact information:

Valerie Conley McIntyre

Teacher/Administrator

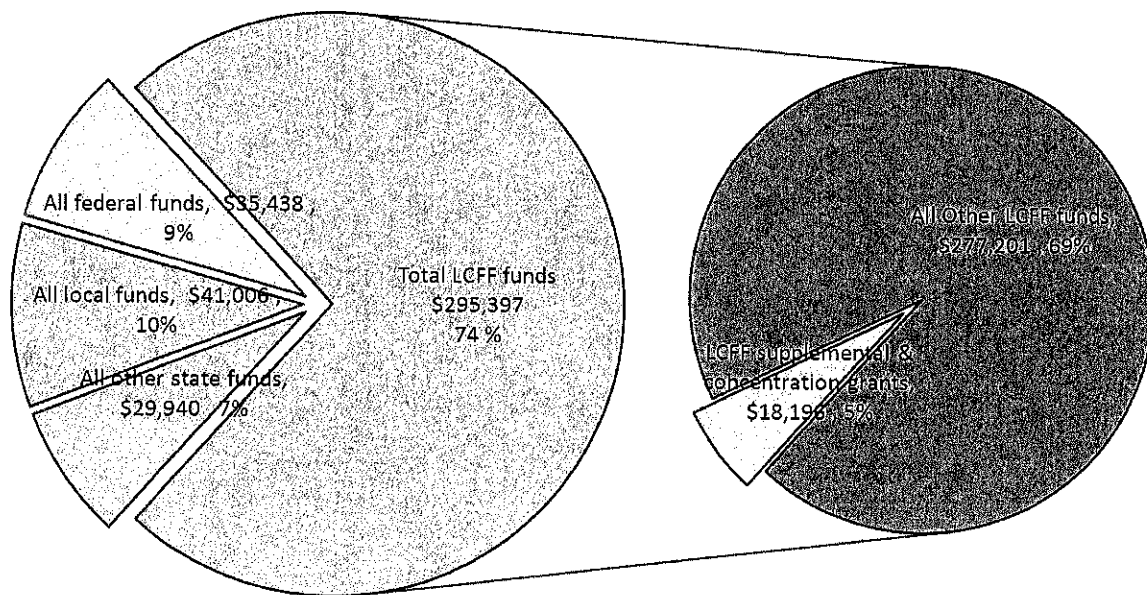
vconley@seiad.k12.ca.us

530-496-3308

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



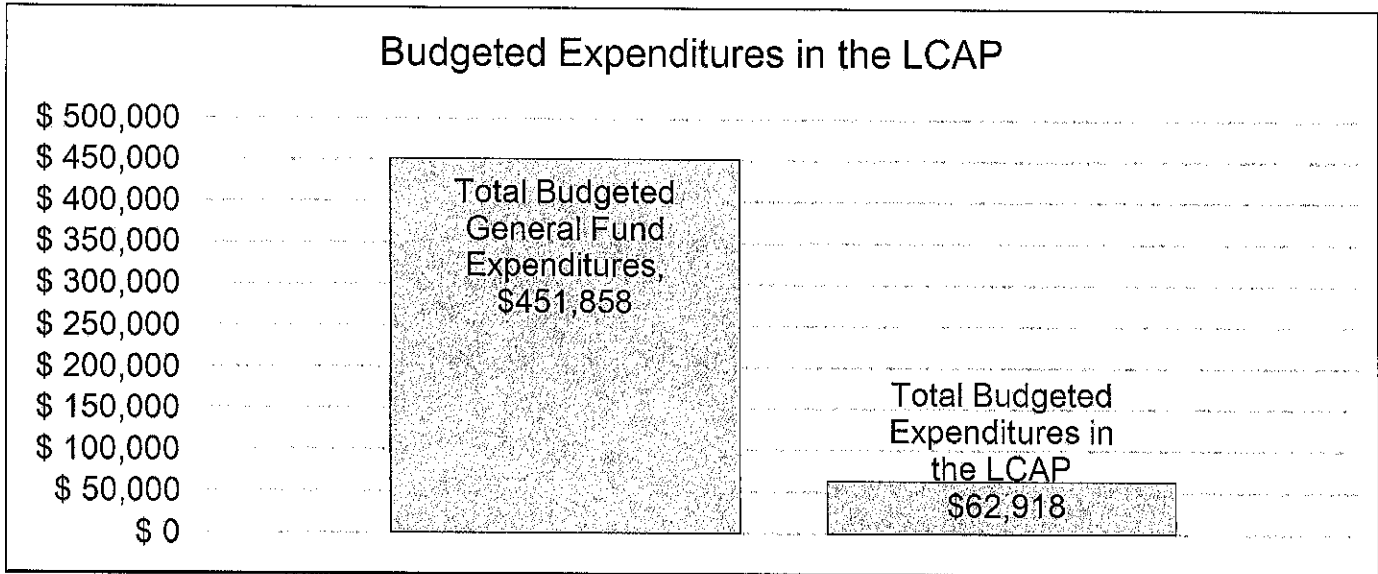
This chart shows the total general purpose revenue Seiad Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Seiad Elementary School District is \$401,781, of which \$295,397 is Local Control Funding Formula (LCFF), \$29,940 is other state funds, \$41,006 is local funds, and \$35,438 is

federal funds. Of the \$295,397 in LCFF Funds, \$18,196 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 Seiad Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Seiad Elementary School District plans to spend \$451,858 for the 2021-22 school year. Of that amount, \$62,918 is tied to actions/services in the LCAP and \$388,940 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

