2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Monroe Elementary School District.
CDS Code:	10-62323
LEA Contact Information:	Name: Shelley Manser Position: Superintendent Email: smanser@monroe.k12.ca.us Phone: 559-834-2895
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	$1,980,341
LCFF Supplemental & Concentration Grants	$553,213
All Other State Funds	$409,663
All Local Funds	$254,071
All federal funds	$67,512
Total Projected Revenue	$2,711,587

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$2,791,957
Total Budgeted Expenditures in the LCAP	$2,037,513
Total Budgeted Expenditures for High Needs Students in the LCAP	$553,212
Expenditures not in the LCAP	$754,444

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$0
Actual Expenditures for High Needs Students in Learning Continuity Plan	$0

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$-1
2020-21 Difference in Budgeted and Actual Expenditures	$0

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).	Federal and State expenditures were not included in the 2021-2022 LCAP.
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	The on-going COVID-19 pandemic limited some of the planned actions for the 2020-21 school year. Field trips and professional development through conferences were two examples of planned actions we were unable to provide due to the state of California remaining closed. Many

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.	supplemental materials purchased throughout the year for high needs students were not bought due to students being taught through distance learning much of the school year.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monroe Elementary School District.

CDS Code: 10-62323

School Year: 2021-22

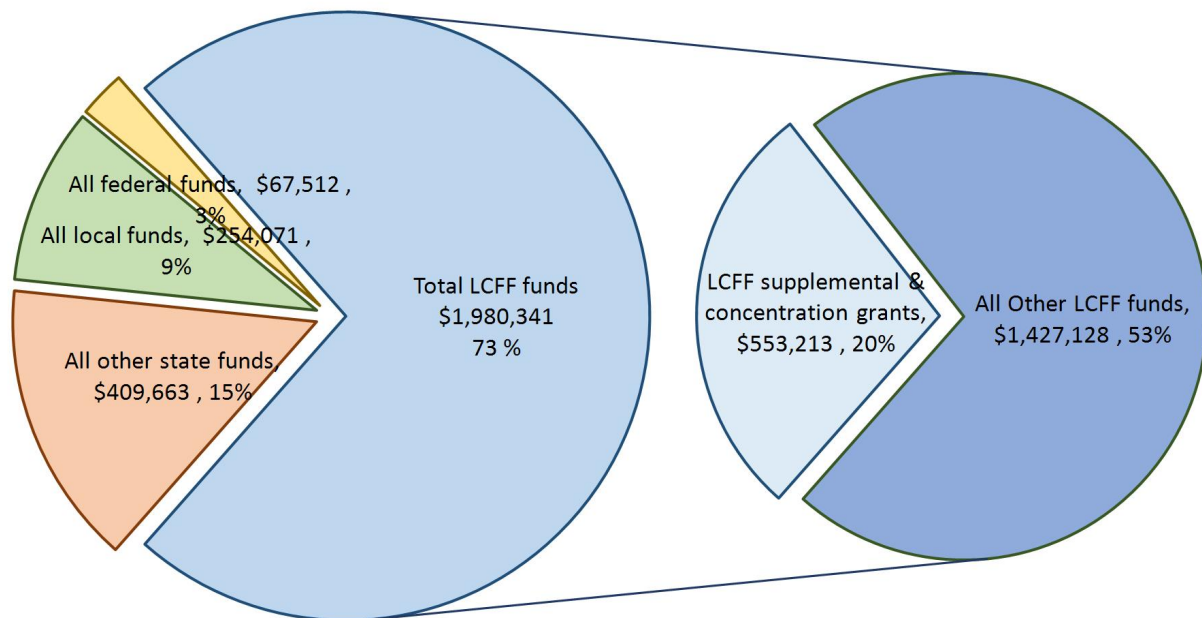LEA contact information:

Shelley Manser

Superintendent

smanser@monroe.k12.ca.us

559-834-2895

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $67,512 , 3%

All local funds, $254,071 , 9%

All other state funds, $409,663 , 15%

Total LCFF funds $1,980,341 73 %

LCFF supplemental & concentration grants, $553,213 , 20%

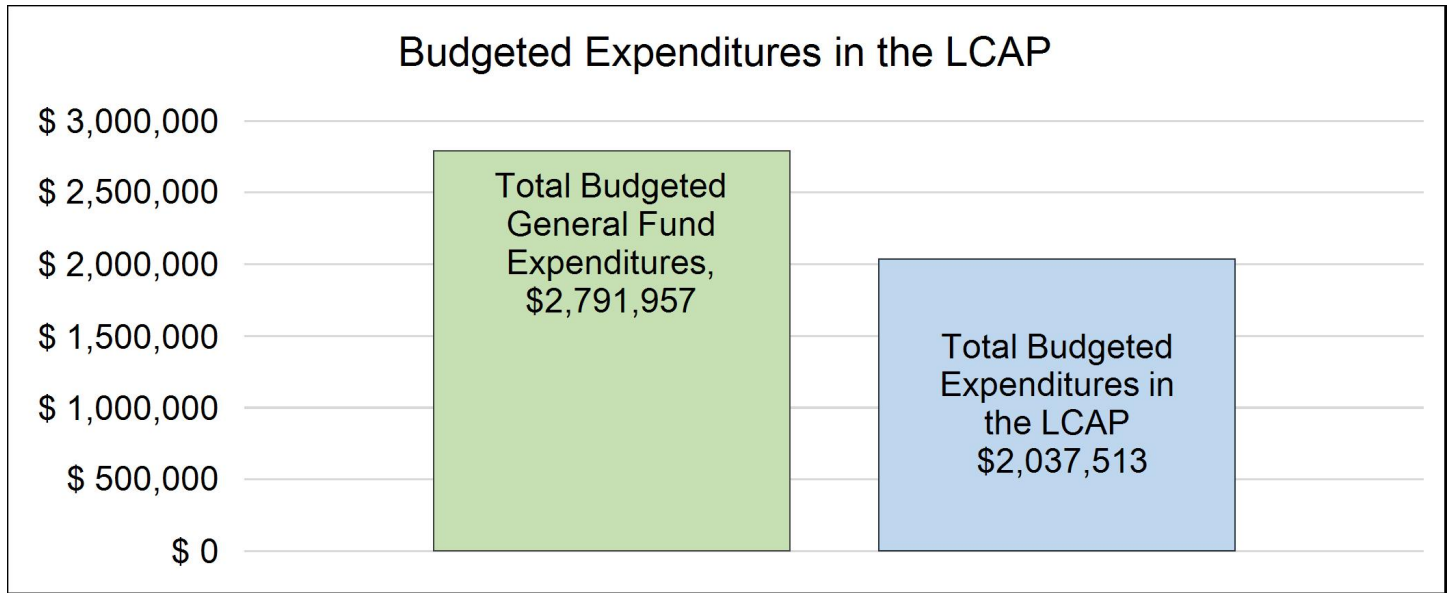All Other LCFF funds, $1,427,128 , 53%

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

The total revenue projected for Monroe Elementary School District. is $2,711,587, of which $1,980,341 is Local Control Funding Formula (LCFF), $409,663 is other state funds, $254,071 is local funds, and

$67,512 is federal funds. Of the $1,980,341 in LCFF Funds, $553,213 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $2,791,957	Total Budgeted Expenditures in the LCAP $2,037,513

This chart provides a quick summary of how much Monroe 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.

Monroe Elementary School District. plans to spend $2,791,957 for the 2021-22 school year. Of that amount, $2,037,513 is tied to actions/services in the LCAP and $754,444 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
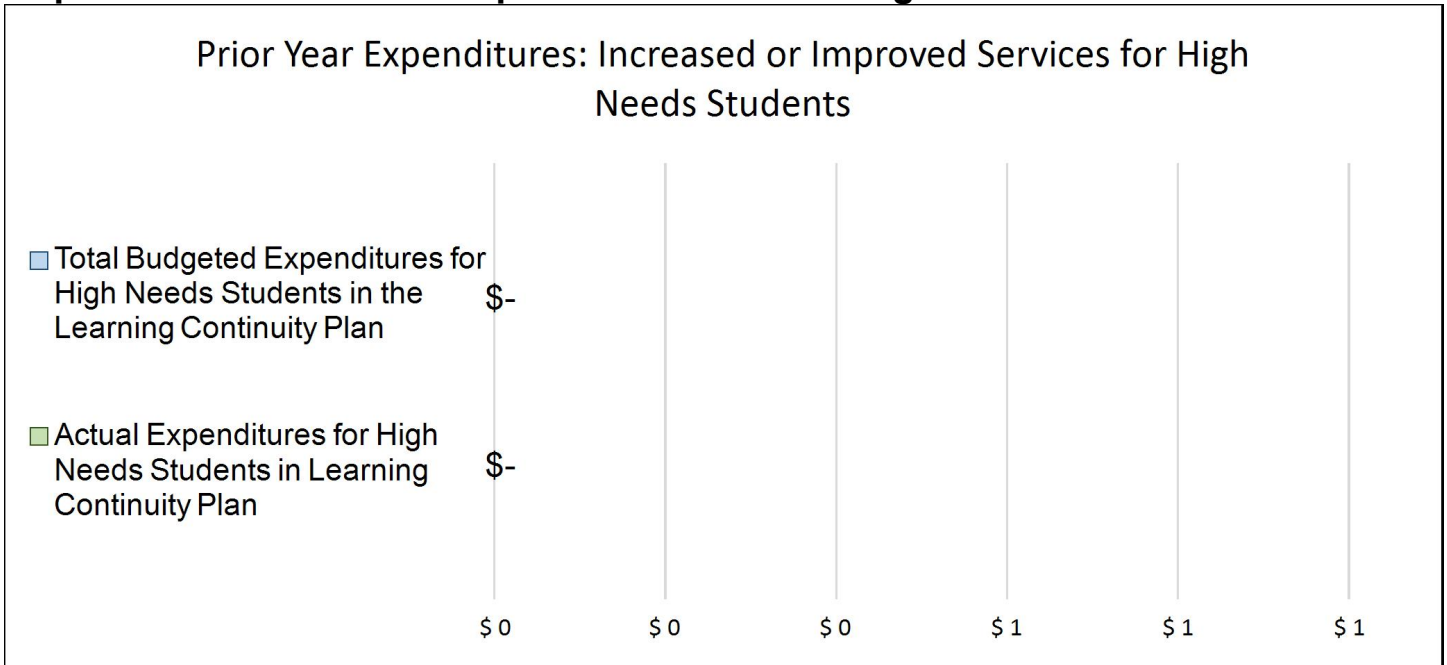
Federal and State expenditures were not included in the 2021-2022 LCAP.

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

In 2021-22, Monroe Elementary School District. is projecting it will receive $553,213 based on the enrollment of foster youth, English learner, and low-income students. Monroe Elementary School District. must describe how it intends to increase or improve services for high needs students in the LCAP. Monroe Elementary School District. plans to spend $553,212 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan $-

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan $-

$ 0 $ 0 $ 0 $ 1 $ 1 $ 1

This chart compares what Monroe 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 Monroe 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, Monroe Elementary School District.'s Learning Continuity Plan budgeted $0 for planned actions to increase or improve services for high needs students. Monroe Elementary School District. actually spent $0 for actions to increase or improve services for high needs students in 2020-21.

The on-going COVID-19 pandemic limited some of the planned actions for the 2020-21 school year. Field trips and professional development through conferences were two examples of planned actions we were unable to provide due to the state of California remaining closed. Many supplemental materials purchased throughout the year for high needs students were not bought due to students being taught through distance learning much of the school year.

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
Monroe Elementary School District.	Shelley Manser Superintendent	smanser@monroe.k12.ca.us 559-834-2895

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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

Retain and hire as positions become available Properly Credentialed Teachers, maintain school facilities in good repair, purchase state/locally approved curriculum for all grades

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Continue to Monitor and keep record of credential status or change among all existing teachers and new hires. Properly Credentialed with no Misassignments nor Vacancies--API Suspended ensure sufficient materials. **19-20** 100% **Baseline** 92%: 12 out of 13	100% of teachers were properly credentialed with no misassignments and no vacancies per internal audit. Goal met.
Metric/Indicator Maintain school facilities in good repair as measured by the FIT **19-20** School facility in good repair; 88% **Baseline** School facility in good repair; 85%	School facilities maintained in 100% good repair as measured by the FIT. Goal met.
Metric/Indicator	100% sufficient materials were provided, including core curriculum and related materials and supplies, for all students. Provided supplementary material and supplies as needed. Goal met.

