2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Big Creek Elementary School District
CDS Code:	10-62026-0000000
LEA Contact Information:	Name: Jimmie Eggers Position: Superintendent Email: jeggers@bigcreekschool.com Phone: 559-893-3314
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	$1,050,250
LCFF Supplemental & Concentration Grants	$45,545
All Other State Funds	$95,919
All Local Funds	$59,547
All federal funds	$257,504
Total Projected Revenue	$1,463,220

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$1,403,940
Total Budgeted Expenditures in the LCAP	$1,056,545
Total Budgeted Expenditures for High Needs Students in the LCAP	$48545
Expenditures not in the LCAP	$347,395

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$58,428
Actual Expenditures for High Needs Students in Learning Continuity Plan	$110,295

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$3,000
2020-21 Difference in Budgeted and Actual Expenditures	$51,867

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).	Categorical funding and one time construction projects due to the camp fire.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Creek Elementary School District

CDS Code: 10-62026-0000000

School Year: 2021-22

LEA contact information:
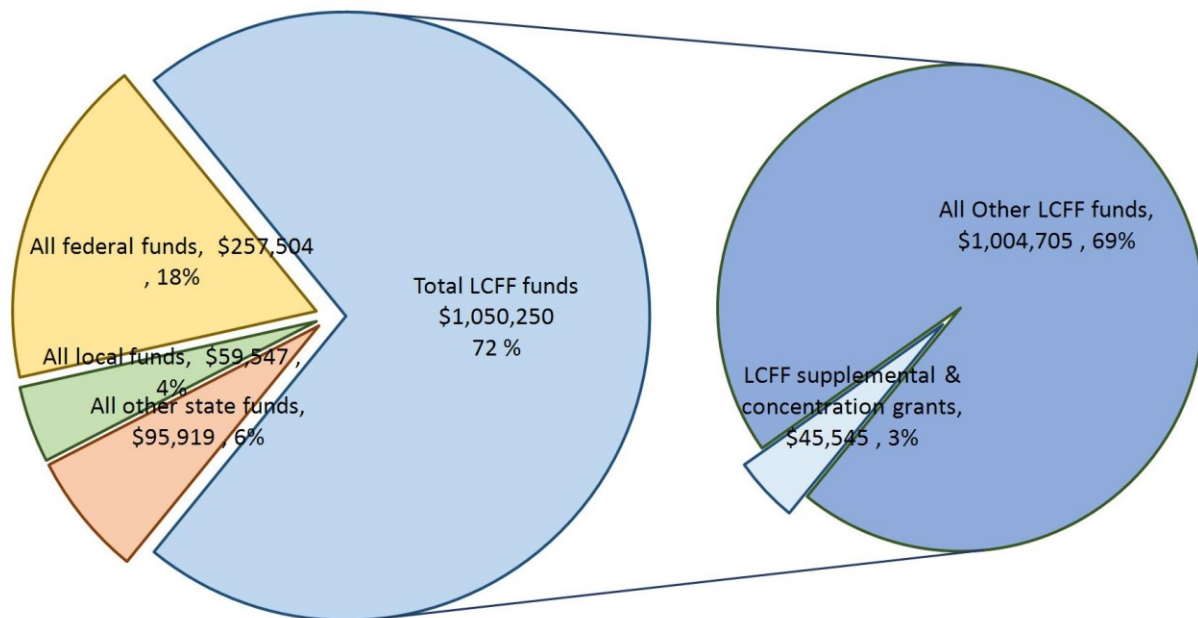
Jimmie Eggers

Superintendent

jeggers@bigcreekschool.com

559-893-3314

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, $257,504, 18%

All local funds, $59,547, 4%

All other state funds, $95,919, 6%

Total LCFF funds $1,050,250 72 %

All Other LCFF funds, $1,004,705, 69%

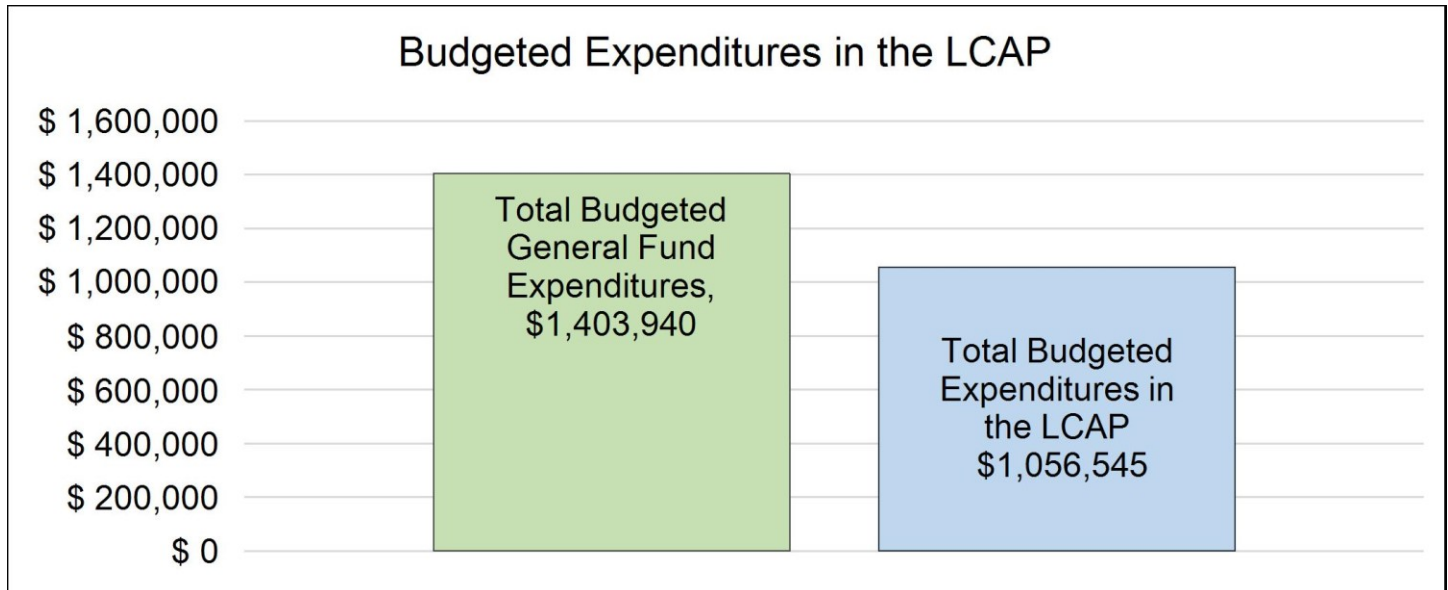LCFF supplemental & concentration grants, $45,545, 3%