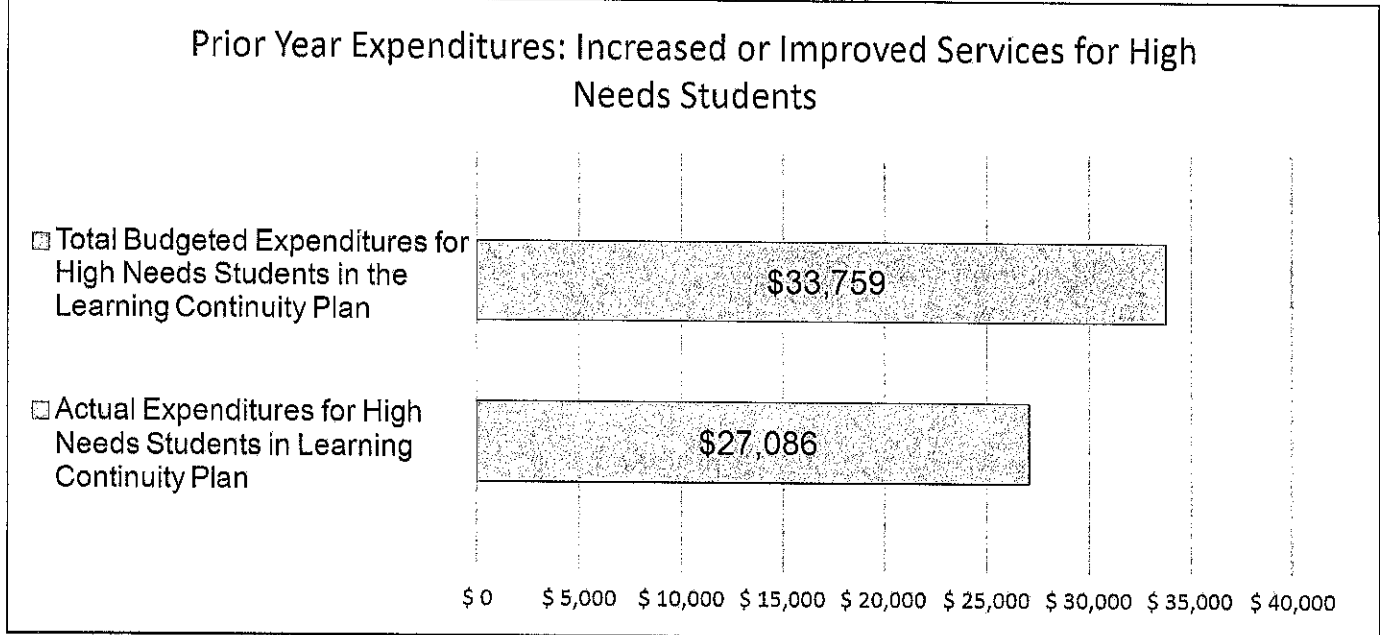
General fund expenditures not included in the LCAP are used for general operating costs, including salaries and benefits, transportation, insurance, utilities, and supplies.

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

In 2021-22, Seiad Elementary School District is projecting it will receive \$18,196 based on the enrollment of foster youth, English learner, and low-income students. Seiad Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Seiad Elementary School District plans to spend \$42,887 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 Seiad Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Seiad Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Seiad Elementary School District's Learning Continuity Plan budgeted \$33,759 for planned actions to increase or improve services for high needs students. Seiad Elementary School District actually spent \$27,086 for actions to increase or improve services for high needs students in 2020-21.

Due to COVID-19 the LEA had to adjust goals to meet the needs of the high needs students. This was done by addressing and providing SEL, increased technology, along with increased health and safety measures needed to put in place for opening school.

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
Seiad Elementary School District	Valerie Conley McIntyre Teacher/Administrator	vconley@seiad.k12.ca.us 530-496-3308

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

Goal 1

All of our instructional materials and student learning will be aligned to the state standards.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Williams Report Teacher observations Lesson Plans</p> <p>19-20 All students will have access to standards aligned materials in Math, ELA and Social Studies. Standards will be implemented in all core curricular areas.</p> <p>Baseline All students have access to state standards aligned materials in Math. Standards are implemented in all core curricular areas.</p>	<p>All students have access to standards aligned materials in Math, ELA and Social Studies. Standards will be implemented in all core curricular areas. NGSS Science curriculum and Spanish was provided using supplemental materials in the third trimester.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase History/Social Science curriculum aligned to state standards.	Instructional Materials, Social Studies 4000-4999: Books And Supplies Base \$10,000	Instructional Materials, Social Studies 4000-4999: Books And Supplies Base \$6,312.25
Action eliminated.		
Continue to provide professional learning opportunities for teachers in instructional best practices and the new state standards.	<p>Travel Costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$250.00</p> <p>Registration fees 5800: Professional/Consulting Services And Operating Expenditures Base \$250.00</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Base \$400</p> <p>3000-3999: Employee Benefits Base \$87.08</p>	<p>Restorative Practices and Social Justice 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p> <p>Registration fees 5800: Professional/Consulting Services And Operating Expenditures Base \$50.00</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Base 0</p> <p>3000-3999: Employee Benefits Base 0</p>
Provide professional learning opportunities for teachers and staff to learn how to incorporate technology in their lessons	<p>Travel Costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$250.00</p> <p>Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Base \$250.00</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Base \$400</p> <p>3000-3999: Employee Benefits Base \$87.08</p>	<p>IXL and GoGuardian 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$218.00</p> <p>Registration 5800: Professional/Consulting Services And Operating Expenditures Base 0</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Base \$100</p> <p>3000-3999: Employee Benefits Base \$21.33</p>

Goal Analysis

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

Travel funds were not spent for training due to free webinars as well as Covid-19 restrictions.

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

There were many free webinars to address the new focus of implementing distance learning in the Spring of 2020.