Expected	Actual
Ensure sufficient materials, including core curriculum and related materials and supplies, are provided for all students. Provide supplementary material and supplies as needed. **19-20** 100% **Baseline** 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Retain and hire as positions become available Properly Credentialed Teachers; maintain clerical support for school operations; administration costs.	1000-1999: Certificated Personnel Salaries Base 247,773.00	1000-1999: Certificated Personnel Salaries Base 287,494.00
	3000-3999: Employee Benefits Base 110,802.00	3000-3999: Employee Benefits Base 156,844.00
	2000-2999: Classified Personnel Salaries Base 6,976.00	2000-2999: Classified Personnel Salaries Base 7,745.00
	3000-3999: Employee Benefits Base 5,911.00	3000-3999: Employee Benefits Base 6,007.00
	1000-1999: Certificated Personnel Salaries Base 50,000.00	1000-1999: Certificated Personnel Salaries Base 50,000.00
	3000-3999: Employee Benefits Base 10,230.00	3000-3999: Employee Benefits Base 10,325.00
	2000-2999: Classified Personnel Salaries Base 69,154.00	2000-2999: Classified Personnel Salaries Base 69,155.00
	3000-3999: Employee Benefits Base 35,726.00	3000-3999: Employee Benefits Base 33,812.00
	1000-1999: Certificated Personnel Salaries Base 69,000.00	1000-1999: Certificated Personnel Salaries Base 69,000.00

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Base 22,817.00	3000-3999: Employee Benefits Base 22,879.00
Maintain school facilities in good repair	2000-2999: Classified Personnel Salaries Base 75,102.00	2000-2999: Classified Personnel Salaries Base 67,372.00
	3000-3999: Employee Benefits Base 33,159.00	3000-3999: Employee Benefits Base 19,240.00
	5000-5999: Services And Other Operating Expenditures Base 13,100.00	5000-5999: Services And Other Operating Expenditures Base 21,541.00
	5000-5999: Services And Other Operating Expenditures Base 61,620.00	5000-5999: Services And Other Operating Expenditures Base 53,071.00
	5000-5999: Services And Other Operating Expenditures Base 12,500.00	5000-5999: Services And Other Operating Expenditures Base 15,267.00
	5000-5999: Services And Other Operating Expenditures Base 14,217.00	5000-5999: Services And Other Operating Expenditures Base 14,670.00
	4000-4999: Books And Supplies Base 18,700.00	4000-4999: Books And Supplies Base 11,802.00
District/Site operational support costs	4000-4999: Books And Supplies Base 3,225.00	4000-4999: Books And Supplies Base 7,144.00
	5800: Professional/Consulting Services And Operating Expenditures Base 18,847.00	5800: Professional/Consulting Services And Operating Expenditures Base 6,121.00
	3000-3999: Employee Benefits Base 41,321.00	3000-3999: Employee Benefits Base 40,507.00
	7000-7439: Other Outgo Base 73,555.00	7000-7439: Other Outgo Base 62,283.00
	5000-5999: Services And Other Operating Expenditures Base 7,951.00	5000-5999: Services And Other Operating Expenditures Base 7,670.00

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo Base 26,393.00	7000-7439: Other Outgo Base 52,786.00
Support of State and Locally Approved Common Core Curriculum-technology enhanced.	4000-4999: Books And Supplies Lottery 22,000.00	4000-4999: Books And Supplies Lottery 23,740.00
The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will retain and Maintain Highly Qualified Support Staff to provide MTSS (Multi Tiered System of Support) intervention classroom support during the school day for unduplicated students. This action will increase student performance for these students on state and local assessments by providing social, emotional and behavioral support. Dashboard data from 17-18 and 18-19 show 15.96% of students in ELA an 18.53% of students in Math made movement from one performance level to next performance level. This indicates our intervention and student support systems are impacting student academic performance.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 28,357.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,600.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 18,319.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 600.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9,264.00

Goal Analysis

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

Overall the amounts budgeted and actually expended were close. For Action 3, two years (2018-2019 and 2019-2020) worth of PARS payments were made in 2019-2020 creating the significant difference between Budgeted and Actual expenditures. The district implemented all of the actions written in the LCAP. All actions were implemented as expected.

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

The district implemented all of the actions written in the LCAP. In reviewing our annual measurable outcomes, the district met all 3 metrics.

Successes were noted in maintaining 100% of teachers were properly credentialed with no misassignments and no vacancies, 100% facilities in good repair, and providing 100% sufficient materials, including core curriculum and related materials and supplies, for all students.

Our greatest challenge was presented when, during the 2019-20 school year, school was abruptly closed due to the COVID-19 pandemic shifting focus to effective distance learning instructional strategies, use of Google Meets and Google Classrooms, student engagement, and assessment strategies. Quick and effective professional development programming in March resulted in only a few days lag between the shelter-in-place order and the initial distance learning program in mid-March. Significant energy and resources in May and June were directed toward improving distance learning systems and strategies, and anticipating distance and hybrid learning in 2020-2021. A new school wide assessment system, i-ready, was implemented to gauge student learning and to make instructional plans to address learning loss and gaps.

Goal 2

All students will increase achievement proficiency levels in the areas of ELA, ELD, and Mathematics as measured by state and local assessments with the implementation of Common Core. Students will have access to a broad course of study through a rich instructional schedule. ELL subgroup will increase in proficiency and move toward growth goal in overall ELPAC at one level per year and increase redesignation and reclassification of ELL students annually.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator For all students and subgroups: All students will increase to meet or exceed state average scores as measures by the California State Physical Fitness Testing (PFT). **19-20** 45% **Baseline** 30%	Due to the impact of COVID-19, the state required PFT was waived for the 2019-2020 school year, thus an actual measurable outcome is not available for this metric.
Metric/Indicator For all students and subgroups: The percent "met" or exceeded" standard will Maintain or increase as referenced by annual SBAC for ELA **19-20** 37% **Baseline** 22%	Goal was met with 42% of all students "met or exceeded standards" for ELA on the 2019 SBAC. Due to the impact of COVID-19, the SBAC for ELA was waived for the 2019-2020 school year, thus an actual measurable outcome is not available for this metric.

Expected	Actual
Metric/Indicator For all students and subgroups: The percent "met" or exceeded" standard will Maintain or increase as referenced by annual SBAC for Math. **19-20** 34% **Baseline** 19%	Goal was not met with 30% of all students "met or exceeded standards" for Math on the 2019 SBAC. Due to the impact of COVID-19, the SBAC for Math was waived for the 2019-2020 school year, thus an actual measurable outcome is not available for this metric.
Metric/Indicator For all students and subgroups: maintain a broad course of study which will be measured by collecting teachers schedules. **19-20** 100% **Baseline** 100%	Teacher's taught self-contained classrooms/grade level content through distance learning. 100% of students were offered a broad course of study per internal audit.
Metric/Indicator For all EL students: increased EL growth by one level. **19-20** 71% **Baseline** 56%	30.8% increased one or more growth by one or more level. Goal not met.
Metric/Indicator increase Redesignation rates for EL. **19-20** 41% **Baseline** 26%	2.8% redesignation rate for 2019-20. Goal not met.
Metric/Indicator State standards implemented as measured by either narrative summary or the state reflection tool. **19-20**	100% implementation of state standards Data Source: Dashboard Fall 2020

Expected	Actual
Maintain 100% implementation **Baseline** 100% implementation	
Metric/Indicator EL access to state standards/ELD standards. **19-20** Will maintain 100% access to state/ELD standards **Baseline** 100% access to state/ELD standards	100% access to state/ELD standards Data Source: Dashboard Fall 2020

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will increase achievement proficiency for unduplicated students by contracting for professional development in the areas of science and math. This action will increase student performance for these students on state and local assessments.	5000-5999: Services And Other Operating Expenditures Base 75,251.00 5800: Professional/Consulting Services And Operating Expenditures Base 2,000.00 5800: Professional/Consulting Services And Operating Expenditures Base 10,200.00 Not Applicable 0.00	5000-5999: Services And Other Operating Expenditures Base 86,796.00 5800: Professional/Consulting Services And Operating Expenditures Base 2,035.00 5800: Professional/Consulting Services And Operating Expenditures Base 457.00
The unduplicated students have a great need for various opportunities to practice 21st Century learning. They also have a need to practice real world experiences that enhance their readiness for the modern workplace. Enrichment electives will be implemented in order to help increase proficiency achievement for our unduplicated students by offering a broad course of study. In addition to a broad course of study, a team of certificated staff members will be providing Multi Tiered Support Services (MTSS) for our at-risk students. As a result of	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20,925.00 3000-3999: Employee Benefits Supplemental and Concentration 4,281.00	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20,925.00 3000-3999: Employee Benefits Supplemental and Concentration 4,313.00

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
implementing these actions, we anticipate increased scores on Math and ELA, CAASPP and district benchmarks for these most at risk students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 46,000.00 3000-3999: Employee Benefits Supplemental and Concentration 15,212.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 19,211.00 3000-3999: Employee Benefits Supplemental and Concentration 8,426.00 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,500.00 3000-3999: Employee Benefits Supplemental and Concentration 249.00	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 46,000.00 3000-3999: Employee Benefits Supplemental and Concentration 15,252.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,092.00 3000-3999: Employee Benefits Supplemental and Concentration 7,262.00 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,500.00 3000-3999: Employee Benefits Supplemental and Concentration 232.00
Discontinued pull-out intervention and replaced it with small group instruction and push-in intervention focused on Reading Comprehension, Reading Strategies and Writing.	Not Applicable 0.00 Not Applicable 0.00	
The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will offer math intervention/RTI during the school day that is above and beyond the core instructional minutes for unduplicated students. This action will increase student performance for these students on state and local assessments.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 154,025.00 3000-3999: Employee Benefits Supplemental and Concentration 65,974.00	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 151,333.00 3000-3999: Employee Benefits Supplemental and Concentration 65,500.00
The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will offer After school tutoring for all grades, in all subject matters. This action will increase student performance for these students on state and local assessments.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,400.00 3000-3999: Employee Benefits Supplemental and Concentration 286.00	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,520.00 3000-3999: Employee Benefits Supplemental and Concentration 518.00

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will offer bilingual paraprofessionals in grades TK--4th in order to assist with learning and comprehension. This action will increase student performance for these students on state and local assessments.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 45,563.00 3000-3999: Employee Benefits Supplemental and Concentration 25,105.00 2000-2999: Classified Personnel Salaries Other 5,286.00 3000-3999: Employee Benefits Other 5,248.00	2000-2999: Classified Personnel Salaries Supplemental and Concentration 81,845.00 3000-3999: Employee Benefits Supplemental and Concentration 37,067.00 2000-2999: Classified Personnel Salaries Other 5,287.00 3000-3999: Employee Benefits Other 5,151.00
The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will offer summer school for K--7th grade in order to assist with learning and comprehension. This action will increase student performance for these students on state and local assessments.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,500.00 3000-3999: Employee Benefits Supplemental and Concentration 307.00 2000-2999: Classified Personnel Salaries Other 1,812.00 3000-3999: Employee Benefits Other 560.00 1000-1999: Certificated Personnel Salaries Other 1,500.00 3000-3999: Employee Benefits Other 307.00	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,500.00 3000-3999: Employee Benefits Supplemental and Concentration 310.00 2000-2999: Classified Personnel Salaries Other 1,824.00 3000-3999: Employee Benefits Other 538.00 1000-1999: Certificated Personnel Salaries Other 1,500.00 3000-3999: Employee Benefits Other 310.00
The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need, the LEA will support classroom instruction for unduplicated students by purchasing books, materials and supplies to help supplement their education. This action will increase student performance for these students on state and local assessments.	4000-4999: Books And Supplies Supplemental and Concentration 27,779.54	4000-4999: Books And Supplies Supplemental and Concentration 1,207.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,713.00

Goal Analysis

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

During the 19-20 school year, we completed all planned actions and expended funds necessary to complete all actions. The district implemented all of the actions written in the LCAP. All actions implemented as expected. Due to the COVID-19 pandemic and subsequent school closure during the 19-20 school year, some of the actions in Goal 2 were funded through federal and state stimulus and relief funds. For action 6, an instructional aide was hired at the start of the year and was not in the original budget. A portion of unexpended funds were used to complete actions/services in Goal 4.

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

Some academic successes during the 19-20 school year are based on comparative data from i-Ready diagnostics at the beginning of the year and the end of the year. In ELA, 18% of students completed assessment at the beginning of the school year compared to 93% of students completing the assessment at the end of the year. In comparing three trimester's diagnostics, the results were as follows: Diagnostic 1: 55% of students were "at risk"; 24% were in Tier 2; and 21% were on grade level; Diagnostic 2: our "at risk" percentage dropped 9%, bringing our "at risk" percentage down 9%.; Our Tier 2 percentage went from 24% of students to 55% or students showing growth of 31% more students; Diagnostic 3: Our at risk number dropped another 6% at the end of the year. Growth i n ELA Between our 2nd and 3rd diagnostics we saw significant growth among grade levels, in the following ways: Kindergarten: Diagnostic 2: 44% of students were at Tier 2, Nearly Met. Diagnostic 3: 87% of students were Nearly Met; First Grade: Diagnostic 2: 75% of students were at Tier 2, Nearly Met. Diagnostic 3: 100% of students were Nearly Met; Second Grade: 33% of students were at Tier 2, Nearly Met; Diagnostic 3: 50% of students Nearly Met ;Third Grade: Diagnostic 2: 25% of students were at Tier 2, Nearly Met. Diagnostic 3: 43% of students were Nearly Met; Fourth Grade: Diagnostic 2: 45% of students were at Tier 2, Nearly Met. Diagnostic 3: 75% of students were Nearly Met; Fifth Grade: Diagnostic 2: 46% of students were at Tier 2, Nearly Met. Diagnostic 3: 56% of students were Nearly Met; Sixth Grade: Diagnostic 2: 25% of students were at Tier 2, Nearly Met. Diagnostic 3: 43% of students were Nearly Met; Seventh Grade: Diagnostic 2: 31% of students were at Tier 2, Nearly Met. Diagnostic 3: 6% of students were at grade level; Eight Grade: Diagnostic 2: 100% of students were at Tier 3 At Risk. Diagnostic 3: 11% of students Met Grade level.