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

The total revenue projected for Big Creek Elementary School District is $1,463,220, of which $1,050,250 is Local Control Funding Formula (LCFF), $95,919 is other state funds, $59,547 is local funds, and

$257,504 is federal funds. Of the $1,050,250 in LCFF Funds, $45,545 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, $1,403,940	Total Budgeted Expenditures in the LCAP $1,056,545

(Chart y-axis: $0 to $1,600,000 in increments of $200,000)

This chart provides a quick summary of how much Big Creek 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.

Big Creek Elementary School District plans to spend $1,403,940 for the 2021-22 school year. Of that amount, $1,056,545 is tied to actions/services in the LCAP and $347,395 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
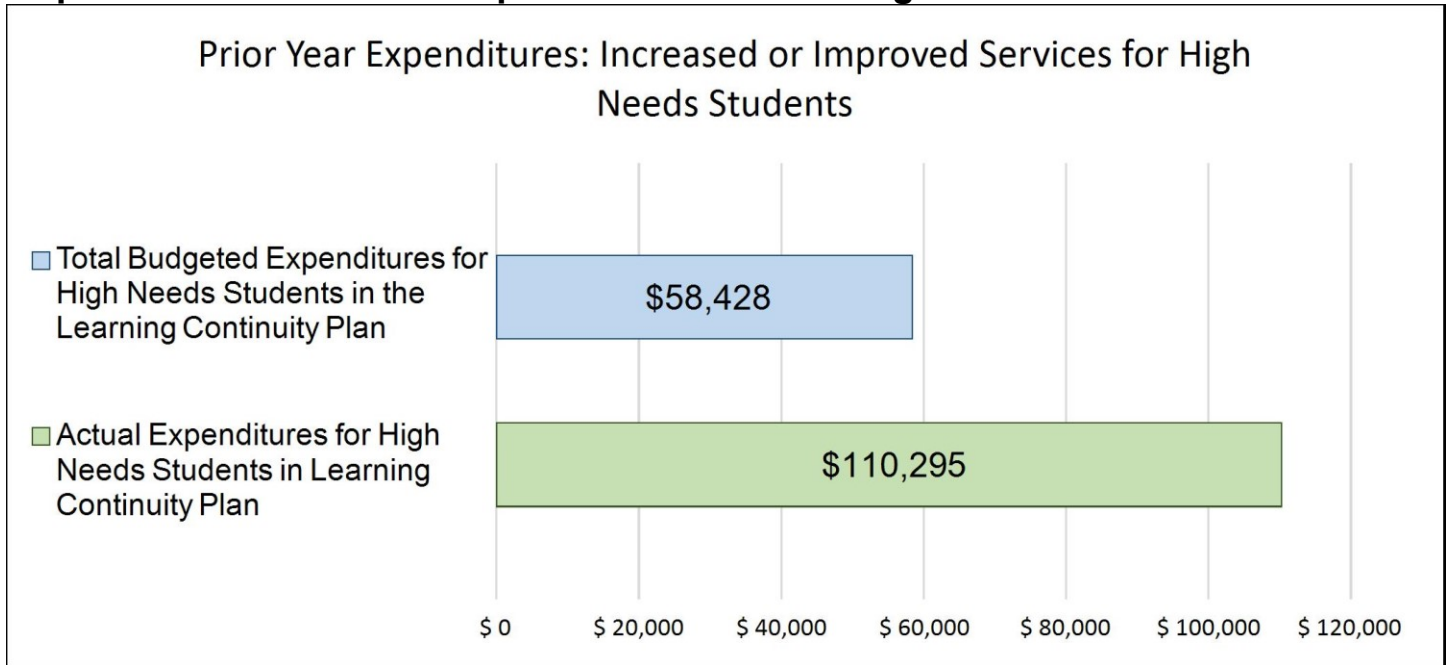
Categorical funding and one time construction projects due to the camp fire.