Goal 2

Students will be educated in a safe, nurturing learning environment with access to rich instructional materials and increased parent involvement.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
<p>Metric/Indicator</p> <p>Facilities Inspection Tool (FIT)</p> <p>Williams Complaint Report</p> <p>Sign in sheets</p> <p>Teacher observation</p> <p>Suspension Rate</p> <p>Expulsion Rate</p> <p>Chronic absenteeism rate</p> <p>attendance rates</p> <p>Middle school drop out rate</p> <p>School Survey</p>		<p>Facilities are in good repair.</p> <p>Teacher is appropriately credentialed.</p> <p>All parents are given the opportunity to become a member of the School Site Council.</p> <p>All parents are encouraged to attend board meetings.</p> <p>Our parent participation rate was 80% or above for each school event.</p> <p>School Survey return will remain at 95% or above.</p> <p>Positive Safety and School connectivity will remain at 95% or above.</p> <p>We have a suspension rate of 10%.</p> <p>We strive to have a chronic absenteeism rate under 15%.</p>

Expected	Actual
<p>19-20 Facilities will be in good repair.</p> <p>All teachers will be appropriately credentialed.</p> <p>All parents will be given the opportunity to become a member of the School Site Council.</p> <p>All parents will be encouraged to attend board meetings.</p> <p>Our parent participation rate will remain at 95% or above for each school event.</p> <p>School Survey return will remain at 95% or above.</p> <p>Positive Safety and School connectivity will remain at 95% or above.</p> <p>We will strive to have a suspension, expulsion and rate under 1% each year.</p> <p>We will strive to have a chronic absenteeism rate under 15%.</p> <p>96% of all students will attend school as measured by the monthly attendance reports.</p> <p>100% of our eligible students in the middle school will graduate.</p>	<p>Attendance rate = _ %</p> <p>100% of our eligible students in the middle school will graduate.</p>

Expected	Actual
<p>Baseline Facilities are in good repair.</p> <p>Teachers are appropriately credentialed</p> <p>All parents were given opportunity to join Site Council.</p> <p>All parents were encouraged to attend board meetings.</p> <p>Parent participation rate is 95% or above.</p> <p>School Survey return rate is 95%</p> <p>Positive Safety and School connectivity rate is 90%.</p> <p>Suspension Rate 0%</p> <p>Expulsion Rate 0%</p> <p>Chronic Absenteeism Rate 0%</p> <p>Attendance Rate 96%</p> <p>100% Middle school graduation rate.</p>	

Actions / Services	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action Eliminated			
Maintain Technology		Supplies 4000-4999: Books And Supplies Lottery \$500	Supplies 4000-4999: Books And Supplies Lottery \$500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide technology training for staff.	Technology Consultant 2.2.c 2000-2999: Classified Personnel Salaries Base \$700 Technology Consultant 3000-3999: Employee Benefits Base 224.00 Travel 5000-5999: Services And Other Operating Expenditures Base \$100.00 Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Base \$100.00	Technology Consultant 2.2.c 2000-2999: Classified Personnel Salaries Base \$300.00 Technology Consultant 3000-3999: Employee Benefits Base \$43.95 Travel 5000-5999: Services And Other Operating Expenditures Base 0 Registration 5800: Professional/Consulting Services And Operating Expenditures Base 0
Siskiyou After School for Everyone (SAFE) will provide tutoring and enrichment opportunities.	Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) 800 SAFE Salary 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$13802.88 Cert Tutoring Volunteers 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 0 Cert tutor benefits 2.4.c 3000-3999: Employee Benefits After School Education and Safety (ASES) 0 SAFE Classified Staff 2.4.b 3000-3999: Employee Benefits After School Education and Safety (ASES) 4416.92	Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$800 SAFE Salary 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$10,797.28 Cert Tutoring Volunteers 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 0 Cert tutor benefits 2.4.c 3000-3999: Employee Benefits After School Education and Safety (ASES) 0 SAFE Classified Staff 2.4.b 3000-3999: Employee Benefits After School Education and Safety (ASES) \$3,196.58

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain/upgrade facilities. Replace flooring.	Carpet Fund 14.5000-5999: Services And Other Operating Expenditures Other \$2000	Carpet Fund 14.5000-5999: Services And Other Operating Expenditures Other 0
Continue Garden Project	Garden Supplies and Materials; Rock 4000-4999: Books And Supplies After School Education and Safety (ASES) \$500	Garden Supplies and Materials 4000-4999: Books And Supplies After School Education and Safety (ASES) \$500

Goal Analysis

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

Due to the Covid-19 pandemic, we focused on providing training through webinars, purchased or obtained for free or lower cost, online curricula to implement in quick succession to students at home.

A description of the successes and challenges in implementing the actions/services to achieve the goal.
 The LEA successfully implemented distance learning in all core subjects for all but two students. For some students, internet access was quite difficult to access due to our rural location. For these families, we instead used current curricula and supplements to provide hands on, offline materials delivered and received weekly.

Goal 3

All students will demonstrate increasing proficiency in all academic areas.

State and/or Local Priorities addressed by this goal:

- State Priorities: 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
Metric/Indicator		Intervention group participants were identified on a regular basis.
Classroom assessment		50% of all students met or exceeded state standards in English Language Arts.
Teacher observations		60% of all students met or exceeded state standards in Math.
CAASPP results		All students will have access to English language arts, mathematics, science, social studies, visual performing arts, health, and physical education.
Lesson Plans		EL Reclassification Rate = 0%
Master Schedule		EL Proficiency Rate is improved.
CELDT/ELPAC Testing results		