In Math, 18% of students completed assessment; end of the year 93% of students completed the assessment. In comparing three trimester's diagnostics, the results were as follows: Diagnostic 1: 48% of students were "at risk"; 52% were in Tier 2; and 0% were on grade level; Diagnostic 2: our "at risk" percentage dropped 38%, bringing our "at risk" percentage down 10%.; Our Tier 2 percentage went from 52% of students and showed no drop in Tier 2.; Diagnostic 3: Our at risk number dropped another 4% at the end of the year. Growth i n MATH Between our 2nd and 3rd diagnostics we saw significant growth among grade levels, in the following ways: Kindergarten: Diagnostic 2: 63% of students were at Tier 2, Nearly Met. Diagnostic 3: 73% of students were Nearly Met; First Grade: Diagnostic 2: 71% of students were at Tier 2, Nearly Met. Diagnostic 3: 100% of students were Nearly Met; Third Grade: Diagnostic 2: 45% of students were at Tier 2, Nearly Met. Diagnostic 3: 58% of students were Nearly Met; Fourth Grade: Diagnostic 2: 40% of students were at Tier 2, Nearly Met. Diagnostic 3: 67% of students were Nearly Met; Fifth Grade: Diagnostic 2: 33% of students were at Tier 2, Nearly Met. Diagnostic 3: 63% of students were Nearly Met; Sixth Grade: Diagnostic 2: 46% of students were at Tier 2,

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Nearly Met. Diagnostic 3: 65% of students were Nearly Met; Eight Grade: Diagnostic 2: 100% of students were at Tier 3 At Risk. Diagnostic 3: 11% of students Met Grade level

As noted in feedback from all stakeholder groups, many of the challenges we experienced were simply due the technology issues and students unable to consistently connect and log in to class. The intermittent access and class connection created learning gaps that clearly show through the assessment data. Our hypothesis that learning would improve, student engagement would increase, and assessment data would reflect improvement once we returned to live instruction was confirmed as we analyzed Diagnostic 3 which was given 1 month after students returned to campus. Additionally, after reviewing the California Accountability and School Dashboard, Monroe was orange in the overall performance category of Math. Locally we have identified Math and writing as our greatest need. Writing is our another noted due to 30% of our students are "not met" in locally administered writing exams.

Goal 3

All students will increase attendance rates to address chronic absenteeism as measured through Schoolwise with the continuation of transportation; students will maintain current drop out rate of Zero.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator For all students and subgroups: maintain satisfactory attendance based on P2. **19-20** 96% **Baseline** 94%	2019 P2ADA shows 96% student attendance. Goal met.
Metric/Indicator For all students and subgroups: Decrease chronic absenteeism **19-20** 10% **Baseline** 10%	Based on 3 previous years Dashboard data, MESD has maintained a chronic absenteeism rate of approximately 6.5%. Goal not met due to percentage of baseline wasn't reduced as it should have been in 19-20 due to COVID.
Metric/Indicator For Middle School Students: maintain a low to zero drop out rate. **19-20** 0%	Based on previous 3 year average of 0% middle school drop out rate. Goal met.

Expected	Actual
Baseline 0%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Home to School Transportation	5800: Professional/Consulting Services And Operating Expenditures Base 65,000.00	5800: Professional/Consulting Services And Operating Expenditures Base 57,527.00
The unduplicated student population has some of the lowest attendance rates in the district. In order to address this issue, the LEA will support efforts to boost attendance by providing weekly attendance monitoring, generating SARB letters when necessary and giving positive feedback with charms and awards for perfect attendance . This action will increase student attendance, therefore providing greater opportunity for learning.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 19,471.00 3000-3999: Employee Benefits Supplemental and Concentration 5,539.00	2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,655.00 3000-3999: Employee Benefits Supplemental and Concentration 1,210.00

Goal Analysis

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

During the 19-20 school year, we completed all planned actions and expended funds necessary to complete actions. The district implemented all of the actions written in the LCAP. All actions were implemented as expected. During the 19-20 school year, the amounts in Action 1 of this goal were impacted by the COVID-19 pandemic and school closure. For Action 2, salaries and benefits for an instructional aide were paid mostly from federal funds rather than those originally budgeted through S&C.

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

During the 19-20 school year, 2 out of 3 goals were met. The isolation, fear, & anxiety produced by the shelter-in-place orders of March 2019 - May 2020 and continued Distance Learning through the end of the 19-20 school year, created numerous challenges for students attending school. Internet connectivity was limited at best for many of our students even though the district provided hot-spots and mobile devices for every child in the district. Flexible attendance measures provided by the state made it possible for students to "participate" throughout the day, but in reality, many were not actively engaged in live instruction. Phone calls to parents, home visits, electronic parent contact, letters home to families, and daily lunch delivery via district contracted transportation, did not produce the usual 95+% attendance we're accustomed to and will show in our chronic absenteeism rate.

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We did experience some successes in that our staff made extra effort to call, text, drop off care packages to students/families, and our district even partnered with the local food bank to distribute meal boxes to families. Our mental health support staff consistently reached out to students and families to provide additional support and strategies. We are proud that in the midst of the unprecedented pandemic, we maintained a zero percent drop-out rate in our district. Additionally, we utilized district vehicles to deliver food, curriculum packets, electronic learning devices, etc. to parents and students to ensure they had everything necessary to access instruction and learning opportunities.

Goal 4

Increase parent/guardian/community participation as measured by attendance through sign in sheets

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Meeting Sign in sheets Parents called to attend all meetings to increase participation **19-20** Increase parent/guardian/community engagement by 5% as evidenced by the number of members involved in all school associations. **Baseline** Increase parent/guardian/community engagement by 5% as evidenced by the number of members involved in all school associations.	Meeting attendance in 2019-20 shows 30% of parents participated in All Parents Association meetings. Increased from 12% over a 3 year period. Goal met.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The unduplicated student population has certain deficits to overcome in regards to their education. Some of these students exhibit the following: low attendance rates; lowest performances in state and local assessments; reduced, or non-existent, opportunities for supplemental	2000-2999: Classified Personnel Salaries Other 9,123.00	2000-2999: Classified Personnel Salaries Other 9,123.00

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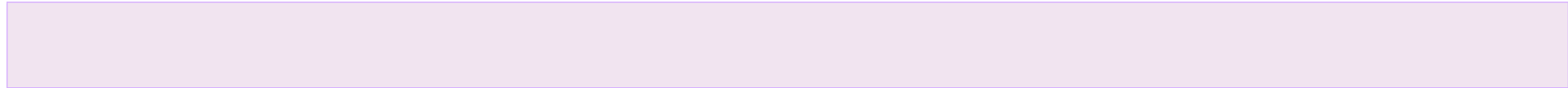| Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
learning experiences; decreased access to items and information available to others. In order to address these issues, the LEA will provide increased participation in all community events. Some examples of these activities include, but are not limited to: facilitating community and parent events; calling families to ensure increased attendance at functions;preparation and facilitation of All-parent meetings, assemblies and family nights. This action will result in increased communication and access to items that will enhance the students' educational experience.	3000-3999: Employee Benefits Other 7,730.00 2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,733.00 3000-3999: Employee Benefits Supplemental and Concentration 9,094.00	3000-3999: Employee Benefits Other 7,579.00 2000-2999: Classified Personnel Salaries Supplemental and Concentration 12,473.00 3000-3999: Employee Benefits Supplemental and Concentration 9,428.00

Goal Analysis

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

The district implemented all of the actions written in the LCAP. All actions were implemented as expected. During the 19- 20 school year, the amounts budgeted was less than actually expended on Actions/Services in Goal 4. The additional funds used were unexpended funds in Goal 2.

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

Throughout the 19-20 school year, we gathered input from parents, employees, community stakeholders, administrators, state and local leaders, via surveys, committees, and a task force. 12% of our parents participated in school related activities throughout the year. Administrators and department leaders planned for distance learning, hybrid system, and in person instruction as well as increased safety procedures that can be taken at Monroe Elementary School. Support and understanding, as we navigated the pandemic, was consistently a team approach which included all stakeholders. We came together as a unified community, as we responded to the unexpected arrival of COVID-19 Pandemic in March 2020. We are very proud of the way our Monroe Elementary School students, families, employees, and community leaders handled the demands we were faced with to protect everyone as we continued to educate and feed our students during the most unusual of circumstances.

When the pandemic began, our greatest challenge was that 80 of our 92 families had no internet access capability whatsoever and we were not able to meet in person. The majority of our demographic population is very rural and very impoverished. We utilized ClassDojo app, Blackboard Connect, USPS mail system, and individual phone calls and secured hot spots for each family, technology devices for each student, and trained both staff and parents in on-line learning platforms and communication. It was not easy or without mistakes, but the joint effort to make the best of the situation turned into a great partnership that allowed for virtual learning, parent meetings, award ceremonies, digital surveys, etc. throughout the pandemic. Our parents and community have expressed their appreciation for all our efforts to keep them informed, included, supported, and connected.

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Goal 5

Continue implementation of PBIS whereas referrals and suspensions will decrease as measured by SWIS and maintain current low expulsion rate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                              Priority 4: Pupil Achievement (Pupil Outcomes)
                              Priority 5: Pupil Engagement (Engagement)
                              Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SchoolWise data input for all school suspensions. PBIS and MTSS put in place to address the top tier behavior concerns as well as managing the existing two tiers. **19-20** For all students and subgroups: Decrease in referrals and suspensions by 10% . **Baseline** For all students and subgroups: Decrease in referrals and suspensions by 10%.	Data shows a 1% increase (0.6% - 1.6%) in suspension rate. Goal not met.
Metric/Indicator SchoolWise data input for all expulsions. PBIS and MTSS put in place to address the top tier behavior concerns as well as managing the existing two tiers. **19-20** For all students and subgroups: Maintain current low expulsion rates . **Baseline**	Data shows a 0% expulsion rate. Goal met.

Expected	Actual
For all students and subgroups: Maintain current low expulsion rates .	
Metric/Indicator School Climate survey: A) Percent of responses for high levels of school connectedness B) Percent of responses for feeling safe at school **19-20** Will maintain or increase score **Baseline** 2017-18 baseline will be established December 2017.	92.9% of parents and students indicated high levels of school connectedness and felt students were safe at school. Goal met.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Positive behavior interventions, the cornerstone to PBIS, is part of the foundation the district implements to create a climate for learning. In order to continue fostering positive character and encouragement for unduplcated students, the district will proceed with following the PBIS model. This action will preserve the culture of confidence the district has created which, in turn, increases student performance.	4000-4999: Books And Supplies Other 1,000.00 Not Applicable Other 0.00	4000-4999: Books And Supplies Supplemental and Concentration 1,000.00

Goal Analysis

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

Monroe Elementary School District was able to implement the action planned for in Goal 5 during the 2019-2020 school year with no difference between the budgeted and expended amounts.

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

During the 19-20 school year, 2 out of 3 goals were met. When the pandemic began we continued to implement our PBIS strategies ("CHARGE") and support for student behavior. Our staff quickly updated our "CHARGE" guidelines to support positive student

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behavior in a virtual learning environment. Multiple revisions were made during course of the pandemic, each time addressing new and unique issues that arose in this new environment. Our referral process continued and we were able to continue meeting with individual students to address any behavior concerns to discuss, instruct, and redirect toward more positive behaviors. This allowed Monroe 0% student expulsion rate for the entire 19-20 school year, even though there was an increase of 1% suspension rate. For Middle School students; Monroe maintained a zero drop out rate during this time period as well.

The challenges to continue our focus and implementation of our PBIS system were minimal during the transition. The system being well established and understood by students, parents, and staff definitely helped with the seamless transition to virtual PBIS and CHARGE guidelines.

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
Safe Classroom Environment: All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trash cans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or lose their face mask. Desk plexiglass dividers will be provided to classrooms that have workstation tables for their students. All teachers will be provided with sanitation training aligned with the CA Dept of Public Health guidelines and district policy.	$28,000.00	$57,028.00	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.

Safe Classroom Environment: All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trash cans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or lose their face mask. Desk plexiglass dividers will be provided to classrooms that have workstation tables for their students. All teachers will be provided with sanitation training aligned with the CA Dept of Public Health guidelines and district policy. In addition to the previously stated protocols; the district All classrooms have hand washing stations located within/ in close proximity to their classrooms. All common areas, multipurpose rooms, offices, and classroom have alcohol-based hand rubs (containing 70%–95% alcohol) stations with signage identifying locations.

*Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes.
*Post signage in high visibility areas to remind students and staff of proper techniques for handwashing and covering of coughs and sneezes and other prevention measures.
*Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, trash cans, face coverings and hand sanitizers (with at least 70 percent ethyl alcohol) for staff and students who can safely use hand sanitizer.

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*Minimize the sharing of supplies and equipment among staff and students to the extent feasible. When items must be shared, clean and disinfect items between uses.

*Minimize staff's and students' contact with high-touch surfaces (e.g., propping open building or room doors, particularly at arrival and departure times).

*Develop routines to ensure students wash their hands or use hand sanitizer upon arrival to campus; after using the restroom; after going outside and returning to the classroom; before and after eating; and after coughing or sneezing.

*Provide hand sanitizer in each classroom, and at strategic eating locations designated for students or staff to eat.

*Identify all hand washing stations at strategic locations to minimize movement and congregation in bathrooms, etc.

*Hand sanitizers, disinfectant spray and paper towels will be provided. Custodial staff will ensure bottles and sprays are re-filled regularly. The spray or pump bottles provided are reusable so please do not throw them away. Please notify your site custodian if bottles need to be refilled.

*Plexiglass barriers are installed in the front office and kitchen serving location. The Site Principal should notify the Maintenance and Operations personnel if there is a need to install additional plexiglass barriers in any location on campus.