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

In 2021-22, Big Creek Elementary School District is projecting it will receive $45,545 based on the enrollment of foster youth, English learner, and low-income students. Big Creek Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Big Creek Elementary School District plans to spend $48545 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
$58,428

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan
$110,295

$0 $20,000 $40,000 $60,000 $80,000 $100,000 $120,000

This chart compares what Big Creek 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 Big Creek 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, Big Creek Elementary School District's Learning Continuity Plan budgeted $58,428 for planned actions to increase or improve services for high needs students. Big Creek Elementary School District actually spent $110,295 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Big Creek Elementary School District	Jimmie Eggers Superintendent	jeggers@bigcreekschool.com 559-893-3314

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

Big Creek Elementary School District believes that increasing student achievement is the primary focus for a school district. There are no Needs or Metrics for A-G, CTE, AP Exams, EAP, High School dropout, or graduation, because we are a K-8 single school district. Furthermore, the API is currently suspended. There are no English Language Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Because we are a K-8 with no EL students, there are no applicable metrics for the following: A-G; CTE, EL Proficiency, EL Reclassification; AP%; or EAP participation rate, high school dropout and high school graduation **19-20** Does Not Apply **Baseline** Does Not Apply	Does Not Apply
Metric/Indicator State standardized assessment for ELA as measured by "distance from met"	Indicator met. Increased 23.9 points

Expected	Actual
19-20 increase a minimum of 3 points **Baseline** 2015-2016: 8.1 points below level 3/Met	
Metric/Indicator State standardized assessment for Math as measured by "distance from met" **19-20** increase a minimum of 5 points **Baseline** 2015-2016: 61.7 points below level 3/Met	Indicator met. Increased 12.8

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
BCESD will use an instructional assistant to help facilitate classroom instruction for all students.	2000-2999: Classified Personnel Salaries Base 37,845	2000-2999: Classified Personnel Salaries LCFF Base 37,583
BCS will contract with Eureka Mathematics for professional development in the common core standards.	5800: Professional/Consulting Services And Operating Expenditures Base 5,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Base 1,781.55
BCS will use the Northwest Education Association (NWEA) Measures of Academic Progress (MAP) formative assessments three (3) time per year to determine progress toward meeting the goal.	4000-4999: Books And Supplies Base 6,000	4000-4999: Books And Supplies LCFF Base 737.50
BCS will use Corrective Reading's "Reading Mastery" to promote all students to the proficient and above level as measured by MAP and the SBAC.	4000-4999: Books And Supplies Base 4,000	4000-4999: Books And Supplies LCFF Base 3,597
BCESD will use instructional assistants to help facilitate classroom instruction. The unduplicated pupils in BCESD have some of the lowest performance on state and local assessments. One way we will provide increased services to our most at-risk students is to use instructional assistants to help facilitate classroom instruction and provide	2000-2999: Classified Personnel Salaries Supplemental and Concentration 17,189	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 27,327

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
individualized supports to unduplicated students. This action is principally directed toward our unduplicated students and, in our experience, has proven effective in meeting the needs of this at-risk population. As a result of implementing this action, we anticipate closing achievement gaps and increased academic scores on state and local assessments.		

Goal Analysis

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

Based on the feedback from our stakeholders and data collected by the district, all actions and services in the LCAP were implemented during 2019-2020. Classified staff worked additional hours preparing food for families and delivered meals to families of students, teachers, and staff. During the COVID shutdown, the district was not able to implement teacher professional development. The district provided individual support to teachers to support instruction during the COVID pandemic. The funds not expended for teacher PL were used to support COVID-related supports for IT and providing electronic devices and connectivity for all students.

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

Based on the feedback from our stakeholders and data collected by the district, the district was able to successfully implement academic programs (Reading Mastery) in the virtual environment. In addition to the reading mastery program, the district successfully implemented the Eureka Math / math program. The successful implementation led to very successful formative assessments in the Spring of 2020. Challenges included the purchase and distribution of "hot spots" for internet connectivity. In addition, many of the Elementary level students (K-3) did not have support on a daily basis to connect with their teacher.

Goal 2

Big Creek Elementary School District makes a commitment that all students, including all subgroups, have specific exposure to the arts, technology, physical education, and extra-curricular and co-curricular activities to increase student engagement and achievement and school climate.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Chronic Absenteeism Rate **19-20** 0% **Baseline** 0% for 2015-16	6.38% chronic absenteeism
Metric/Indicator Suspension Rate **19-20** 0% **Baseline** 0% for the 2015-16 School Year	The district had one (1) suspension during the 2019-2020 academic year.
Metric/Indicator Expulsion Rate	The district had one (1) expulsion during the 2019-2020 academic year.