Expected	Actual
<p>19-20 Identify intervention group participants on a regular basis.</p> <p>50% of all students will meet or exceed state standards in English Language Arts.</p> <p>65% of all students will meet or exceed state standards in Math.</p> <p>All students will have access to English language arts, mathematics, science, social studies, visual performing arts, health, and physical education.</p> <p>EL Reclassification Rate 100%</p> <p>EL Proficiency Rate 100% growth</p> <p>Baseline Intervention group participants are identified on a regular basis using classroom assessments.</p> <p>CAASPP Math meet/exceed 47%</p> <p>CAASPP ELA meet/exceed 47%</p> <p>All students have access to English language arts, mathematics, science, social studies, visual performing arts, health, and physical education.</p> <p>EL Reclassification Rate 0% (0 out of 1)</p> <p>EL Proficiency Rate 100% growth (1 out of 1)</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide paraprofessional staff for small group instruction and to differentiate the curriculum.	Salary Aide (5850) 3.1.c 2000-2999: Classified Personnel Salaries Title V 3209.32 Benefits Aide (5850) 3.1.d 3000-3999: Employee Benefits Title V 1026.98 Salary Aides (5850) 3.1.e 2000-2999: Classified Personnel Salaries Title V 6310.85 Salary Aides (0000) 3.1.e.1 2000-2999: Classified Personnel Salaries Supplemental and Concentration 583.44 Benefits Salary Aides (5850) 3.1.f 3000-3999: Employee Benefits Title V 2019.47 Benefits Salary Aide (0000) 3.1.f.a 3000-3999: Employee Benefits Supplemental and Concentration 186.71	Salary Aide (5850) 3.1.c 2000-2999: Classified Personnel Salaries Title V 3209.32 Benefits Aide (5850) 3.1.d 3000-3999: Employee Benefits Title V 1026.98 Salary Aides (5850) 3.1.e 2000-2999: Classified Personnel Salaries Title V 6310.85 Salary Aides (0000) 3.1.e.1 2000-2999: Classified Personnel Salaries Supplemental and Concentration 583.44 Benefits Salary Aides (5850) 3.1.f 3000-3999: Employee Benefits Title V 2019.47 Benefits Salary Aide (0000) 3.1.f.a 3000-3999: Employee Benefits Supplemental and Concentration 186.71
Purchase subscription to IXL for Reading, Math, Social Studies and Science intervention and Enrichment.	Instructional subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500	Instructional subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$599
Continue to seek community volunteers to reduce math and reading groups.	Community Volunteers No additional	Community Volunteers 0
Student to teacher ratio of 8 to 1 or less.	No additional	0

Goal Analysis

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

Due to the Covid-19 pandemic, we had no volunteers in the building.

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

Distance Learning brought challenges for teacher and staff to implement online curricula to all students. Some curricula worked seamlessly while others held challenges for families with little or inconsistent internet access.

Goal 4

All students will be provided with access to visual and performing arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Teacher Lesson Plans School Calendar Sign-In Sheets Teacher Observations</p> <p>19-20 100% of students will have access to Visual and Performing Arts.</p> <p>All students will perform two to three times for parents and community.</p> <p>All students will read music before graduating from Seiad Elementary.</p> <p>All students will be expected to display finished art projects at various venues.</p>	<p>100% of students had access to Visual and Performing Arts.</p> <p>Students performed three times for parents and community members.</p> <p>There are no graduating students this year; however, all students are learning to read music.</p> <p>All students displayed finished art projects at various venues.</p>

	Expected	Actual
Baseline	100% students have access to VAPA	
	Students perform two to three times for parents and community	
	All students are able to read music before graduating.	
	All students display finished art projects at various venues.	
Actions / Services	Planned Actions/Services	Actual Expenditures
Continue band instrument maintenance, repair, and replacement.		Maintenance Costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$200 Maintenance/Replacement 4000-4999: Books And Supplies After School Education and Safety (ASES) \$200 Repair 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$100
Continue to purchase choir music scores and music downloads.		Instructional Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$200
Continue to support visual arts		Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$100 Instructional Materials/Base Supplies 4000-4999: Books And

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies After School Education and Safety (ASES) \$300 Visual Arts Presentation 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) \$900.00	Supplies After School Education and Safety (ASES) \$300 Visual Arts Presentation 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) \$991.00
Travel band will perform in neighboring communities.	Travel costs 5000-5999: Services And Other Operating Expenditures Base \$100	Travel costs 5000-5999: Services And Other Operating Expenditures Base 0
Dance Program	SAFE Stipend dance 4.5.a 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$325 Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$200 Instructional Materials 4000-4999: Books And Supplies After School Education and Safety (ASES) \$100 SAFE Stipend Dance 4.5.a 3000-3999: Employee Benefits After School Education and Safety (ASES) 104.00	SAFE Stipend dance 4.5.a 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$325 Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$200 Instructional Materials 4000-4999: Books And Supplies After School Education and Safety (ASES) \$100 SAFE Stipend Dance 4.5.a 3000-3999: Employee Benefits After School Education and Safety (ASES) \$104.00
Continue to display art in Happy Camp Art Center, Siskiyou County Fair, and various county and state sponsored contests.	Display Art: Art Center, Fair, other contests 5800: Professional/Consulting Services And Operating Expenditures Base \$100 Art Mileage 5000-5999: Services And Other Operating Expenditures Base \$100	Display Art: Art Center, Fair, other contests 5800: Professional/Consulting Services And Operating Expenditures Base 0 Art Mileage 5000-5999: Services And Other Operating Expenditures Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue two to three formal community performances per year.	Costumes Supplies Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$200	Costumes Supplies Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 0

Goal Analysis

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

Due to the Covid-19 pandemic, we focused the performing arts purchases on fine art activities sent to students at home during Distance Learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.
 The challenges staff and students faced with implementing art classes and activities online was due to technical challenges. Fine art lessons continued to be successful and fun for those who participated online. For families who had inconsistent internet access, offline art projects were conducted with written instructions without classmates and a live instructor.

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
Direct instruction by certified and/or classified staff will be offered to student(s) to address relevant loss of learning. These interventions will be offered to help remediate Math concepts, support Language Arts assignments and to support second language learner services.	\$800.00	\$1,067.50	Yes
Seiad Elementary purchased and staff utilize PPE and supplies for sanitizing the school and property due to Covid-19.	\$2,000	\$2000	Yes
Seiad Elementary provides Saxon, Reach for Reading, National Geographic and My Perspectives for its core curricula with corresponding assessment products.	\$1,000	\$1000	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.