*Gloves will be provided and they will continue to be worn by employees who require them to do their jobs.

Hand hygiene is a way of cleaning one's hands that substantially reduces potential pathogens (harmful microorganisms) on the hands. Hand hygiene is considered a primary measure for reducing the risk of transmitting infections. Hand hygiene procedures include the use of alcohol-based hand rubs (containing 60%–95% alcohol) and hand washing with soap and water. Classroom Set-up

- All non-essential furniture and material has been removed from classrooms and common areas in buildings and student desks have been arranged to ensure 6' social distance between students in all directions.
- All students facing forward with teacher located at the front of the room.
- Movement around the room is limited to essential travel in/out of room, to/from restroom, etc.
- Materials will be individualized and not shared between students.
- Rooms will be sanitized on a daily basis via district personnel and automated sanitation system.
- Students and staff will not co-mingle until allowed by FCDPH guidelines.
- Outside activity sharing of equipment will be limited to individual classrooms in specified areas. Co-mingling and sharing of equipment with other classroom will occur when allowed under FCDPH guidelines.

Analysis of In-Person Instructional Offerings

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

Monroe Elementary successfully brought back 92% of students whereas; 8% of students continued in distance learning; which 100% of those students attended class remotely all day with their peers. From April to June; we had only 1 student case that had zero contact with anyone else at school. All students were 100% compliant with any and all of our safety protocols. We contribute the

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success with all of the monthly outreach to our community , staff and board during the Pandemic. We had multiple remote meetings to discuss coming back to in person.

Monroe's biggest challenge, even though 92% of students were in person, internet access was extremely unpredictable and unreliable 100% of the time. During the Pandemic, we purchased hotspots for all families to utilized for in person hybrid model which was also unpredictable and unreliable. The solution was out of our hands as multiple trees on private property were blocking the microwave signal from our school site and property owner would not help even though the tree trimming would be at district cost. The wireless access cards also were unpredictable and unreliable because Monroe District is in a very rural location where cellar service is unpredictable and unreliable.   Another challenge was the technology skills families did not posses and training became difficult because of COVID 19 Pandemic. Multiple home visits, phone calls, letters, which would definitely, pre pandemic, would have been incentive enough to come to class did not work. COVID, for a few families, seemed to support their lack of importance of education and need to attend class.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Education: In addition to providing a core instructional program delivered by certificated staff, we will continue to provide additional educational support for all students, including our English learners, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, Monroe will provide additional one-on-one and/or small group academic support. This support will be provided via telephone or an online platform to provide additional academic support for students to assist with distance learning through additional live interaction with an adult. First priority of services will be based on local metrics and tiered systems of support and directed towards students who have been identified as having the greatest academic need and to support closure of the achievement gaps; particularly in ELA, Math and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	$100,000.00	$252,640.00	No

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

The only substantive difference is that we brought in Special Education students in one on one socially distanced for extra in person support.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: The successes of implementing our distance learning program started with the cohesiveness of services that we were able to provide our community. The quality of the curriculum and instruction did not change based on the mode of delivery. The pandemic created difficulty to provide Continuity of Instruction due to all the fact that we are very rural and 92% of our families

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had no internet connectivity. We recorded lessons and distributed work packets to ensure students had access learning regardless of other barriers outside of the districts control. Parent survey feedback requested the return to in-person learning as soon as possible in a full-time model.

Distance Learning Professional Development: Prior to the school year starting our staff participated in a Distance Learning professional development, where they brought back best practices to help support student learning; and still collaborate as a staff around best practices even though we are now in person for school. The district sent out surveys to teachers and staff to guide professional development needs. Teacher feedback determined a curriculum mapping and vertical articulation of the standards across all grade levels in preparation for the 21-22 school year. The goal of the district was to provide additional mental support and provide them the support needed to be able to come back to work.

Access to Devices and Connectivity: We were able to provide all students with the required technology to attend class virtually each day. To ensure families are fully supported with devices and connectivity, the district provided assistance to families with devices, password resets, and any other technology related issues. During the first weeks of school, any student who did not log into classes, were contacted by phone to see why they were not logging in. We provided web cameras, monitors, hot spots, headsets, and whatever was needed for our teachers and families to ensure success for both distance and in person learning. Teacher's were able to email all requests and feedback shows that all teacher requests in regards to access to technology were met. To ensure appropriate technology, all teachers have access to a laptop. The district purchased web cameras for all teacher classrooms, and offered teachers the option for the district to buy headsets and an additional monitor. The Pandemic created difficulty due to the fact that all internet and other basic services were down. The district sent out surveys to make sure that families had hot spots, devices, and whatever was needed to support learning. Survey Data indicates that all students now have access to devices and connectivity as needed.

Pupil Participation and Progress: Our staff made every effort to reach out to all of our students and families. Each staff member took attendance each Google meets session and submitted it to our attendance clerk, who alerted administration of any students that had missed their school meets appointments. Teachers held individual meets sessions with students that needed additional supports as needed. Attendance data shows that students were participating and kids were completing their work at a moderate level. Positive feedback was provided based on the social emotional and health supports that were provided to our students and families. Teachers sent out lists to students based on need and all items were purchased (back packs, lunch boxes, head phones, pencils, notebooks).

Support for Pupils: We are very proud of the work that our staff did in relation to supporting our community. Teachers held individual meets sessions with students that needed additional supports. Additionally, we had paraprofessionals that scheduled individual meets with students with special needs, as well as supporting them during their regularly scheduled zooms. Each staff member took attendance each meets session and submitted it to our attendance clerk, who alerted administration of any students that had missed their school zoom appointments. Small groups were also created to provide additional supports for students who need extra tutoring or help. Teachers also provided home visits to make sure students needs were being met and that all students were able to be successful academically. Local iReady data shows growth in math and ELA.

Staff Roles and Responsibilities: The pandemic caused disruption to the staff roles and responsibilities. Busses delivered food, clothes, technology, and anything that families needed. Some staff were on campus, while many worked remotely from home, following the district health and safety measures. As the district receives updated health guidelines, responsibilities were adjusted. Additional mental health and counseling supports were provided through our partnership with All 4 Youth. The All 4 Youth team reached out to students, families, and staff and were well received and provided support and healing. The staff and community were provided opportunities to share what they were feeling and how they were dealing with the impacts of the COVID-19 Pandemic. The community feedback indicated that they were pleased that the district was coordinating all services and supports including wrap around services.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Monroe Elementary is committed to reducing the digital divide by providing hotspots for internet connectivity to the 88% of families that lack connection. These hotspots will be provided at no cost to families for the 2020-21 & 2021-22 school years. In addition to hotspots, Monroe will have deployed digital devices (iPads for TK/K through 3rd grades and chromebooks grades 4th-8th) to each student in order for them to engage in distance learning. Paraeducators have also been given devices and ensured connectivity in order to be available to provide support to students needing additional assistance. Online digital resources for both instruction and professional development are being utilized to provide the most effective distance learning to Monroe's students and staff. The school site is being modified with plexiglass partitions, additional hand sanitizing stations and PPE to promote a safe and healthy environment for when students return to campus to help ease uncertainty and anxiety. All actions are taken with the safety of our students, staff and community at the forefront.	$22,000.00	$39,410.00	No

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

The substantive difference would be the families that needed internet connectivity increased to 100%.

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.

Successes in addressing learning loss began with 100% of staff and students having technology devices and internet "hot spots" to provide access to Distance Learning, although these proved to be highly unreliable in our remote, rural community. Teachers and staff were 100% dedicated to shifting to an on-line instructional format and using virtual methods to assess and mitigate learning loss. Teachers, paraprofessionals, and after school program staff were available to support students outside of the core academic time every afternoon from 1:00 - 4:30 p.m. offering individual and small group support opportunities for students. Once we were able to

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bring all students back for live instruction beginning April 6, 2021, attendance, work performance, and teacher ability to identify and address learning gaps in the moment increased drastically. This is highlighted by the fact that a majority of students showed growth in both ELA and Math on our local academic assessment from the first 2 trimesters to the 3rd trimester.

Distance Learning for the majority of the year presented multiple challenges to addressing Pupil Learning Loss. Unreliable internet was one factor that often prevented students from attending class, as well as support sessions, virtually. Staff, parents, and students often noted they were unable to connect with the class. This not only prevented direct instruction and support, but created social emotional issues through stress and anxiety and fear of falling behind. By students not being on campus for live instruction and supervision by staff, students often failed to complete/submit assignments. A variety of efforts were made through direct student and parent via phone call, text, email, ClassDojo, with minimal success in work being completed/submitted. We found that students coming back to needed more social emotional support, more activities, and more of just being together as a community.

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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.

At our monthly remote meetings with families we would express the following:
If you have a concern about your child's well-being/Si le preocupa el bienestar de su hijo,
Anxiety/ansiedad
Depression/depresión
Extreme anger/aumento de enojo extremo
Increased sadness/mayor tristeza
Sleep disruption/ interrupción del sueño
we have staff available for support/Tenemos personal disponible para soporte::
School psychologist contracted through Fresno County Office of Education/Psicólogo escolar contratado a través de la Oficina de Educación del Condado de Fresno
All 4 Youth counselors contracted through Fresno County/Consejeros juveniles contratados a través del condado de Fresno
Resources that will be provided to pupils to address trauma and other impacts of COVID-19 on the school community include access to the
counselor corner website on each school's website. Access to meet with the counselor as needed through a google survey that gets sent
directly to the school counselor when time with counselor is requested. Counselors will conduct regular home visits to students about whom
staff is concerned and may provide SEL instruction in a virtual classroom as requested by the teacher or administrator of the school.
Counselors will make appropriate referrals for outside counseling as necessary to Ventura County Behavioral Health and/or other community
resources as needed.

Successes:
School counselors are available to meet with and address the needs of school staff. Administrators will work collaboratively with the human
resources department to ensure that staff is provided appropriate referrals for support as needed.
Social-Emotional Learning (SEL) Instruction: SEL adult practices, built around
relationships and human connection, understanding individual stories and context, must
be in place to support the fear and isolation.
Explicit SEL instruction is needed to develop healthy social-emotional competencies.
a. Provide lessons at a minimum during a weekly synchronous class meeting; more
frequently throughout the week if able
b. Grade Level specific lessons from Open Source materials (TK-8) will be made
available prior to the start of the school year and will be updated regularly.

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c. Conduct well-being check-ins during office hours and class meetings
d. A menu of mental health and wellness support services will be provided to
teachers prior to the start of the school year and will be updated as resources are
added
There was a 50% uptick in referrals to our All 4 Youth for direct counseling for youth and families.
Once the 92% of students returned to class many of the challenging behaviors were non existent. (see challenging behaviors below)

Challenges:
Monroe staff and community, based on survey data, strongly illustrated that ALL stakeholders were experiencing some level of stress, anxiety and/or depression that may not be reflected in the 50% uptick in referrals for mental health services. Most notable challenging behaviors were: in attention, incomplete assignments, attendance for later sessions (often took phone calls or pick up of students), no parent support at times and cameras shut off.

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.

School office contact (operated 7:30 am - 4 pm)/Contacto de la oficina de la escuela (operado de 7:30 a.m. a 4 p.m.)
Miss Guzman (front office/oficina): 653-7133
Mrs. Hernandez (Extended Learning/aprendizaje extendido): 653-7134
Teachers/staff contact/contacto a maestros y personal:
1. ClassDojo (information to be sent by teachers/Información a ser enviada por los maestros)
2. District email/Correo electrónico del distrito (addresses on district website at/direcciones en el sitio web del distrito en:
http://www.monroe.k12.ca.us/
Administration contact/Contacto administrativo:
1. Call Miss Guzman or Mrs. Hernandez and a message will be forwarded to administration for a return call/Llame a la señorita
Guzman o la señora Hernández y se enviará un mensaje a la administración para que le devuelva la llamada.
2. Email directly/Correo electrónico directamente::
Mrs. Manser (Superintendent/Superintendente): smanser@monroe.k12.ca.us
Mr. Bowden (Principal): cbowden@monroe.k12.ca.us
Ms. Ramos (Director of Curriculum/Instruction, English Learners/Director de Currículo / Instrucción, Estudiantes de inglés): daramos@monroe.k12.ca.us
Your actions can save lives: wear a mask, physically distance, wash your hands, minimize mixing/Sus acciones pueden salvar vidas: use una máscara, distancia física, lávese las manos, minimize la mezcla
Families often expressed that they found our engagement and transparency extremely helpful and eased their anxiety around the

pandemic.

Engagement and outreach efforts were successful in a number of ways during the 20-21 school year. School staff continued our effort to reach parents via direct phone calls, text messages, email, ClassDojo, and multiple home visits by school personnel/administration when other contact efforts were unsuccessful. MESD created a phone call tree when we needed to ensure every family was to be contacted to share important information, gather survey data, or to inform of upcoming Town Hall meetings, etc. Regular "update" letters were mailed home and posted to ClassDojo to ensure that at every important juncture or transition, staff, parents, and students had the latest and up to date information regarding Distance Learning and any possible return to live instruction updates. Multiple Town Hall meetings were offered for all stakeholders to attend to receive important information/updates and to share concerns, ask questions, and/or clarify any issues related to student learning. Our district even made a strategic decision to purchase a new, digital marquee in order to post important school closure information for our staff, students, parents, and community. Parents and staff strongly agree that the variety and frequency of our engagement and outreach efforts led to them feeling comfortable and confident the district was mindful and considerate of the students academic well being as well as the health and safety of staff, students, and parents, during the 20-21 school year, including our smooth transition back to live instruction April 6, 2020.