Expected	Actual
19-20 0% **Baseline** 0% for the 2015-16 School Year	
Metric/Indicator Middle School Drop Out Rate **19-20** 0% **Baseline** 0% for the 2015-16 School Year	0%
Metric/Indicator Attendance Rate **19-20** Increase 1% to 97% positive attendance rate **Baseline** 94% for the 2015-16 School Year	93.62% attendance rate.
Metric/Indicator Other Outcomes of a Broad Course of Study: Percent Participation in Physical Fitness Testing (PFT) **19-20** 100% of students will participate in physical fitness testing. **Baseline** 2016-17: 100% participation in PFT	Indicator met. 100% of grade 5 and 100% of grade 7 completed the Physical Fitness Test.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All students will participate in the visual and performing arts K-8 (band, drama and ceramics).	4000-4999: Books And Supplies LCFF Base 6,000	4000-4999: Books And Supplies LCFF Base 9,106.97

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
BCS will continue to use NWEA's MAP assessments and the Odysseyware program to support student learning in math and ELA.	Materials / License 4000-4999: Books And Supplies LCFF Base 2,000	4000-4999: Books And Supplies LCFF Base 737.50
BCS will implement a typing program, "Ultra Key" to support students as they prepare for the Common Core State Assessments as it pertains to responding mathematics questions and written response(s).	Materials 4000-4999: Books And Supplies LCFF Base 2,500	4000-4999: Books And Supplies LCFF 139.65
Big Creek School is committed to providing a fully credentialed Physical Education teacher for grades K-8 and offering PE four (4) days per week.	1000-1999: Certificated Personnel Salaries LCFF Base 39,000	1000-1999: Certificated Personnel Salaries LCFF Base 21,387

Goal Analysis

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

Based on the feedback from our stakeholders and data collected by the district and due to the shut down in March of 2020, funds used for the Physical Education program were redirected to cover expenses for the purchase, salary and transportation of the food service program and instructional materials.

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

Based on the feedback from our stakeholders and data collected by the district, the greatest challenge was attempting to continue the academic programs in a virtual environment. Unfortunately, the woodshop program, where the 8th-grade students were building their own electric guitars, was suspended. The district will attempt to bring those students back in the spring of 2021 to complete their project. In addition, tracking and reporting student absenteeism proved problematic, as many families did not have access to the internet and were unable to connect to class zooms or refused to complete paper/pencil work.

Goal 3

BCESD believes that achieving proficiency for all students begins with qualified teachers leading instruction in a safe learning environment with parental involvment. The minimal indication of proper certification is HQT status.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review **19-20** 100% Properly Credentialed with no mis-assignments or vacancies **Baseline** 2016-17: 100% properly Credentialed with no mis-assignments or vacancies	100% of credentialed teachers with no mis-assignments.
Metric/Indicator Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review **19-20** 100% of classrooms will have sufficient instructional materials. **Baseline**	100% of classrooms have "sufficiency of Instructional Materials" as measured by board resolution and SARC.

Expected	Actual
2016-17:School board adoption of "sufficiency of Instructional Materials" resolution. 100% of classrooms will have sufficient instructional materials.	
Metric/Indicator State Standards implemented as measured by state reflection tool. **19-20** 80% above baseline in ELA 70% above baseline in math **Baseline** For the 2016-17 school year 61% above baseline in ELA 45% above baseline in math	English / Language Arts and math standards, as measured by state reflection tool have been implemented above baseline. This is further evidenced as SBAC in ELA increased 48.7 points and math increased 12.8 points.
Metric/Indicator Access to a Broad Course of Study **19-20** 100% of broad course of study offered. **Baseline** 100% of broad course of study offered in the 2015-16 school year as verified by a review of teacher lesson plans.	100% of broad course of study offered.
Metric/Indicator Parental Engagement **19-20** 100% of surveys returned **Baseline** For the 2016-17 school year, 62% of families returned Local Control Accountability Plan survey	94% of parental surveys were returned.

Expected	Actual
Metric/Indicator Facilities Maintained as measured by annual FITs or SARC review **19-20** 100% facilities rated good or higher **Baseline** 2016-17: 100% of facilities rated at the highest level	100% of facilities rated in good or higher repair.
Metric/Indicator Climate Survey **19-20** 100% of students complete survey; sense of connectiveness; sense of safety **Baseline** Baseline established 2017-18 100% of students feel valued at school by school staff; 87% of students reported feeling emotionally safe at school;	97% of student surveys were returned. 93% of students reported feeling safe at school. 89% of students reported a sense of connectiveness and 100% of students who returned their survey reported feeling valued by an adult on campus.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
BCS believes a strong character education program is vital to a safe and healthy learning environment. All students will have lessons in character education, using Character Counts!, by a certificated teacher.	1000-1999: Certificated Personnel Salaries Base 17,000	1000-1999: Certificated Personnel Salaries LCFF Base 9,725.45
All students will attend school 95% of school days. Furthermore BCS will maintain low suspension and absenteeism as measured by student records.	1000-1999: Certificated Personnel Salaries Base 323,299	1000-1999: Certificated Personnel Salaries LCFF Base 340,391

Goal Analysis

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

Based on the feedback from our stakeholders and data collected by the district, due to the school shut down, the Character Counts program was not fully implemented. The district used budgeted funds to purchase additional electronic computing devices for students.

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

Based on the feedback from our stakeholders and data collected by the district, the greatest challenge in implementing this goal is the constant up-keep of an old school facility. Due to extreme weather conditions, constant maintenance of school facilities is required. While the Facilities Inspection Tool (FIT) is a constant work in progress; staff continually analyzes the tool to ensure students have world class facilities.