The second day of our November Intervention Day was cancelled due to lack of attendance.

Analysis of In-Person Instructional Offerings

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

Attendance of the in-person intervention days in February and May were consistently attended by 3 of 5 eligible students. The Covid-19 protocols have been followed students from January 20 to the end of the school year thus far. However, the high frustration of students has been higher than in past years. More overt behaviors have been noted by students, staff and parents. Taking time to regularly implement social and emotional strategies has been important.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The classroom aide, in consultation with the teacher, will offer online assistance during the classroom meeting and lessons as well as phone calls throughout the day to redirect students.	\$20,624.33	\$20,624.33	Yes
A monthly Zoom account for the teacher and staff was purchased to enable students and staff a platform for remote classroom and specialized instruction.	\$599.60	\$599.60	Yes
Specialized staff via our contracted Siskiyou County Office of Education will provide individual services to meet the needs of pupils with exceptional needs. This may include in-person visits for assessment and regularly scheduled online meetings with students and/or family members via Zoom.	\$0	0	No
Seiad Elementary applied to the state for devices for all students and received four Chromebooks to provide access to devices for all students. Purchased licenses for Chromebooks.	\$102.00	\$102.00	Yes
Seiad Elementary School purchased and will purchase, as needed, data cards to provide or enhance internet access to families with limited internet access and demonstrated need.	\$550.00	\$110.00	Yes
Seiad Elementary purchased or accessed the following online curricula: IXL online curriculum for Math, Language Arts and Social Sciences; Studies Weekly, Science Studies Weekly, Newsela, GoNoodle and Green Ninja.	\$1155.00	\$1155.00	Yes
Seiad Elementary purchased IXL Spanish curriculum, an online subscription to meet the world language requirements for the middle school grades.	\$300.00	\$300.00	Yes
Seiad Elementary participated in the Small School Distance Learning Academy Professional Learning webinars in the Spring of 2020. The classroom staff are also accessing the same webinars for the 2020-2021 school year. Other webinars include professional learning for	\$500.00	\$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Green Ninja (Science curriculum) and Canvas (learning management platform).			
Keenan is providing all staff with mandated training, including Covid-19.	\$0	\$0	No
Seiad Elementary provides bi-weekly curricula and supply deliveries.	130.00	\$130.00	Yes

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

NA

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.

Overall, Seiad Elementary had much success with the Continuity of Instruction, (except for wildfire evacuation of 2.5 weeks in September,) Distance Learning Professional Development, Staff Roles and Responsibilities and Support for Pupils with Unique Needs. The challenges largely were pupil participation and progress and access to devices and connectivity. To address the challenges first, students were less likely to connect with, remain visible or stay connected for a variety of reasons. Access to devices and connectivity is a factor in our rural location. This continues to be challenging for 3 of 10 students in our school community.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Annual IXL subscription for academic intervention and enrichment in Math, Language Arts and Social Sciences for the improvement of academic services. Amount is already included in Distance Learning section.	0	0	Yes

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

NA

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.

Addressing pupil learning loss continues to be challenging. Yet with our small group instruction, after-school homework help and online intervention programs and specific Intervention Days, it is making a difference in those that attend. The Intervention days have led to more completed assignments and a review of certain conceptual Math skills to be retaught. In addressing the small groups of 2-3 students has been critical for a few students to maintain motivation and the forward momentum to stay engaged in the subject matter.

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.

Accessing training webinars and county office resources when needed were two successes from outside our LEA that helped to meet and support the mental and social-emotional well-being this year. Within the school, teacher-driven scheduling and a subscription to Newsela for junior high grades and our Second Step curricula were important in both monitoring student and staff's social and emotional well-being during in-person and hybrid instruction. Scheduling time for students to share how they were feeling or "checking in" at the beginning of the in-person class time and end of the day. Also, employing tools such as GoNoodle for the primary grades helped to "jumpstart" our day with lively dance and music combinations and focused, calming SEL strategies to quiet our minds for the school hours were quite helpful during both Distance Learning and in-person instruction platforms.

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.

LEA purchased a monthly newsletter with daily email tips for families by "Resources for Educators to engage families and make a home connection. Weekly emails were sent to update families on school assignments and Covid-19 information regarding health and safety information as it became available. Once we were able to conduct school in-person in March of 2021, we had our Spring "drive-in" performance with 80% families in attendance. And we offered the traditional parent/teacher conferences via Zoom in the Fall and Winter of 2020.

Analysis of School Nutrition

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

During the beginning of the 2020-2021 school year with the Seamless Summer Program was important to our school community to provide the families consistently regardless of a possible return to Distance Learning once we were able to proceed to a hybrid schedule on January 20, 2021 and to full-time in-person instruction in March of 2021.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Purchased "Resources for Educators" to increase parent engagement.	\$238.00	\$238.00	Yes
School Nutrition	Seiad Elementary delivers school lunches daily for those who choose not to pick up curbside while on Distance Learning.	760.00	\$760.00	Yes
Pupil Engagement and Outreach	Seiad Elementary employs a librarian and volunteers to facilitate the regular operation and digitization of the school library.	\$6,000.00	0	Yes
Pupil Engagement and Outreach	Seiad Elementary partners with the Siskiyou County Library for regular delivery of physical and e-books for students.	\$0	0	Yes
Mental Health and Social and Emotional Well-Being	Professional Learning offered to staff through webinars and trainings: ACES Aware Trainings, Trauma-Informed Practices training and a Suicide Prevention webinar.	\$0	0	Yes

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

The planned action for Pupil Engagement and Outreach to have the librarian and volunteers digitize the school library will become a future project.

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.

Continued implementation of Social Emotional Learning curricula, incentives for consistent attendance and further small group instruction and intervention are lessons learned from implementing in-person and distance learning programs in 2020-2021 school year. The goals influenced by these lessons are respectively, Goals 1-3.