Most challenges to engagement and outreach presented by students, parents, and staff during the 20-21 school year were related to unreliable internet connectivity issues. There were a number of parents who failed to respond to multiple electronic contact efforts (listed above), so school staff made home visits to make direct contact with parents and students. In a few cases, home visits were unsuccessful as parents and students refused to answer the door. In these cases, notes, homework packets, and/or supplies for students were left on doorsteps to ensure students and families at least had necessary material to engage. Once back to live instruction, most all of these challenges were mitigated as direct interaction with students and parents substantially increased.

Analysis of School Nutrition

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

Successes: preparing and serving 3 meals daily to all families per bus route when on distance learning. The challenge was getting families to meet the bus to pick up their food. We adjusted and did doorstep drop off. Once we went to in person instruction 2 meals were delivered to each classroom daily. Students registered for Extended learning received supper. Families needing extra food for families was supported by Fresno County Food Bank. Another challenge came about around needing more freezer and refrigerator space. Meal Preparation
Health and Hygiene Promotion
Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students.
Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.
Post signs on how to stop the spread of COVID-19.
Cleaning and Sanitation
Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouse, and large production kitchens.

Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.
Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and
point-of-service touch pads.Ensure gloves, masks, disposable aprons, and other supplies are readily available.
Promote fresh healthy menu options that are individually plated meals and pre portioned and pre wrapped produce as much as
possible.
Use disposable trays and wrap cold items in plastic and hot food with foil.
Consider how work stations can be reorganized for proper physical distancing.
Adjust employee shifts (if needed) to minimize the number of staff in the kitchen.
Onsite Meal Service
Assess whether to serve grab and go meals, or meals in the classroom or cafeteria or to use outdoor seating.
Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. Stagger meal
times
to allow for cleaning between meal services and to serve students in smaller groups.
Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as
closed, or providing a physical barrier between tables.
Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart
in lines
or while waiting for seating.
Remove or suspend use of share tables and self-service buffets for food and condiments.
Consider having staff wear masks and gloves while using point of service touch pads, replace touch pads with a scanner, and/or have
hand
sanitizer available.
Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet
is
difficult.
Consider increasing access points for providing meal service.
Ensure cleaning of every table between groups of students or meal service.
Offsite Meal Service (with approved USDA waivers)
Offer grab-and-go student meals for consumption at home, including drive through,delivery, or curbside pick-up options.
Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps.
Consider whether it is feasible to use buses to distribute meals to students.
Communication with Students and Families via parent square, webpage, regular calls and/or texts. Increase a variety of
communication
methods such as site and district social media, regular newsletters and other platforms.
Notify parents and the school community about school meal service and options.

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Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	0	0	

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.

There were no substantial differences from planned action and budgeted.

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.

Due to the obstacles and learning opportunities presented by distance-learning and the limitations of COVID-19 many lessons were learned through trial and error as Monroe Elementary School learned how to stay safe and be successful in supporting all stakeholders. A few common themes became clear as the time in remote learning stretched out over a year-long period. In order to address these identified needs in the 2021-2024 LCAP, it is important to continually reflect on Monroe's practices moving from distance to in-person instruction.

It is clear that continued collaboration and time to support it is needed to support teacher and student success and growth in any setting virtual or in person. The time to review and discuss shortfalls and successes related to student performance is paramount to teachers and students performing at the highest levels. In support of collaboration and student success in all areas, it is clear the technology gap and creating equal opportunities for all students must continue to be addressed moving forward. Students must all have access to the different technologies to compete on an even playing field. This will not only support student academic, social, and college-preparedness but will further boost our efforts to increase communication and outreach with all stakeholders. Attempts to create connections with students, parents, and families must continue to be a priority moving forward.

By far the most self-identified and apparent need identified to be included in future LCAPs is in the area of mental health and wellbeing. Monroe's efforts precede the pandemic and have been successful in supporting students, but the events of last year, especially related to the isolation created by quarantine and sheltering at home have shone a spotlight on the continuing need for attention and efforts in this area.

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

Many efforts are in place and others will be implemented including access to technology, tutoring, after school support in math and ELA, conferences, office time, opportunities for remediation and make-up with teachers and school-wide dedicated time, academic support labs, Counselor driven individual reviews of coursework and needs, SST's, English Language Development assessment. In support of informing all of these efforts continued collaboration around and use of summative and formative assessment data provided by avenues such as iReady, local assessments, as well as in-class opportunities in order to identify deficits and where support is needed will continue to be offered and used strategically.

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.

Descriptions of services that have been implemented to address the increased and improved services of students with unique needs have been included in all of the annual update sections. The actions and 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 were implemented as described and intended. Some funds were redistributed at the district level resulting in more cost than estimated and in other cases less. Also, other site-level substantive differences of actual expenditures were under budget and many low or no-cost solutions were taken advantage of in order to provide students with all goal outcomes. The money not expended was used when able to support distance learning when and where possible related to each action. Annual Update for Developing the 2021-22 Local Control and Accountability Plan.

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.

Students indicated that their academic workload significantly increased as a result of the transition to distance learning, which definitely effected their completion rate. This showed that due to all of the challenges, students were not determined to complete the work with good grades. It also suggests that the best way forward with distance learning will be to adjust expectations, and to reduce assessments that overly test online participation and content assimilation. The best way forward will also require staff to check on students from time to time and to talk with them about their academic challenges to strike the right balance and not overburden students. Some students indicated that staff engagement in such activities was very helpful. All of that being said; we have a lot of learning loss mitigation to address over the next, we feel, at least 3 years of intensive strategic mitigation. In addition to learning loss mitigation, the district must address facility needs to address the need for social distancing, food service, sanitation, and safety protocols. Due to Covid 19 Pandemic the following will need to be put into place to address all protocols:

1. Three year plan for Extended Learning Summer School and 72 days of extended day to address Learning Loss
2. Currently our school configuration is a pod style; for social distancing we will need to add 3 additional portables for Family Learning Center, Psychology and Counseling Services, Student Resource
3. Currently our school doesn't have handicap parking due to an uncertified portable and project from 1983; 2 stalls will be added and buildings will be certified.
4. Two additional play structures to allow for social distancing
5. Outdoor instruction/lunch/breakfast cemented area with a shade structure.
6. Internet tower to be added to our fenced in property behind the school
7. Internet Infrastructure: new cabling, new switches, new access points all of which are inconsistent at best
8. Two year plan for an extra certificated TOSA to lead the learning loss mitigation and professional development

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

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

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,750,633.54	1,801,640.00
	0.00	0.00
Base	1,180,530.00	1,239,550.00
Lottery	22,000.00	23,740.00
Other	32,566.00	31,312.00
Supplemental and Concentration	515,537.54	507,038.00

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

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,750,633.54	1,801,640.00
1000-1999: Certificated Personnel Salaries	611,334.00	642,364.00
2000-2999: Classified Personnel Salaries	245,720.00	258,979.00
3000-3999: Employee Benefits	408,284.00	444,284.00
4000-4999: Books And Supplies	72,704.54	44,893.00
5000-5999: Services And Other Operating Expenditures	184,639.00	199,015.00
5800: Professional/Consulting Services And Operating Expenditures	128,004.00	97,036.00
7000-7439: Other Outgo	99,948.00	115,069.00
Not Applicable	0.00	0.00
	0.00	0.00

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

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,750,633.54	1,801,640.00
1000-1999: Certificated Personnel Salaries	Base	366,773.00	406,494.00
1000-1999: Certificated Personnel Salaries	Other	1,500.00	1,500.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	243,061.00	234,370.00
2000-2999: Classified Personnel Salaries	Base	151,232.00	144,272.00
2000-2999: Classified Personnel Salaries	Other	16,221.00	16,234.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	78,267.00	98,473.00
3000-3999: Employee Benefits	Base	259,966.00	289,614.00
3000-3999: Employee Benefits	Other	13,845.00	13,578.00
3000-3999: Employee Benefits	Supplemental and Concentration	134,473.00	141,092.00
4000-4999: Books And Supplies	Base	21,925.00	18,946.00
4000-4999: Books And Supplies	Lottery	22,000.00	23,740.00
4000-4999: Books And Supplies	Other	1,000.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	27,779.54	2,207.00
5000-5999: Services And Other Operating Expenditures	Base	184,639.00	199,015.00
5800: Professional/Consulting Services And Operating Expenditures	Base	96,047.00	66,140.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	31,957.00	30,896.00
7000-7439: Other Outgo	Base	99,948.00	115,069.00
Not Applicable		0.00	0.00
Not Applicable	Other	0.00	0.00
		0.00	0.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	1,082,036.00	1,144,658.00
Goal 2	540,907.54	556,987.00
Goal 3	90,010.00	60,392.00
Goal 4	36,680.00	38,603.00
Goal 5	1,000.00	1,000.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$28,000.00	$57,028.00
Distance Learning Program	$100,000.00	$252,640.00
Pupil Learning Loss	$22,000.00	$39,410.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$150,000.00	$349,078.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$28,000.00	$57,028.00
Distance Learning Program	$100,000.00	$252,640.00
Pupil Learning Loss	$22,000.00	$39,410.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$150,000.00	$349,078.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

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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
Monroe Elementary School District.	Shelley Manser Superintendent	smanser@monroe.k12.ca.us 559-834-2895

Plan Summary [2021-22]

General Information

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

The Monroe Elementary School District was established in 1885 one hundred and twenty five years ago. It is located sixteen miles southeast of Fresno in a rural area of the San Joaquin Valley near the community of Monmouth. This single school school district serves students in grades kindergarten through eighth grade. Monroe Elementary has a culturally diverse population consisting of 81% Hispanic, 10% Caucasian, 7% Asian, and 4% African American. Eighty-seven percent of our students receive free or reduced breakfast and/or lunches. Thirty-nine percent of our students are English Language Learners. Eighty-seven percent of our students are classified at a low socioeconomic level. Enrollment varies year to year, averaging around 200, currently there are 149 students. There is one teacher per grade level with an average class size of 22. Grades kindergarten through third grade currently participate in the state Class Size Reduction Program.

Monroe experiences very little turnover overall. Our three member school board shares 74 years of experience on this board; with a dedication to student achievement being the primary focus. Among 15 credentialed educators there is an average of fourteen years experience, two of which have bilingual certification and six have have Master's degrees. Three out of five para-professionals are bilingual with an average longevity of ten years. We believe the consistency in longevity among all constituents speaks to our culture of success; we are an extended family holding the core belief that every child, our target population, can and will succeed at Monroe Elementary School.

Parents and community members are very supportive of the educational programs in the Monroe Elementary School District. The All Parents Association brings together existing parents' groups: Parents Club, School Site Council, English Learner Advisory Committee (ELAC), and Migrant Advisory Committee. Together they assist the school through fundraising, special activities, volunteering in the classrooms, serving as chaperones, as well as providing input and oversight of state and federal program allocations, reports, and requirements.

Monroe Elementary has several programs and practices that promote a positive learning environment coupled with an alignment of curriculum, instruction and materials to the California State Content Standards for all students. Teachers use the state standards to guide instructional practice.

The school wide goals include: to provide rigorous curriculum, exemplary programs, and effective instruction to ensure each student achieve grade level standards, to develop student social responsibility and citizenship skills, to maintain a safe, clean, and positive learning environment and to guide a home-school partnership through communication and parent involvement. Monroe Elementary School's instructional program emphasizes an academic focus with rigorous content. There is continual effort to maximize instructional time with a focus of no classroom interruptions during the morning hours. Students who are at risk as shown by regular classroom assessments are monitored at regular intervals throughout the year with plans created for intervention and remediation.

Additionally, a Student Study Team regularly supports students, teachers, and teachers refer students for regular education interventions related to academics, attendance, behavior and/or social-emotional development.

Monroe offers pull out reading intervention programs targeting students who are below proficient in reading. We also offer an After School Education and Safety (ACES) Program established in 2007. This program offers daily tutoring and homework assistance, an enrichment component, and a daily nutritional snack. Currently, every student who applied is enrolled in the program. Many of our parents take advantage of the program we call MAP (Monroe After School Program) because their children are able to receive individualized help with homework and have a safe place to be until 6:00 PM. MAP has transformed our school into a community center.

Reflections: Successes

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

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 other relevant information, we have identified many successes this year. A sampling of these are as follows:

We did maintain our commitment to implementing PBIS and social emotional support during the pandemic. We were able to shift our on campus behavior guidelines to address on-line specific behavior expectations. Along with this, we continued our individual support sessions with students who were referred to the intervention team for behavior concerns. Staff development was conducted specific to identifying, addressing, and supporting social emotional concerns including shifting our psychological and counseling support to full digital format for students, families, and staff. Our commitment to student attendance continued as we expanded our effort to reach out to students and families and included text messaging, ClassDojo, and individual phone calls from both teacher and the school office. For those we were unable to contact, district staff made home visits to meet directly with parents and students to discuss options for attendance. Once cohorts of students were allowable, the district opened up a cohort for those showing low attendance or who were unable to connect virtually to ensure every student had the opportunity to attend school each day.

While many of our students struggled to engage virtually during the pandemic, our local assessment data demonstrates that once we returned to live instruction, student achievement outcomes improved. Data conclusions are as follows:

ELA

Students test completed: Beginning of the school year 18% of students completed assessment; end of the year 93% of students completed the assessment.
In comparing three trimester's diagnostics, the results were as follows:
Diagnostic 1: 55% of students were "at risk"; 24% were in Tier 2; and 21% were on grade level
Diagnostic 2: our "at risk" percentage dropped 9%, bringing our "at risk" percentage down 9%.; Our Tier 2 percentage went from 24% of students to 55% or students showing growth of 31% more students.
Diagnostic 3: Our at risk number dropped another 6% at the end of the year.