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
Due to COVID 19, our unduplicated students need additional support to reduce learning loss.Teacher support to students and families who are foster youth, homeless and / or socio-economically disadvantaged will be provided. This will ensure continual learning and reduce the learning gap for our unduplicated student groups.	0	1,500	Yes
Due to COVID 19, our unduplicated student groups have experienced increased learning loss. Intervention will be provided using the SRA Reading Mastery program for these students. By providing intervention we will reduce the learning loss experienced by our most at-risk students.	12,418	17,395	Yes
District data shows that our homeless, foster, and special needs students have experienced increased learning loss. We will utilize a credentialed RSP and SDC teacher, along with the ParaProfessional aide to work with, special needs, homeless and foster youth students who have experienced learning loss. These additional supports will reduce learning loss for these student groups.	31,160	51,750	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The district has made significant expenditures related to In-Person instructional offerings. Specifically, due to the restriction on students moving from class - to - class, the district repurposed the Technology Learning Center para-professional to support our homeless, foster and special needs students by going to the class of the students and supporting those identified students in the classroom. The material difference between the budgeted funds and estimated expenditures is reflected in the table above. While the district did not originally budget funds to support families, as the need was not known, the district did, in turn, support personnel to make home visits during the pandemic.

Analysis of In-Person Instructional Offerings

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

Based on the feedback from our stakeholders and data collected by the district, the district has faced many challenges to implement in-person instruction. Specifically, the district adopted an "A" and "B" attendance schedule. Specifically, half (1/2) of students attend from 8:30 am to 11:30 am and the other half (1/2) of students attend from 12:30 pm to 3:30 pm. Due to loss suffered from the Creek Fire, the district receives meals from an adjacent district. The district Superintendent picks-up meals on a daily basis and transports those meals to the school. The school has a "grab and go" lunch for the students attending in the morning, while the school cafeteria manager delivers lunches to the homes of students attending in the afternoon session. Furthermore, in order to minimize unnecessary exposure to COVID - 19, the district adopted a hybrid learning plan. The plan has students attend in-person Monday - Thursday, while Friday is a distance learning day. By attending in-person four (4) days per week, school custodial staff work 10 hour days. The extended day for custodial staff ensures the school buildings, including restrooms and classrooms, are cleaned and disinfected prior to school, during school, and after school on a daily basis. Lastly, one (1) custodian is assigned full-time to the academic building. The district has a custodial communication plan that allows the custodian to clean restrooms after each use. Specifically, each learning pod has an assigned restroom. Following use of the restroom by a student, the teacher alerts the custodian and the custodian disinfects the restroom prior to the next student using the room.

Instructionally, teachers participated in professional development activities sponsored by the Fresno County Office of Education on how best to deliver instruction in a distant learning format using Zoom technology and other technology learning-based applications. In addition, staff participated in professional development activities on how to support the social/emotional needs of students using technology applications. Subsequently, with the Creek Fire following the initial launch of distance learning activities, the district worked with the California Department of Education to secure mobile "hotspots" for families, as all telephone / internet connectivity was lost.

Staff attempted to implement the SRA Reading Mastery program in an on-line setting; however, the program is designed for individual and small group instruction and was not successful in a digital format, thus the program was placed on hold until students returned to the classroom. The district did, implement the MAP formative assessments in a distance learning format.

Beginning November 2, 2020, the district resumed in-person instruction. The district prioritized the SRA "Reading Mastery" as the vehicle to minimize learning loss suffered by students. Classroom instructors provide 1:1 and small group instruction to identified students using the MAP formative assessments. In addition to reading, the district has prioritized math instruction.

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The impact of the COVID 19 pandemic has increased the need for social emotional supports for our unduplicated youth. The district has a School psychologist on campus one (1) day per week to support students, parents, teachers, and other site staff with their social / emotional needs. The district also utilizes the Fresno County Office of Education's "All For Youth" program to provide additional social / emotional support. These additional supports will reduce students' social emotional stressors caused by the pandemic.	0	0	Yes
Due to COVID 19, technology supports are imperative to support student learning. District data shows our unduplicated students have an increased need for Chrome Books and hotspots. Additional Chrome Books and hot spots have been purchased to be used to support student needs. These technology supports will support learning and reduce the learning gap for our unduplicated students.	6,850	9,000	Yes
Due to COVID 19 and learning loss, our unduplicated student groups have shown an increased need for additional learning opportunities and enrichment. Virtual platforms have been purchased to support distance learning for all students. These virtual educational resources will reduce learning loss for our unduplicated student groups.	5,000	4300	Yes
Staff training to better serve all populations of our school.	2,500	0	No
Online speech pathologist and in person speech pathologist meets with identified students weekly.	12,000	9,750	No
Big Creek Elementary School District believes that increasing student achievement is the primary focus for a school district. 1. Progress will be measured using the Smarter Balance Assessments in ELA. In ELA, students will increase 3 points. 2. Progress will be measured using the Smarter Balance Assessments in math. In math, students will increase 2 points.	0	750	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Due to COVID 19, the district has identified an increased need for intensive reading instruction. Data shows that additional supports for reading instruction will help support learning loss that our unduplicated student groups have experienced. All teachers will engage in professional development in ELA standards and effective research based strategies in Orton-Gillingham reading strategies and Scientific Research Associates (SRA) Reading Mastery, supported by monthly professional learning and coaching. Classified staff will participate in professional learning for the purpose of supporting the implementation of effective research-based EL instructional strategies in all curricular areas to support students with disabilities and foster youth and homeless youth. By increasing the reading instructional support, the reading proficiency of our unduplicated students will increase.	1,500	7,100	Yes
Due to COVID 19, the district has identified an increased need for intensive math instruction. All teachers will engage in professional development in math standards and effective research based strategies in Eureka math. Math strategies will be supported by monthly professional learning and coaching. Classified staff will participate in professional learning for the purpose of supporting the implementation of effective research-based instructional strategies in mathematics to support students with disabilities and foster youth and homeless youth. By increasing math instructional support and strategies our unduplicated students will increase their math proficiency.	1,500	1,500	Yes
BCS will use the Northwest Education Association (NWEA) Measures of Academic Progress (MAP) formative assessments three (3) time per year to determine progress toward meeting the goal.	1,000	750.00	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 most substantive difference is the district providing in-person speech pathology services. Utilizing dollars that were budget for services the district was unable to provide due to COVID - 19, the funds were reallocated to provide for in-person services. The plan moving forward is to reallocate funding to continue to provide this service.