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

Through the state and local measures, such as IXL and local curricula assessments as well as teacher observations, pupil learning loss continues to be addressed with primarily small group instruction.

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.

NA

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.

Increasing technology funding to ensure all students have access to devices and staff have professional learning time and instruction to facilitate the continued focus on digital instruction and intervention. Additionally, continued small group instruction for English Learners and social emotional learning work, primarily have informed the development of the 2021-2022 through 2023-2024 LCAP.

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 lceff@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	52,183.73	39,395.16
After School Education and Safety (ASES)	0.00	0.00
Base	21,848.80	17,713.86
Lottery	12,898.16	6,827.53
Other	500.00	500.00
Supplemental and Concentration	2,000.00	0.00
Title V	2,370.15	1,787.15
	12,566.62	12,566.62

* 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	52,183.73	39,395.16
1000-1999: Certificated Personnel Salaries	0.00	0.00
2000-2999: Classified Personnel Salaries	800.00	100.00
3000-3999: Employee Benefits	24,931.49	21,525.89
4000-4999: Books And Supplies	8,152.24	6,599.02
5000-5999: Services And Other Operating Expenditures	13,300.00	9,012.25
5800: Professional/Consulting Services And Operating Expenditures	3,400.00	1,117.00
	1,600.00	1,041.00

* 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	52,183.73	39,395.16
		0.00	0.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	800.00	100.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	14,127.88	11,122.28
2000-2999: Classified Personnel Salaries	Base	700.00	300.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	583.44	583.44
2000-2999: Classified Personnel Salaries	Title V	9,520.17	9,520.17
3000-3999: Employee Benefits	After School Education and Safety (ASES)	4,520.92	3,300.58
3000-3999: Employee Benefits	Base	398.16	65.28
3000-3999: Employee Benefits	Supplemental and Concentration	186.71	186.71
3000-3999: Employee Benefits	Title V	3,046.45	3,046.45
4000-4999: Books And Supplies	After School Education and Safety (ASES)	2,200.00	2,200.00
4000-4999: Books And Supplies	Base	10,000.00	6,312.25
4000-4999: Books And Supplies	Lottery	500.00	500.00
4000-4999: Books And Supplies	Supplemental and Concentration	600.00	0.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	100.00	100.00
5000-5999: Services And Other Operating Expenditures	Base	300.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	2,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	1,000.00	1,017.00
5800: Professional/Consulting Services And Operating Expenditures	After School Education and Safety (ASES)	900.00	991.00
5800: Professional/Consulting Services And Operating Expenditures	Base	700.00	50.00

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

Goal	Total Expenditures by Goal	
	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	11,974.16	6,701.58
Goal 2	23,143.80	16,137.81
Goal 3	13,836.77	13,935.77
Goal 4	3,229.00	2,620.00

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

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

Total Expenditures by Offering/Program		2020-21 Budgeted	2020-21 Actual
Offering/Program			
In-Person Instructional Offerings		\$3,800.00	\$4,067.50
Distance Learning Program		\$23,960.93	\$23,020.93
Pupil Learning Loss			
Additional Actions and Plan Requirements		\$6,998.00	\$998.00
All Expenditures in Learning Continuity and Attendance Plan		\$34,758.93	\$28,086.43

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		2020-21 Budgeted	2020-21 Actual
Offering/Program			
In-Person Instructional Offerings		\$1,000.00	\$1,000.00
Distance Learning Program			
Pupil Learning Loss			
Additional Actions and Plan Requirements			
All Expenditures in Learning Continuity and Attendance Plan		\$1,000.00	\$1,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		2020-21 Budgeted	2020-21 Actual
Offering/Program			
In-Person Instructional Offerings		\$2,800.00	\$3,067.50
Distance Learning Program		\$23,960.93	\$23,020.93
Pupil Learning Loss			
Additional Actions and Plan Requirements		\$6,998.00	\$998.00
All Expenditures in Learning Continuity and Attendance Plan		\$33,758.93	\$27,086.43

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
Seiad Elementary School District	Valerie Conley McIntyre Teacher/Administrator	vconley@seiad.k12.ca.us 530-496-3308

Plan Summary [2021-22]

General Information

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

Seiad Elementary School is a remote, rural K-8 school on the Klamath River. The current ADA is 10. Over the past 10-year period, the school enrollment has declined from two classrooms and two teachers, one with upper elementary and a second with the lower elementary grades, to one teacher in a single classroom. The school building has more than ample size for the number of students and is situated on seven scenic acres. Classroom and group sizes are very small. Current standards based texts, materials and supplies are sufficient for promoting a quality education for the students.

The goal of Seiad Elementary is to meet the individual needs of each child every day. Due to the multi-graded classroom, students are easily integrated into the appropriate academic situation. Small group settings further facilitate individualized instruction. Staff and students look forward to school each day.

The instructional staff consists of one fully credentialed teacher and three part-time instructional aides. Additional staff include a Chief Business Officer, cook, custodian and maintenance person. The staff is positive, hard working and has a close relationships with parents and students.

VISION STATEMENT

All students will learn to use their minds well and be prepared for:

- * responsible citizenship
- * further learning
- * productive employment in our modern economy
- * taking responsibility for learning, decisions and actions

Seiad Elementary School is committed to:

- * helping each child realize his or her full potential
- * welcoming diversity
- * stimulating intellectual curiosity

- * fostering constant exploration of change as part of our culture
- * creating a learning community

Seiad Elementary school demographics include:

- * 1 English Learner
- * 0 Foster Youth
- * 100% Low Income

Title II and Title V are included in this plan, as we consider this our Single District School Plan as well. It includes our student achievement goals, professional development, parent involvement, and the funds necessary to achieve these goals.

Reflections: Successes

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

LEA purchased Science curricula for the primary grades and will pilot curricula for the junior high grades in the 2021-2022 school year. In addition, the writing scores have increased per the teacher records and funding for technology has increased to accommodate the needs of all students in the coming years.