Growth i n ELA Between our 2nd and 3rd diagnostics we saw significant growth among grade levels, in the following ways:
Kindergarten: Diagnostic 2: 44% of students were at Tier 2, Nearly Met. Diagnostic 3: 87% of students were Nearly Met
First Grade: Diagnostic 2: 75% of students were at Tier 2, Nearly Met. Diagnostic 3: 100% of students were Nearly Met
Second Grade: 33% of students were at Tier 2, Nearly Met; Diagnostic 3: 50% of students Nearly Met
Third Grade: Diagnostic 2: 25% of students were at Tier 2, Nearly Met. Diagnostic 3: 43% of students were Nearly Met

Fourth Grade: Diagnostic 2: 45% of students were at Tier 2, Nearly Met. Diagnostic 3: 75% of students were Nearly Met
Fifth Grade: Diagnostic 2: 46% of students were at Tier 2, Nearly Met. Diagnostic 3: 56% of students were Nearly Met
Sixth Grade: Diagnostic 2: 25% of students were at Tier 2, Nearly Met. Diagnostic 3: 43% of students were Nearly Met
Seventh Grade: Diagnostic 2: 31% of students were at Tier 2, Nearly Met. Diagnostic 3: 6% of students were at grade level
Eight Grade: Diagnostic 2: 100% of students were at Tier 3 At Risk. Diagnostic 3: 11% of students Met Grade level

Math
Students test completed: Beginning of the school year 18% of students completed assessment; end of the year 93% of students completed the assessment.
In comparing three trimester's diagnostics, the results were as follows:
Diagnostic 1: 48% of students were "at risk"; 52% were in Tier 2; and 0% were on grade level
Diagnostic 2: our "at risk" percentage dropped 38%, bringing our "at risk" percentage down 10%.; Our Tier 2 percentage went from 52% of students and showed no drop in Tier 2.
Diagnostic 3: Our at risk number dropped another 4% at the end of the year.

Growth in MATH Between our 2nd and 3rd diagnostics we saw significant growth among grade levels, in the following ways:
Kindergarten: Diagnostic 2: 63% of students were at Tier 2, Nearly Met. Diagnostic 3: 73% of students were Nearly Met
First Grade: Diagnostic 2: 71% of students were at Tier 2, Nearly Met. Diagnostic 3: 100% of students were Nearly Met
Third Grade: Diagnostic 2: 45% of students were at Tier 2, Nearly Met. Diagnostic 3: 58% of students were Nearly Met
Fourth Grade: Diagnostic 2: 40% of students were at Tier 2, Nearly Met. Diagnostic 3: 67% of students were Nearly Met
Fifth Grade: Diagnostic 2: 33% of students were at Tier 2, Nearly Met. Diagnostic 3: 63% of students were Nearly Met
Sixth Grade: Diagnostic 2: 46% of students were at Tier 2, Nearly Met. Diagnostic 3: 65% of students were Nearly Met
Eight Grade: Diagnostic 2: 100% of students were at Tier 3 At Risk. Diagnostic 3: 11% of students Met Grade level

To continue the growth in both ELA and Math the District plans to continue live instruction and follow current state guidelines for the 21-22 school year and have every student on campus with no students participating in distance learning. Additionally, the District has specific plans in place for the upcoming year to provide reading and math intervention during the regular school day as well as additional instructional tutoring/learning loss mitigation after school school throughout the year. Classroom teachers and paraeducators will provide the additional instructional support.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After reviewing the California Accountability and School Dashboard, Monroe was yellow in the overall performance category of Math. Locally we have identified Math and writing as our greatest need. Writing is our another noted due to 30% of our students are "not met" in locally administered writing exams.

Monroe intends to address these concerns by using our staff in more effective ways. We have created specialized plans that are implemented both in the classroom, as well as during intervention or RSP services. We have utilized the effectiveness of a push-in intervention coach, that also works with small groups on content in a 1 on 1 or 2 on 1 setting throughout the day. This school adult not only monitors learning alongside the teacher, but checks in with school leaders to improve or maintain good learning models and practices. We pride ourselves in identifying all of the needs a child may have to place them on a path to success. An example of this path, our RSP teacher was given a full time tutor for intervention and to assist with small group instruction. This process is modeled and then blended into the classroom with other tutors on site. Additionally, we are continuing to target, and add to, our intervention programs by moving away from an extracurricular based model to an intra-curricular model to meet the needs of more students within the confines of the school day. Our goal continues to be to meet the struggling student at their level and move them forward from there. With the addition of staff members focused on those students and classrooms that need support. We work closely with students and sometimes families of those students who are not being reached as successfully as the average student. Academics are very important, however, understanding the child and helping them develop emotionally is the path to success. We have identified two staff members that we hold positions that directly target student plan and overall improvement. These will be designed with our RSP teacher, Director of Curriculum, and two intervention teachers.

The way in which we will address the greatest need in math, is to partner with Fresno County Superintendent of Schools (FCSS), and the professional development they have provided to us for individual math coaching for our teachers. FCSS will provide Math PLC/coaching for 1st through 5th grade teachers, who will then share best practices with the remaining teachers at school. We have a coach who will be focusing on new teacher development, as well as work closely with each teacher in assisting the aligning Common Core State Standards (CCSS), utilization of EngageNY Math, lesson planning, lesson delivery, and student engagement for these lessons.

According to the Dashboard metric of suspension rate, Monroe is Orange for 2019. Monroe plans to address this area by sending our PBIS implementation team to additional trainings to further develop our positive behavior student support system. This team includes certificated, classified, SPED, and administration. The training will allow the team to identify areas needing improvement and support developing/improving processes used for earlier identification of behavior concerns and allow for development of more refined intervention process through both our RTI and PBIS systems. This will allow us to identify and intervene even earlier in the discipline process and lead to suspension prevention.

LCAP Highlights

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

Monroe Elementary School utilizes powerful rigorous instructors along with professional development and a collaborative culture where instructors meet regularly in small professional learning communities to analyze data to inform our instruction. During Covid 19 pandemic, the

district was very transparent with plans and option for learning. Full Distance Learning Plan- All students would participate in the learning of new material, continued standard pacing, interactive lessons, graded assignments, and assessments. This has been enacted by the Governor's Mandate due to health concerns. Social Distancing/Hybrid Plan- Hybrid would be a combination of distance and face-to-face instruction (alternating days of live instruction) with increased safety and disinfecting measures as listed above, which could be done in a variety of configurations. This will only be enacted when Fresno County is removed from the COVID-19 Watchlist after COVID cases in Fresno County decrease for 14 consecutive days and clearance from Fresno County Department of Public Health. We will continue to follow mandated social distancing guidelines and health/safety measures during this transition. Enhanced Traditional Plan- We would continue school as normal with enhanced safety precautions in place such as increased hand sanitizer availability, increased frequency of cleaning of high touch areas, smaller class sizes, limited visitation to campuses, etc., as we transition from a hybrid or full distance learning option. With the implementation of CCSS, the 4 C's, and 21st century learning, it was very important for Monroe to have two directions: training and support. Our PLC provided the team with both of those items in an environment that provided tools to support both staff learning, and student learning. As Monroe's vision advances, our teachers engage in continuous improvement to promote and accelerate student learning through the implementation of LCAP goals. District and site resources to further support in the implementation of LCAP included: academic coaches for all grade levels, a Director of Curriculum, Instruction, and Assessment that collaborates and consults with teachers on effective instructional strategies including the integration of 21st century learning. The English Learner (EL) Coordinator monitors and tracks the academic achievement and developing language fluency of students not yet reclassified as FEP and assists in the development of Academic Improvement Plans. MES utilizes Read 180/System 44 for 4th-8th grade students taught by a credentialed staff member. In primary grade levels, our site employs a Reading Specialist to help support early reading practices. Monroe employs five bilingual instructional assistants that service all students. Monroe also provides after-school tutoring through credentialed teaching staff to support struggling students. The after school program (ASES) also provides a quiet place for students to complete homework and participate in enrichment activities.

Our site has created a safe space in which two goals can be met. One of those goals is to train our staff in a professional space that is both technology-centered as well as a welcoming, comfortable place to work alongside a colleague. This space provides teachers a place for discussing ideas, planning rigorous lessons, and learning new technology. This space has provided endless opportunities for PBIS staff to have confidential conversations with students on topics affecting them in a place in which they feel safe. The goal of the social-emotional climate at MES is for students to understand that the adults on campus will support them and work through issues with them.

We have built a team for our Positive Behavior Intervention and Supports (PBIS) team to work alongside administration: a lead teacher from our primary, intermediate, and upper grades, our school psychologist, ASES coordinator, EL liaison, one classroom tutor, and parent leaders. We meet once a month to discuss data collected through School Wise to analyze data and track progress.

We utilize a Check-in/Check-out policy with students and their (peer) counselor. Monroe has an all-parents association that meets monthly, and consists of all of our stakeholder groups: PTC, ELAC, DELAC, Migrant, School Site Council, all staff including certificated, classified staff, and a student council representative. Stakeholders surveys illustrated a positive response to the transparency around funding, academic planning and safety precautions, procedures and protocols around the pandemic.

All this lead us to identify the following key goals for increasing and improving services to students in our current LCAP:
1. Maintaining high quality staff and providing facilities that are conducive to student learning are essential to the success of any instructional program.

2. Monroe will continue to ensure that we meet or exceed standards set forth by local and state agencies in both areas by continuing high quality staff development and facility repairs/upgrades. Addressing the achievement gap among identified subgroups of students will be a focal point of our time and effort this year. It is incumbent upon us to implement plans and support strategies to increase the learning of some of our most needy students. Improved student achievement will inevitably lead to students feeling confident and comfortable being at school, which in turn continues to impact our attendance rates, which have historically been high.

3. We believe our overall student support plan will help us continue our high attendance rate and zero middle school dropout rate this year.

4. Additionally, continuing our efforts to increase parent participation in school activities will prove to be a key factor in all of the above. We know that when parents get more involved in school activities and their children's education, attendance, grade, self esteem, and motivation increases as well.

5. Lastly, with our continued focus on expanding our network of social emotional support for students, we believe that we can move closer to having a vast web of support for every student so all feel they belong and find a safe space on our campus.

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.

Monroe Elementary School has not been identified for CSI.

Support for Identified Schools

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

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.

We have gathered input from parents, employees, community stakeholders, administrators, state and local leaders, via surveys, committees, and a task force. Note that Monroe Elementary School District is not required and has no certificated or classified bargaining units due to district ADA under state threshold of 250 ADA.

June, 2020: Phone survey of every household and staff members. Included stakeholders: parents/guardians, EL parent representatives, low income parent representatives, and representatives from our All Parents Association (Migrant; ELAC/DELAC; School Site Council; PTC; SPED, PAC), Certificated/Classified employees, Special Education staff members and local SELPA representatives.
- Provided information on current plan implementation and adjustments made during the first few months of the pandemic
- Gathered information relevant to parent identified needs for student groups including unduplicated and students with disabilities
- No specific questions or follow up noted

July, 2020: District held virtual Town Hall meeting. Included stakeholders: parents/guardians, EL parent representatives, low income parent representatives, and representatives from our All Parents Association (Migrant; ELAC/DELAC; School Site Council; PTC; SPED, PAC), Certificated/Classified employees, Special Education staff members, local SELPA representatives, students.
- Provided update on plan implementation and adjustments based on feedback from June phone survey.
- Town Hall coincided with Learning Continuity Plan discussion. LCP implemented August 2020.
- Provided opportunity for participants opportunity to give feedback or share concerns
- Identified needs: learning/achievement gap, attendance, student mental health/motivation, additional academic support opportunities for students
- Student identified needs: stressed being at home, not completing work, afraid of falling behind academically, being home all day is hard - asked about in person learning, feeling disconnected

August, 2020: Additional phone call survey conducted. district staff contacted every household to gather any new or relevant input in order to fully address any identified academics, social emotional, or attendance needs as we started the 20-21 school year. Included stakeholders: parents/guardians, EL parent representatives, low income parent representatives, and representatives from our All Parents Association (Migrant; ELAC/DELAC; School Site Council; PTC; SPED, PAC), Certificated/Classified employees, Special Education staff members.
- Provided last minute school opening information
- Provided opportunity for parents/guardians to give feedback or share additional concerns
- Identified needs: remained same is July

August, 2020: Meeting with all district staff (District is under 250 ADA; no certificated/classified bargaining unit requirement). Included stakeholders: EL/bilingual educator representatives, homeless/foster youth coordinator, All Parents Association staff representatives, Certificated/Classified employees, Special Education staff members, administrators/principals.
- provided guidance on parent participation outreach opportunity: "Meet-n-greet"

- provided opportunity for district staff to share ideas regarding LCAP development
- Identified needs: student learning loss, professional development opportunities to address ELA/Math gap, student social-emotional concerns, spotty attendance during first few months of pandemic, connecting with and supporting students with disabilities.

November, 2020: Town Hall meeting Included stakeholders: parents/guardians, EL parent representatives, low income parent representatives, and representatives from our All Parents Association(Migrant; ELAC/DELAC; School Site Council; PTC; SPED, PAC), Certificated/Classified employees, Special Education staff members, students.
- provide updates on LCP implementation and to gather input on LCAP implementation and development for the 21-22 school year.
- Valuable input was gathered regarding parent and student concerns around learning loss, lack of motivation to attend school, and increased social emotional concerns, which were all themes from each survey to date.