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.

The greatest success was the ability of the district to provide in-person speech services. Pre-COVID and pre-fire, the district was working to implement a "distance learning" format for speech; this is due to the fact it is extremely difficult finding a speech therapist, let along finding one to travel to Big Creek! Therefore, the district was in a prime position to begin the speech services. For speech in the fall of 2020-2021 school year, students were well versed using technology for learning and naturally transitioned into using technology for speech. Furthermore, the speech therapists were using tele-therapy.

Due to the district implementing a 1 to 1 technology plan many years ago, students in grades 3-8 were quickly able to adapt to a "distance learning" environment. Students in grades K-2, however, did not have as easy of a transition. In addition to not having computing devices, students were unable to receive instruction without assistance from their parent(s). Therefore, the majority of lessons were provided in a paper packet. The majority of students, however, participated in distance learning. Furthermore, the County Office of Education provided many distance learning professional development activities for instructional and support staff through the spring semester and during the summer. Through the early stages of the pandemic, staff roles were very flexible. Staff took on many roles outside of the job description that enable the district to continue to meet the needs of ALL students. Some of the new roles included transporting students to medical appointments and providing additional day-care for those whose parents were deemed "essential employees" to the Southern California Edison (SCE) company. All employees contributed to the effort to ensure students with special and unique needs were able to continue to meet not only the academic needs, but the social / emotional needs of students. In supporting pupil progress and participation, a success from the year's program was using the math testing that helped with individual instruction allowing teachers to directly affect student's growth. The challenge was getting all students access to the internet and high-quality instruction while not in the classroom.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
RSP / SDC teacher, along with classified staff, will support students with exceptional needs, including students identified as have significant learning loss due to school closure. The district does not have any English Learners.	0	4,500	No
The School Psychologist will provide additional social / emotional support to help identified students meet the goals of the IEP.	0	6,500	No
Online and in person speech pathologist will provide services to identified students.	0	9,750	No
Certificated instructional staff will provide 1:1 Reading Mastery. Focus will be given to special needs students, homeless and foster students and students who have suffered the greatest learning loss due to COVID - 19. The MAP formative assessments will be used to measure learning loss. The 1:1 Ready Mastery support will reduce learning loss for our unduplicated students.	0	4,000	Yes
To reduce learning loss for students who are low-income, foster youth, homeless, and students with exceptional needs, the school will bring to campus for individual or small group instruction using Orton-Gillingham and SRA Reading Mastery to bridge the learning loss due to school closure and remote learning. These additional supports will reduce learning loss.	0	4,000	Yes

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

The development of the budget was completed by previous administration and CBO and the estimated actuals reflect expenditures to mitigate pupil learning loss.

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.

Based on the feedback from our stakeholders and data collected by the district, due to successful planning and execution, the district was able to provide for the needs of students during the COVID - 19 pandemic. As previously stated, students in grades 3-8 had 1 to 1 computing devices that enabled those students to transition to distance learning. The greatest challenge was upscaling staff to a digital teaching platform. Making the transition from in-person to distance teaching was not easily accomplished, and quite frankly, easy to plan. However, as indicated, the district has realized significant student growth in the majority of students. The district was fortunate to bring students back for in-person instruction in a hybrid format; given the limited time students have been in class, instruction has focused on the essential standards in Math and ELA. For those who have yet to master the standards as evidenced by their MAP assessment, the district is contracting with instructional staff to provide instruction during the lunch hour. The staff has readily given up their lunch hour to minimize learning loss for those students who require additional assistance and instruction. Furthermore, ALL staff has returned for in-person instruction, even though they are aware of the dangers of COVID - 19! At the conclusion of the academic year, a thorough analysis of MAP assessment data will be conducted to gauge the effectiveness of the academic programs.

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.

Based on the feedback from our stakeholders and data collected by the district, not only have students and staff been impacted by the COVID - 19 pandemic, ALL residents of Big Creek School District have been impacted by the Creek Fire, the largest single incident fire in the history of California. Half (1/2) of Big Creek School District employees lost their home to the Creek Fire. For those who did not lose their home, they were evacuated from their home for one and one half months! Residents of Big Creek were evacuated on Saturday, September 5, 2020 and did not return until October 28, 2020. Instructional staff, however, returned to "distance learning" on Monday, September 14, 2020 This is a remarkable feat, as instructional staff were staying in hotel rooms and with relatives. In order to provide a continuity of learning, the district superintendent traveled to Big Creek to pick - up teaching material and deliver to staff and families. Not once did staff complain about the circumstances; rather, staff worked from hotel rooms, rest stops with connectivity and travel trailers to support students. The remarkable effort provided by staff enabled students to focus on school and spend less time thinking about their circumstances. Furthermore, the school psycholigist and contracted staff through "All For Youth" met students wherever they were staying to provide social and emotional support!