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.

Both suspension rates and chronic absenteeism have increased and are remaining static, per local records and the dashboard indicators. To address these areas, both SEL curricula have been purchased and professional learning trainings for all staff are scheduled to begin prior to the 2021-2022 school year beginning.

LCAP Highlights

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

LEA purchased Science curricula for the primary grades and will pilot Science curricula for the junior high grades in the 2021-2022 school year. Additional funding for technology has increased to maintain 1:1 student to devices ratio. And SEL curricula and classroom aides have been obtained for all grades to aid in the success of all the students with instruction of Social Emotional Learning as well as small group instruction for the success of all the 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.

During school board meetings, school site council meetings, family surveys as well as conversations with staff to ensure all stakeholders had opportunities to provide suggestions before finalizing the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Increased access to technology was a recurring theme with stakeholders to increase the number of devices purchased and support.

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

Based on requests from school staff, funds for technology were increased and additional instruction and professional learning was planned due to their input.

Goals and Actions

Goal

Goal #	Description
1	All students, including English Learners, will be provided a broad course of study by appropriately assigned and credentialed teachers, in well-maintained facilities, utilizing standards-aligned curriculum and instruction.
An explanation of why the LEA has developed this goal. Based on local indicators for Priorities 1, 2 & 7, Seiad Elementary has a need to maintain appropriately credentialed teachers, and facilities. We need to update Science curriculum in order to have standards-aligned materials in all core areas. Professional development will need to be provided for teacher and paraprofessionals to implement NGSS science.	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 self-assessment tool	100% teachers are fully credentialed and appropriately assigned				100% teachers will be fully credentialed and appropriately assigned
Priority 2 self-assessment tool	All core curriculum is standards-aligned.				All core curriculum will be standards-aligned.
Williams Report	All students have access to their own copies of Standards-aligned materials in all core curricular areas, except science.				All students will have access to their own copies of Standards-aligned materials in all core curricular areas.
Priority 2 self-assessment tool	State standards are implemented in all core curricular areas.				State standards will continue to be implemented in all core curricular areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Priority 7 self-assessment tool	All students have access to and are enrolled in a broad course of study.				All students will continue to have access to and be enrolled in a broad course of study.
Facilities Inspection Tool	Facilities are maintained in "Good" or better condition.				Facilities will be maintained in "Good" or better condition.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchase curriculum	Purchase standards-aligned curriculum as necessary. For the 2021-22 school year, pilot to purchase Twig NGSS science curriculum for junior high grades. Purchase IXL Spanish subscription for World Language curricula.	\$3,300.00	No
2	Professional Development	Provide professional development opportunities in new curriculum adoptions, incorporation of technology into lessons, and instructional best practices. This includes travel, registration, and substitute costs.	\$2,000.00	No
3	Maintain facilities	Maintain and upgrade facilities. Replace flooring in 21-22.	\$2,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Seiad Elementary will promote and provide a safe, nurturing, welcoming learning environment that encourages student, staff, parent, and community engagement.

An explanation of why the LEA has developed this goal.

Based on analysis of state and local indicators for Priorities 3, 5, & 6, Seiad Elementary has identified a need to reduce our chronic absenteeism rate.

By providing a safe, nurturing, learning environment, students will be more engaged and connected to school, thus reducing the number of days absent.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Suspension Rate	40%				Suspension rate will be below 20%.
Expulsion Rate	0%				Expulsion rate will remain at 0%.
Chronic Absenteeism Rate	50% (2019 Dashboard)				Chronic Absenteeism Rate will be 25% or less.
Attendance Rate	94%				Attendance Rate will remain at 94% or higher.
Middle School Dropout Rate	0%				Middle School Dropout Rate will remain at 0%.
School survey	90% of parents, students and staff indicate a sense of				95% or higher of parents, students and staff will indicate a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	safety and school connectedness.				sense of safety and school connectedness.
Priority 6 self-assessment tool	Full implementation of all measures of Parent/Family Engagement				All measures of Parent/Family Engagement will be fully implemented.
Site Council membership	20% of parents are members of Site Council.				20% or above parents will be members of Site Council.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain Technology	Technology will be increased and maintained, as necessary.	\$4,949.00	No
2	S.A.F.E. Program	S.A.F.E. will provide tutoring and enrichment opportunities, utilizing ASES funds for books and supplies and classified S.A.F.E. employee salary & benefits.	\$24,397.59	Yes
3	Garden Project	Continue garden project through S.A.F.E. program, including garden supplies and materials. (ASES)	\$500.00	Yes
4	SEL Professional development	Provide professional development focused on classroom and social-emotional needs of students. (paraprofessionals)	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	"Home/School Connection" Newsletter	Maintain subscription to the "Home/School Connection" newsletter to improve school/home communication and support parent engagement.	\$240.00	Yes
6	Go-Guardian	Maintain subscription to Go-Guardian to monitor student online access.	\$105.00	No
7	Door blocks & lock box	Purchase door blocks and lock box for emergency personnel to support student safety.	\$500.00	No
8	Surveillance cameras	Update surveillance cameras for school.	\$3,000.00	No
9	Library	Digitization of the school library and librarian stipend.	\$3,677.35	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	All students will demonstrate increasing proficiency in all academic areas.

An explanation of why the LEA has developed this goal:

Based on local indicators for Priorities 4, 7 and 8, Seiad Elementary will provide instruction, intervention and enrichment for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Classroom assessments	ELA meet/exceed = 63% Math meet/exceed = 50% Science meet/exceed = 50%				63% or above of students will meet or exceed standards in ELA 50% or above of students will meet or exceed standards in Math 50% or above of students will meet or exceed standards in Science
CAASPP results	ELA meet/exceed = 45% Math meet/exceed = 45% Science meet/exceed = ----%				45% or above students will meet or exceed standards in ELA 45% or above of students will meet or exceed standards in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
					45% or above of students will meet or exceed standards in Science
EL Reclassification Rate	0% of EL students were reclassified				100% of EL students will be reclassified
ELPAC Results	0% of EL students progressed at least 1 level				100% of EL students will progress at least 1 level
Teacher Observation	All students display finished art projects at various venues.				All students will display art projects at various venues.
Classroom assessments	All students are able to read music before completion of 8th grade.				All students will be able to read music before completion of 8th grade.
School calendar	Students perform 2-3 times per year for parents and community members.				Students will perform 2-3 times per year for parents and community members.
Lesson plans	100% of students have access to visual and performing arts (VAPA).				100% of students will have access to visual and performing arts (VAPA).