March, 2021: Digital LCAP specific survey. Of the 91 families (parents/students), 92% participated throughout the week as did a majority of staff members. Included stakeholders: parents/guardians, EL parent representatives, low income parent representatives, and representatives from our All Parents Association (Migrant; ELAC/DELAC; School Site Council; PTC; SPED, PAC), Certificated/Classified employees, Special Education staff members, local SELPA representatives, students.
- provided valuable input into the final development of the 21-22 LCAP. This input was compiled into a spreadsheet which was analyzed to identify key areas of focus for final LCAP development.
Identified needs: Reliable internet access, social emotional support, and extended learning opportunities were a few key points from this feedback. A comprehensive list of aspects from feedback and input gathered during each survey were brought forward in developing the 21-21 LCAP.

June, 2020: Draft LCAP made available for review/input made available to: all stakeholders including unduplicated students and students with disabilities, All Parents Association (Migrant; ELAC/DELAC; School Site Council; PTC; SPED, PAC) - no questions submitted or follow up requested from any group, therefore no written response from superintendent - local SELPA representatives, students.
- Draft presented at June 8, Governing Board meeting during public hearing to seek input on the LCAP with opportunity for all stakeholders to ask questions and provide feedback for final development and adoption.
- no questions submitted or follow up requested from any group, therefore no written response from superintendent.

June 8 - 15, 2020: Public comment period with draft LCAP available to all stakeholder groups for review and input
- no questions submitted or follow up requested.

June 15, 2020: Final LCAP presented to Board for review and adoption at the Governing Board meeting.

During the above timeframes, administrators and department leaders planned for distance learning, hybrid system, and in person instruction as well as increased safety procedures that would be taken at Monroe Elementary School. As we navigated the pandemic, planning and implementation was consistently a team approach which included all stakeholders. We came together as a unified community, as we responded to the unexpected arrival of COVID-19 Pandemic in March 2020. We are very proud of the way our Monroe Elementary School students, families, employees, and community leaders handled the demands we were faced with to protect everyone as we continued to educate and feed our students during the most unusual of circumstances. As you knew, there would continue to be concerns and questions

related to how schools plan to reopen in August 2020. While we are in the business of educating, our first priority was the safety of our students, our families, and our employees. Stakeholders were assured, we had been working diligently on our Monroe Elementary School District 2020- 2021 Reopening Plans. Due to all the factors and information needed to plan, as COVID-19 issues unfolded, the comprehensive Monroe Elementary School District Reopening Plan was released. Quarterly the All Parents' Association, including all stakeholder groups, met remotely as well to review plans and directions for the school year.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested updates to the LCAP. The following general themes were identified for consideration by the District, most all of which were all congruent among all stakeholder groups and a direct reflection of the fallout from the Covid 19 Pandemic:

1. Social-emotional Learning Support: maintain psychological support, increase counseling support for students, families, and staff as needed, train staff in SEL strategies to use in every day instruction
2. Professional Development: Provide opportunities for staff to participate individually and collectively in ELA, Math, and SEL trainings, Connect with staff from other districts in same grade level/span, County Office content area support
3. Addressing achievement/learning gap: provide instruction and material to accelerate learning gaps, provide additional opportunities outside of school day for instructional support
4. Maintaining strong student attendance: reach out to students/parents to encourage attendance during distance learning, make home visits as needed, return to live instruction (noted by all stakeholder groups)
5. Extended learning opportunities during after school and summer sessions - ELA/Math, provide classified and certificated time to work with individual/small groups of students

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

As indicated by stakeholder feedback, social-emotional support and learning continues to be a priority for all stakeholders. This highlights the importance of continuing to include SEL goals, including further developing our PBIS system, in our 21-22 LCAP.

Also included in stakeholder feedback is the need for additional professional development for staff members to address learning/achievement gaps and SEL strategies. This provides clear direction for the district to seek additional PD opportunities and make this a key aspect of this LCAP.

To address the achievement/learning gap and support strong student attendance noted by multiple stakeholder groups, the district will continue it's focus on building pathways for stronger parent/school connections and involvement, as well as increasing outreach opportunities for both students/parents to encourage regular, daily attendance.

Additionally, stakeholder feedback strongly indicates the desire for the district to provide extended learning opportunities for students. To address this, the district has included goal/action items that include multiple opportunities for students to engage in learning opportunities within and beyond the regular school day.

Specific rationale for the development of each goal can be found in it's corresponding section within the LCAP.

Goals and Actions

Goal

Goal #	Description
1	High quality and Properly Credentialed Staff, maintaining school facilities in good repair, and providing state/locally approved curriculum for all grades are critical determinants of improvement in the schools.

An explanation of why the LEA has developed this goal.

Goal 1 has been developed for the purpose of addressing state priorities: 1 (Basic Services) and 2 (Implementation of State Standards). Providing high quality and properly credentialed staff, maintaining school facilities in good repair, and providing state/locally approved curriculum for all grades are critical determinants of improvement in the schools and student achievement. Based on a review of student assessment data from 3 local diagnostic assessments and the state Dashboard, which show growth in student ELA/Math performance and that student achievement improved when they returned to live instruction on campus in Spring of 2021, maintaining our focus on the following is prudent:

High quality, caring and committed staff members are essential for District continuous improvement efforts.

The Williams case requires the District to maintain appropriately assigned and properly credentialed staff.

Maintain competitive total compensation package in order to recruit and retain the highest quality staff.

Continue robust professional development and teacher support, assessment system, best grading practices, technology integration, social-emotional learning, targeted intervention and equity, restorative practices and new learning opportunities in the classroom.

Develop capacity for Multi-Tiered Systems of Support practices and targeted intervention to underachieving students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams compliance: Teachers are appropriately assigned and fully credentialed	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: Dashboard Fall 2021				0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Dashboard Fall 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Recruit and retain quality employees (qualitative measure)	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees. Data source: internal audit				Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees Data Source: internal audit
Williams compliance: All grade levels have access to standards aligned instructional materials in core academic subjects	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021				Maintain 100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
Maintain school facilities in good repair as measured by the FIT	2020-21: Facilities in "good" repair Data source: FIT report				Maintain 100% "good" repair status Data Source: FIT report
Implementation of Standards for all students and enable ELS access to CCSS and ELD standards	100% Data Year: 2020-2021, Data Source: SARC				Maintain 100% Data Year: 2023-2024, Data Source: Dashboard Fall 2024/SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Basic Instruction and Administration	MESD will retain and hire Properly Credentialed Teachers as positions become available along with providing Administration costs, and will ensure that students and teachers have access to standards aligned materials. Recruitment will include participation in county-wide job fairs, partnerships with local universities, and student-teacher coordination and placement. Retention of teachers will be measured by coordinated professional development and ongoing support from school site instructional leaders and administrators.	$868,527.00	No
2	Safe and Healthy School Environments	Maintain school facilities in good repair and will update or enhance facilities as needed to improve the student learning environment, and staff, student, and parent safety and security.	$207,678.00	No
3	District/Site Support	Maintain support for District/Site operations through classified support staff, including bilingual staff to support English Learner students, and contracted services. Classified support staff will support students in core instruction as well as provide intervention services to improve student learning and academic achievement by monitoring and support for low socioeconomic students, Foster Youth, English Learners, and students with disabilities.	$290,665.00	No
4	School Counseling and Social-Emotional Support	The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will retain and maintain Highly Qualified Support Staff to provide MTSS (Multi Tiered System of Support) intervention classroom small group and individual support during the school day for unduplicated students. This action will increase student performance for these students on state and local assessments by providing social, emotional and behavioral support that is shown to detract from learning. Students will be provided with targeted support and equipped with tools and	$64,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources to support their learning and help them deal with environmental triggers. Dashboard data from 17-18 and 18-19 show 15.96% of students in ELA an 18.53% of students in Math made movement from one performance level to next performance level. This indicates our intervention and student support systems are impacting student academic performance. We expect this action to continue to reduce the achievement gap thus we will continue to provide this support to improve performance on state and local assessments.		

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	Data suggests an achievement gap exists in the district. The subgroups English Learners, students with a disability, socioeconomically disadvantaged students, and African-American and Latino students achieve at lower levels than "all students" in many measurements of achievement according to CAASPP and local assessment data. All students will increase achievement proficiency levels in the areas of ELA, ELD, and Mathematics as measured by state and local assessments and enrollment in broad course of study. ELL subgroup will increase in proficiency and move toward growth goal in overall ELPAC at one level per year and increase redesignation and reclassification of ELL students annually. Structures and systems must be developed to promote access and provide equity.

An explanation of why the LEA has developed this goal.

Goal 2 has been developed for the purpose of addressing state priorities: 4 (Pupil Achievement) and 7 (Course Access). Our stakeholder groups indicated the importance of the following areas when considering learning and language development of our students. Reviews and analysis of the following also indicate a need for continuing our focus on addressing the achievement gaps identified in our district:

Review of 2017-18 CAASPP achievement data reveals an achievement gap between EL, Migrant, and Male subgroups and all others.

Review of special education data demonstrates a broad achievement gap between students with disabilities and other subgroups.

Review of 2017-18 and local achievement data reveals an achievement gap between white/Asian and Latino/black subgroups.

Review of ELPAC results and English fluency reclassification rates indicates a need for further development of support for English Learners.

Review of parent participation data with the All Parents Association (Migrant; ELAC/DELAC; School Site Council; PTC; SPED, PAC) indicates a need to continue efforts to enlist more parent participation in school activities.

Review of phone survey data and LCAP survey suggesting parents, students, and staff are concerned about learning loss during the Covid-19 pandemic and the need to continue efforts to address the achievement gap.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of EL students who are making progress toward language proficiency from one year to the next.	Data Year: 2019, 30.8% made progress Data Source: Summative ELPAC				Data Year: 2019, 32% made progress Data Source: Summative ELPAC Data Source: ELPAC Summative
English Learner Reclassification Rate.	Data Year: Spring 2019 (0%) & 2020 (2.8%) Data Source: Dataquest				2% increase Data Source: Dataquest
Parent/ guardian involvement in the District All Parents Association.	Data Year: 20-21 30% overall participation during year				50% of all parents attend or participate in school based activity and all subgroups of students are represented during at minimum one meeting during the year. Data Source: Internal Data Review
Site Instructional Intervention Teams	Further implement and train staff for site-based early intervention programs including Student Study Team/Student Review				One early intervention training will be conducted for staff once each trimester and the number of student referrals for students in grades 4 -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Team/Intervention and 504 program support. Specific data has not been documented. Develop internal system to track and establish a baseline number of trainings and student referrals during 2021-22 school year.				8 will decrease by 10% each year. Data Source: Internal Data Review
Percent of students making progress toward met or exceeded on ELA CAASPP one year to the next.	Data Year: 17-18 to 18-19 ELA (15.96%) movement from Level 4 to Level 3, and Level 3 to Level 2. iready: Diagnostic 1 - 55% of students "at risk", Diagnostic 3 - 39% of students at risk = 16% growth. Data Source: Dashboard 2019; 20-21 iready assessment				Percent of students making progress toward met or exceeded on the ELA CAASPP will increase to 25% respectively from L4 - L3, and L3 - L2. iready: Decrease number of students "at risk" to <25%. Data Source: Dashboard 2024, 23-24 iready assessment
Percent of students making progress toward met or exceeded on Math CAASPP one year to the next and iready.	Data Year: 17-18 to 18-19 (18.53%) movement from Level 4 to Level 3, and Level 3 to Level 2.				Percent of students making progress toward met or exceeded on the Math CAASPP will increase to 25% respectively

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	iready: Diagnostic 1 - 48% of students "at risk", Diagnostic 3 - 34% of students "at risk" = 14% growth. Data Source: Dashboard 2019				from L4 - L3, and L3 - L2. iready: Decrease number of students "at risk" to <20%. Data Source: Dashboard 2024
Broad Course of Study	Elective Courses: All 100% (6th - 8th Grade) EL 100% (6th - 8th Grade) Low-income 100% (6th - 8th Grade) Data Year: 2020-21 Data Source: CALPADS Fall 2				Elective Courses: All 100% (6th - 8th Grade) EL 100% (6th - 8th Grade) Low-income 100% (6th - 8th Grade) Data Year: 2023-24 Data Source: CALPADS Fall 2

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELD Student Support & Professional Development	The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will increase achievement proficiency for unduplicated students by contracting for professional development in the area math. This action will increase student performance for these students on state and local assessments. The unduplicated student population are some of the lowest performing on state and local assessments. To meet this need the LEA will increase achievement proficiency for unduplicated students by contracting for professional development in the area math. Staff noted their desire for additional instructional strategies and	$52,431.00	No