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.

Based on the feedback from our stakeholders and data collected by the district, Big Creek School has been very successful in implementing student and family engagement outreach. Specifically, all but two families were able to return to Big Creek following the 2020 Creek Fire. With the majority of families living in Big Creek and the surrounding areas, staff has been able to meet in-person with families for updates and support. In addition to in-person interaction, staff has held monthly ZOOM meetings to provide updates regarding school functions, transportation, academics, social-emotional supports offered, and networking opportunities for parents. Following the Creek Fire, the district petitioned the state, and received, additional chromebooks and hotspots as the fire destroyed many devices left in homes: the hotspots provided instant on-line access for students, as telephone lines were destroyed.

Analysis of School Nutrition

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

Based on the feedback from our stakeholders and data collected by the district, the greatest challenge in the return to school revolved around providing student nutrition services. Due to the Creek Fire, the school cafeteria sustained major damage, thus preventing the availability of the facility. Specifically, all windows of the cafeteria were "blown out" due to the exploding propane tanks, located near the facility. In addition, the inside of the facility was covered with ash and soot. To further complicate matters, due to the fire, all students were evacuated for over one and one-half months. At the time of the CALPADS census day, all students were officially "homeless". With regards to the COVID - 19 pandemic, the California Department of Education and the California School Lunch program designated all students in California to receive free lunch. Prior to the pandemic and fire, Big Creek School did not

participate in the National School Lunch Program. Therefore, when the directive came that all students be provided free lunch, this directive placed the district in a precarious situation, as the feasibility of providing all students free meals was, simply put, a non-starter for the district. Given the circumstances, the district worked closely with the state division of nutrition to find an alternate solution. Upon viewing the options, upon the advice and consent of the state, Big Creek School District was able to work with the Sierra Unified School District, located in Tollhouse, Ca, to "piggy-back" on their account to receive meals. Upon the re-opening of Big Creek School on November 2, 2020, the district superintendent picks up student meals each morning on his way to work. The school cafeteria worker then packages the meals in "grab and go" bags and distributes them to families. Those not living in Big Creek take their meals on the bus and eat upon arrival at their home. School staff to communicate any nutritional needs to cafeteria staff regarding families unique nutritional needs.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	School staff to communicate any nutritional needs to cafeteria staff regarding families unique nutritional needs.	0	0	No

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

There are no substantive differences between the planned actions and the budgeted expenses.

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.

Based on the feedback from our stakeholders and data collected by the district, the Big Creek School District Board of Education made it a priority in the 2012-2013 school year to make heavy investments into technology and 1 to 1 computing devices for students. This forward thinking and advanced planning enabled the district to swiftly transition to "distance learning" at the outset of the pandemic. The district is not able to report any. additional information at this time due to the transition in district leadership.

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

Big Creek School District has not experienced widespread learning loss. The district continues to utilize the Northwest Evaluation Association's Measures of Academic Progress to monitor student learning, this includes the progress of low income, foster youth, homeless, and students with disabilities. While in a "distance learning" format, students took the MAP assessments. The results are very positive. The district will administer the spring MAP assessment this spring and compare to both the fall and winter assessments to determine future learning needs as it relates to the pandemic and fire.

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.

Based on data and feedback from stakeholders, Big Creek school was able to implement distance learning and in-person for the 20-21 successfully. There were no substantive differences between what was planned and what was implemented specific to contributing actions.

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.

Based on the feedback from our stakeholders and data collected by the district, big Creek School District staff continue to analyze the actions and outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan to extract best practices to implement moving forward with the 2021-22 through 2023-24 LCAP. Specifically, the district is exploring the possibility to continue a four (4) day school week. Parents and students have commented that having an "extra" day off, in this case, each Friday, allows families to utilize that time to make up and catch up on school work. Furthermore, the extra day allows families to schedule medical appointments and other necessary appointments. While responses are anecdotal, it is worth exploring in greater detail.

The necessity of teacher training in technology to facilitate learning at the school and at home was very clearly a need. The need for transportation due to geography and the recent Creek Fire is more important than ever before and will be a priority moving forward. in goal 3 of the LCAP, the comprehensive educational program of Big Creek Elementary School is described, including mental health services, health and safety considerations, and staffing.

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.

Annual Measurable Outcomes

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.