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention grouping	Identify intervention group participants on a regular basis based on classroom assessments.		No

Action #	Title	Description	Total Funds	Contributing
2	Paraprofessional support	Continue to provide paraprofessional staff to support small group and differentiated instruction. (Title V - 5850)	\$13,337.00	Yes
3	IXL Program	Purchase subscription to IXL for reading, math, social studies, and science intervention and enrichment.	\$600.00	Yes
4	Student to Adult ratio	Maintain student to adult ratio at 8 to 1 or less.		No
5	Community volunteers	Continue to seek community volunteers to reduce math and reading groups.		Yes
6	Music Program	Continue to maintain, repair, and replace instruments.	\$906.00	Yes
7	Music scores & downloads	Continue to purchase choir music scores and music downloads.	\$100.00	Yes
8	Visual arts	Continue to support visual arts program. (ASES)	\$1,200.00	Yes
9	Travel Band	Travel band will perform in neighboring communities. (Travel costs)	\$100.00	No
10	Dance Program	Continue dance program, including \$300 stipend, \$106 benefits, \$200 books, supplies and instructional materials. (ASES)	\$606.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Art displays	Continue to display art in Happy Camp Art Center, Siskiyou Co. Fair, and various county and state sponsored contests. (Entry fees, mileage)	\$200.00	No
12	Performances	Continue to support 2-3 formal community performances per year. (Costumes, supplies, instructional materials)	\$200.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.25%	\$18,196

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.

For actions 3.1, 2, 4 and 5, providing intervention, obtaining paraprofessional support, maintaining student to adult ratio at 8 to 1 or less and continuing to seek community volunteers, the LEA is able to provide our entire school with the staff to meet the needs of our English learner and low-income students groups. These groups were considered first as they make up the entire student body. These actions are effective in meeting the goals for these students by providing time and attention throughout the day to provide small group instruction in each academic subject.

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

Improvement in the services the LEA provides for our English learner and low-income students is continually meeting the small group focus of instruction for our students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$18,637.35	\$31,713.59		\$12,567.00	\$62,917.94

Totals:	Total Personnel	Total Non-personnel
	\$40,472.94	\$22,445.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Purchase curriculum	\$3,000.00	\$300.00			\$3,300.00
1	2	All	Professional Development	\$2,000.00				\$2,000.00
1	3	All	Maintain facilities	\$2,000.00				\$2,000.00
2	1	All	Maintain Technology	\$1,545.00	\$3,404.00			\$4,949.00
2	2	English Learners Foster Youth Low Income	S.A.F.E. Program		\$24,397.59			\$24,397.59
2	3	English Learners Foster Youth Low Income	Garden Project		\$500.00			\$500.00
2	4	English Learners Low Income	SEL Professional development	\$400.00	\$600.00			\$1,000.00
2	5	English Learners Foster Youth Low Income	"Home/School Connection" Newsletter	\$240.00				\$240.00
2	6	All	Go-Guardian	\$105.00				\$105.00
2	7	All	Door blocks & lockbox	\$500.00				\$500.00
2	8	All	Surveillance cameras	\$3,000.00				\$3,000.00
2	9	All	Library	\$3,677.35				\$3,677.35
3	1	All	Intervention grouping					
3	2	English Learners Low Income	Paraprofessional support	\$770.00			\$12,567.00	\$13,337.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Low Income	IXL Program	\$600.00				\$600.00
3	4	All	Student to Adult ratio					
3	5	English Learners Low Income	Community volunteers					
3	6	English Learners Low Income	Music Program	\$200.00	\$706.00			\$906.00
3	7	English Learners Low Income	Music scores & downloads	\$100.00				\$100.00
3	8	English Learners Low Income	Visual arts		\$1,200.00			\$1,200.00
3	9	All Grades 5-8	Travel Band	\$100.00				\$100.00
3	10	English Learners Low Income	Dance Program		\$606.00			\$606.00
3	11	All	Art displays	\$200.00				\$200.00
3	12	All	Performances	\$200.00				\$200.00

Contributing Expenditures Tables

Totals by Type		Total LCFF Funds	Total Funds
Total:		\$2,310.00	\$42,886.59
LEA-wide Total:		\$2,310.00	\$42,886.59
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
2	2	S.A.F.E. Program	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$24,397.59
2	3	Garden Project	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$500.00
2	4	SEL Professional development	LEA-wide	English Learners Low Income	All Schools	\$400.00	\$1,000.00
2	5	"Home/School Connection" Newsletter	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240.00	\$240.00
3	2	Paraprofessional support	LEA-wide	English Learners Low Income	All Schools	\$770.00	\$13,337.00
3	3	IXL Program	LEA-wide	English Learners Low Income	All Schools	\$600.00	\$600.00
3	5	Community volunteers	LEA-wide	English Learners Low Income	All Schools		
3	6	Music Program	LEA-wide	English Learners Low Income	All Schools	\$200.00	\$906.00
3	7	Music scores & downloads	LEA-wide	English Learners Low Income	All Schools	\$100.00	\$100.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	8	Visual arts	LEA-wide	English Learners Low Income	All Schools		\$1,200.00
3	10	Dance Program	LEA-wide	English Learners Low Income	All Schools		\$606.00

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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

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

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

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

- **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.