Action #	Title	Description	Total Funds	Contributing
		methods to address the achievement gap. The professional development will connect staff with staff from other districts who may have higher results as well as staff from County Office trained in best instructional strategies. This action will increase instruction and learning, thereby increasing student performance for these students on state and local assessments.		
2	ELD Student Support & Professional Development	The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will increase achievement proficiency for unduplicated students by contracting for professional development in the area math. This action will increase student performance for these students on state and local assessments. The unduplicated student population are some of the lowest performing on state and local assessments. To meet this need the LEA will increase achievement proficiency for unduplicated students by contracting for professional development in the area math. Staff noted their desire for additional instructional strategies and methods to address the achievement gap. The professional development will connect staff with staff from other districts who may have higher results as well as staff from County Office trained in best instructional strategies. This action will increase instruction and learning, thereby increasing student performance for these students on state and local assessments. According to the 19-20 dashboard students grew in the area of ELA 18.9 points and Math by 18 points.	$1,500.00	Yes
3	Broad Course of Study	Teacher feedback indicated a need for providing students with elective opportunities that enhance student knowledge of content standards through various opportunities to practice 21st Century learning. Student data also indicates a need to practice real world experiences that enhance their readiness for the modern workplace. Enrichment electives such as journalism, STEAM, art, Read 180, and computer coding will be offered in order to help increase proficiency achievement for our unduplicated students by offering a broad course of student and hands-on learning experiences. By providing additional project-based elective courses students will have greater access to	$22,872.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interacting with content standards through read world experiences. CAASPP Math and ELA data shows growth in 2 out of 3 years from 2016-2019 for our unduplicated population. As a result of implementing these actions, we anticipate increased scores on Math and ELA, CAASPP and district benchmarks for the most at risk students.		
4	Extended Instructional Minutes	Teacher and parent feedback, and student data, indicate the need for providing students with academic intervention during the school day. The unduplicated student and students with disabilities are some of the lowest performing on state and local assessments. To meet this need the LEA will offer math intervention/RTI during the school day that is above and beyond the core instructional minutes for unduplicated students. RTI aims to identify kids who are struggling in school. It uses targeted teaching to help them catch up. Academic intervention will allow teachers to target the skill gaps for students as well as provide additional opportunities to practice and support in classroom instruction. By providing these supports students will have the prerequisite skills necessary to be successful in core academic subjects. CAASPP Math data shows growth in 2 out of 3 years from 2016-2019 for our unduplicated population. According to the 19-20 dashboard students grew in the area of ELA 18.9 points and Math by 18 points. As a result of implementing these actions, we anticipate increased scores in academic subjects, on the CAASPP and district benchmarks for the most at risk students.	$161,932.00	Yes
5	Extended Learning and Academic Support	The unduplicated student population is some of the lowest performing on state and local assessments.. Students benefit from increased time to learn in a small group setting and through the use of technology as well as student achievement in core subjects (math, ELA).To meet this need the LEA will offer after school tutoring for all grades, in all subject matters. These supplemental opportunities will be provided to recover learning loss as well as student achievement in core subjects (Math, ELA) through after school interventionist is our expectation that this	$43,834.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action will result in increased student performance for these students on state and local assessments.		
6	Paraeducator Support	The unduplicated student population is some of the lowest performing on state and local assessments. To meet this need the LEA will offer bilingual paraprofessionals in grades TK--4th in order to assist with learning and comprehension. Connections with trained paraprofessionals with similar cultural backgrounds and who speak their language can support language acquisition and other barriers to learning. It is our expectation that by providing bilingual paraprofessionals to support language, our students will be more successful in the classroom. CAASPP Math data shows growth in 2 out of 3 years from 2016-2019 for our unduplicated population. According to the 19-20 dashboard students grew in the area of ELA 18.9 points and Math by 18 points. This action will increase student performance for these students on state and local assessments.	$120,573.00	Yes
7	Supplemental Instruction	The unduplicated student population is some of the lowest performing on state and local assessments. Based on demonstrated growth on both ELPAC summative and CAASPP assessments, the LEA will continue to provide supplemental classroom instruction for unduplicated students by purchasing supplemental books, materials and supplies to help support their learning. These additional resources will provide teachers with supplemental instructional materials to better differentiate support for low performing students. By providing students with additional materials to support their learning, students will be able to have additional access and opportunities to master grade level content standards. In addition, students' education will be enhanced and supported by field trips to supplement the learning that is taking place in the classroom. This action will increase student performance for these students on state and local assessments.	$115,264.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Student attendance is critical to academic success and overall growth and development. All students will increase attendance rates to address chronic absenteeism as measured through SchoolWise with the continuation of transportation; students will maintain current drop out rate of Zero.

An explanation of why the LEA has developed this goal.

Goal 3 has been developed for the purpose of addressing state priorities: 5 (Pupil Engagement) and 6 (School Climate). Our stakeholder groups indicated the importance of the following areas when considering student attendance and suspension/expulsion rates. Reviews and analysis of the following also indicate a need for continuing our focus on addressing the positive attendance rates identified in our district:

There has been an increase in stakeholder interest in school connectedness and inclusion. School connectedness and sense of inclusion promotes attendance, academic engagement, motivation, and achievement, among other benefits.

School attendance is essential for academic achievement and college/career readiness. While District data on attendance are relatively high, improvement can lead to improved success for chronically absent student.

While data shows percentages to be relatively low, the district desires to maintain low school suspension and expulsion rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rate using three year average P2ADA/Enrollment	Based on previous years Dashboard data, MESD has maintained a 95+% overall attendance rate. Data Source: Local Audit, SIS				The school attendance rate using three year average P2ADA/Enrollment for 2023-24 will be 96% Data Source: Local Audit, SIS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student chronic absenteeism rates	Based on 3 previous years Dashboard data, MESD has maintained a chronic absenteeism rate of approximately 6.41%, we are continuing this action. Data Source: CALPADS EOY 3				The student chronic absenteeism rates for 2023-2024 will be <1% Data Source: CALPADS EOY 3
Student suspension rate	Based on previous 3 year average of .73% suspension rate, we are continuing this action. Data Source: DataQuest				The suspension rate will be be <1% for 2024-24. Data Source: DataQuest
Student expulsion rate	Based on previous 3 year average of 0% expulsion rate, we are continuing this action. Data Source: DataQuest				The expulsion rate for 2023-2024 will be 0.0%. Data Source: DataQuest
For Middle School Students: maintain a low to zero drop out rate	Based on previous 3 year average of 0% middle school drop out rate, we are continuing this action.				For Middle School students; Monroe maintained a zero drop out rate in 2023-24.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Local Audit, SIS				Data Source: Local Audit, SIS

Actions

Action #	Title	Description	Total Funds	Contributing
1	Home to School Transportation	Based on a review of recent years data showing greater than 60% of students riding the bus to school, we believe continuing this providing home to school transportation will support our positive student attendance rate and low suspension/expulsion rates. When students are at school, data strongly indicates our programs and staff clearly have a positive impact on their behavior, academics, and social well-being.	$65,000.00	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
4	Data suggests interest in improved/increased parent/guardian/community participation in school activities and parent education/support opportunities.

An explanation of why the LEA has developed this goal.

Goal 4 has been developed for the purpose of addressing state priorities: 3 (Parental Involvement). Our parent and staff stakeholder groups indicated the importance of the following areas when considering parent involvement. Reviews and analysis of the following also indicate a need for continuing our focus on providing additional opportunities for parents to participate in school wide, and parent support, activities in our district:

Review of parent surveys indicates families want educational and family support opportunities.

Review of attendance records at All Parents Association meetings indicates low parent participation rates.

Review of participation in community and schoolwide events indicates a need to increase parent participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meeting sign in sheets and parents directly called to attend all meetings to increase participation	Baseline established in 17-18: 20/163 = 12% Participation in All Parents Association (APA) 20-21: 30% Data Source: Local Audit				Increase participation in APA to 50% Increase direct calls to parents inviting to meetings/events to 50% Data Source: Local Audit

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Parent Participation Opportunities	The unduplicated student population has certain deficits to overcome in regards to their education. Some of these students exhibit the following: low attendance rates; lowest performances in state and local assessments; reduced, or non-existent, opportunities for supplemental learning experiences; decreased access to items and information available to others. Local data shows that we have low participation rates for parents of our unduplicated students. Research states that parent involvement increases student attendance, learning, graduation rates, and student overall self efficacy. In order to address these issues, the LEA will provide funding for increased outreach to our unduplicated families to invite to our community events and funding for staffing and supplies for these events. Some examples of these activities include, but are not limited to: facilitating community and parent events (i.e. family math/reading nights); calling individual families to ensure increased attendance at functions; preparation and facilitation of All-parent meetings, assemblies, and family nights. Parent participation has increased from 12% to 30% over the last 2 years. This action will result in increased communication by identifying unduplicated families and tracking numbers and type of contacts and increase parent participation, thereby increasing parent/family access to items that will enhance the students' educational experience.	$21,747.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

An explanation of how effective the specific actions were in making progress toward the goal.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

Goals and Actions

Goal

Goal #	Description
5	Improve and/or increase services to support a safe, engaging, and inclusive school environment that address the social-emotional and physical well-being needs of all students.

An explanation of why the LEA has developed this goal.

Goal 5 has been developed for the purpose of addressing state priorities: 5 (Pupil Engagement) and 6 (School Climate). Our stakeholder groups indicate the importance of the following areas when considering overall positive school climate and social-emotional need of students. Reviews and analysis of the following also indicate a need for continuing our focus on continuing to provide a variety of support and interventions.

The has been an increase in stakeholder interest in school connectedness and inclusion. School connectedness and sense of inclusion promotes academic engagement, motivation, and achievement, among other benefits such as lower health-risk behaviors.

While District data are relatively high, the District will strive to increase school connectedness and sense of inclusion.

Stakeholders report an interest in improving student mental health and reducing unhealthy academic stress.

Addressing the increased rates of student mental health challenges and providing additional support has become critical in our schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Positive School Climate and Sense of Safety	92.9% Safety: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff) 92.9% School Climate: Strongly				95% Safety: Strongly Agree/Agree (further develop survey to identify percent of parent, student, staff responses)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Agree/Agree (survey response collectively compiled results for parents, students, and staff) Data Source: Local LCAP Survey 2021				95% School Climate: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff) Data Source: Local LCAP Survey 2021
Continue implementation of positive behavior interventions, the cornerstone to PBIS	No current baseline data. Investigate and create a system to track student contact and support data. Data Source: Internal Audit				2023-24 Data: decrease in contact and support instances year to year. Data Source: Internal Audit
Other Pupil Outcomes: All students attend a refresher course on "CHARGE" behavior as described in PBIS guidance	2019-20: 100% student attendance Data Source: Local Audit				Maintain 100% attendance in refresher course Data Source: Internal Audit

Actions

Action #	Title	Description	Total Funds	Contributing
1	Proceed with PBIS Implementation	Review of suspension data shows a 3 year average of .73% and that unduplicated students make up the majority of those suspended. To address this, the LEA will continue to provide on-going training and support for the PBIS team and school staff. As a result, school staff will increase their knowledge and resources to support positive	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student behaviors to use in classrooms and around campus. PBIS will support students in the development of social skills, social and emotional development, as well as give them resources to self regulate. Suspension data has decreased over the past year. It is our expectation that this will help students increase their behavioral awareness and ability to make more positive choices, thereby decreasing their involvement in the discipline process.		

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
40.53%	553,213

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.

Using the calculation tool provided by the state, Monroe Elementary School District has calculated that it will receive $553,213 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal and Action Number List:
1.4: School Counseling and Social-Emotional Support

2:2 ELD Student Support & Professional Development

2:3 Broad Course of Study

2:4 Extended Instructional Minutes

2:5 Extended Learning and Academic Support

2:6 Paraeducator Support

2:7 Supplemental Instruction

4:1 Provide Parent Participation Opportunities

5:1 Proceed with PBIS Implementation

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Monroe Elementary School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive $553,213 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 40.53%. Our LEA has demonstrated that it has met the 40.53 % proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$2,028,403.00	$9,110.00			$2,037,513.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,523,471.00	$514,042.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Basic Instruction and Administration	$868,527.00				$868,527.00
1	2	All	Safe and Healthy School Environments	$198,568.00	$9,110.00			$207,678.00
1	3	All	District/Site Support	$290,665.00				$290,665.00
1	4	English Learners Foster Youth Low Income	School Counseling and Social-Emotional Support	$64,490.00				$64,490.00
2	1	All	ELD Student Support & Professional Development	$52,431.00				$52,431.00
2	2	English Learners Foster Youth Low Income	ELD Student Support & Professional Development	$1,500.00				$1,500.00
2	3	English Learners Foster Youth Low Income	Broad Course of Study	$22,872.00				$22,872.00
2	4	English Learners Foster Youth Low Income	Extended Instructional Minutes	$161,932.00				$161,932.00
2	5	English Learners Foster Youth Low Income	Extended Learning and Academic Support	$43,834.00				$43,834.00
2	6	English Learners Foster Youth Low Income	Paraeducator Support	$120,573.00				$120,573.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	Supplemental Instruction	$115,264.00				$115,264.00
3	1	All	Home to School Transportation	$65,000.00				$65,000.00
4	1	English Learners Foster Youth Low Income	Provide Parent Participation Opportunities	$21,747.00				$21,747.00
5	1	English Learners Foster Youth Low Income	Proceed with PBIS Implementation	$1,000.00				$1,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$553,212.00	$553,212.00
LEA-wide Total:	$553,212.00	$553,212.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	School Counseling and Social-Emotional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,490.00	$64,490.00
2	2	ELD Student Support & Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
2	3	Broad Course of Study	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,872.00	$22,872.00
2	4	Extended Instructional Minutes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,932.00	$161,932.00
2	5	Extended Learning and Academic Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,834.00	$43,834.00
2	6	Paraeducator Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,573.00	$120,573.00
2	7	Supplemental Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,264.00	$115,264.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	**1**	Provide Parent Participation Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,747.00	$21,747.00
5	**1**	Proceed with PBIS Implementation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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.

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

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

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

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

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

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

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

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