Actions/Services

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

Goal Analysis

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

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

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

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

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

Actions Related to In-Person Instructional Offerings

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

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

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
January 2021

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	459,833.00	452,513.62
Base	393,144.00	0.00
LCFF	0.00	139.65
LCFF Base	49,500.00	425,046.97
LCFF Supplemental and Concentration	0.00	27,327.00
Supplemental and Concentration	17,189.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	459,833.00	452,513.62
1000-1999: Certificated Personnel Salaries	379,299.00	371,503.45
2000-2999: Classified Personnel Salaries	55,034.00	64,910.00
4000-4999: Books And Supplies	20,500.00	14,318.62
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	1,781.55
		1,781.55

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	459,833.00	452,513.62
1000-1999: Certificated Personnel Salaries	Base	340,299.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	39,000.00	371,503.45
2000-2999: Classified Personnel Salaries	Base	37,845.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	37,583.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	27,327.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	17,189.00	0.00
4000-4999: Books And Supplies	Base	10,000.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	139.65
4000-4999: Books And Supplies	LCFF Base	10,500.00	14,178.97
5800: Professional/Consulting Services And Operating Expenditures	Base	5,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	1,781.55
			1,781.55

* 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	70,034.00	71,026.05
Goal 2	49,500.00	31,371.12
Goal 3	340,299.00	350,116.45

* 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	$43,578.00	$70,645.00
Distance Learning Program	$30,350.00	$33,150.00
Pupil Learning Loss		$28,750.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$73,928.00	$132,545.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$15,500.00	$11,250.00
Pupil Learning Loss		$20,750.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$15,500.00	$32,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$43,578.00	$70,645.00
Distance Learning Program	$14,850.00	$21,900.00
Pupil Learning Loss		$8,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$58,428.00	$100,545.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Big Creek Elementary School District	Jimmie Eggers Superintendent	jeggers@bigcreekschool.com 559-893-3314

Plan Summary [2021-22]

General Information

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

The Big Creek School District is a small, rural school district serving approximately 55 students in pre-school through grade 8. The district is located in the town of Big Creek, sixty four (64) miles east Fresno, CA. The primary employer of school aged children is the Southern California Edison (SCE) company. The "Big Creek Project", for which the town is aptly named, was the largest engineering project in the world prior to the development of the Panama Canal. The Edison company continues to operate one of the greatest engineering feats in the world today, producing hydroelectric power through a variety of power plants, reservoirs and dams. In addition to the town of Big Creek, the district encompasses the towns of Shaver Lake and Lakeshore (Huntington Lake). While all three towns are considered tourist/recreational communities, students arrive to school daily from all three towns. Big Creek School (BCS) has three (3) fully credentialed teachers in grades pre- K-8. Grade combinations are as follows: pre-school; K-1-2; 3-4-5; 6-7-8. Furthermore, the district has one part time fully credentialed Social Science teacher who instructs students in grades 3-8 in Social Science on a daily basis; one Science instructional tutor who teachers Science, and one Technology Literacy Center (TLC) instructional tutor who instructs students in technology related subjects, including Computer Science Coding. In addition to the classroom teachers, BCS employees two (2) para professionals who work directly with students with disabilities as a one-to-one aides. Furthermore, the district has one (1) part time cafeteria server; one (1) office worker who is also the Chief Business Officer; one (1) part time Speech / Language Pathologist and two (2) Bus Driver / Mechanic / Custodian positions. The district offers a free preschool for students age three-five. In addition to the core curriculum, the district offers a variety of co-curricular activities not commonly found in primary grade school's today. These activities include snow skiing, archery, bowling, rock climbing (mountaineering), tumbling (gymnastics), and athletics, including swimming, cross-country, football, volleyball, pep and cheer, wrestling, and wood shop, where students in grade 8 build electric guitars. The district believes a "true education" must include life experiences not found in the textbook. Although a small rural school, the district faces the same challenges of the larger, urban districts found throughout California. The following metrics do not apply to our district because we are a k-8: A-G, CTE Completion, AP Passage, EAP ELA, EAP Math, HS Dropout Rate, HS Graduation Rate.

Reflections: Successes

Upon review of the California School Dashboard, Big Creek Elementary School continues to make significant progress on all indicators. Specifically, the single school site performs at a high level as measured by the English/Language Arts and math performance indicators as well as California Science Test in grades 5 and 8. Furthermore, the district uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments to further monitor student academic performance. Both measures of the assessment guide the district in the decision-making process and facilitate discussions around student engagement and performance.

Reflections: Identified Need

For the all-student group, there are two state priorities in the Orange category: chronic absenteeism and suspension. In order to address this need, the district is providing additional support for transportation given a lack of transportation on the family's part. Other factors contributing to the challenge are distance, geography, and weather severe conditions are significant factors affecting chronic absenteeism. As for suspension rate, each individual incident will be looked at closely to explore all protentional options before the suspension is considered given the context of low enrollment and one suspension can produce an orange indicator. Part of the way we will avoid suspensions reflected in the LCAP goal 2 with the opportunities to engage in extra-curricular activities.

LCAP Highlights

The Local Control and Accountability Plan (LCAP) is the driving mechanism for increased student performance at Big Creek Elementary School. Instructional staff attends professional development in English/Language Arts, Social Science, Science, and math, along with elective courses, each year. In addition to the continued focus in ELA and math, staff has fully implemented the new Science curriculum and Computer Science curriculum. The district will continue to build upon the strong performance in English / Language Arts where the district has had significant gains as measured by the local Measures of Academic Performance (MAP). The district has also adopted a new Social Science curriculum. Lastly, the district has implemented STEAM activities, including computer coding utilizing Code.org and wood shop for students in grade 8, where each student builds her/his own electric guitar.

Comprehensive Support and Improvement

Schools Identified

None

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.
Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.
Not applicable.

Stakeholder Engagement

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

The district met via Zoom conferencing and School Site Council to engage parents and the community in the development of LCAP. Specifically, the district held LCAP meetings on April 20th, February 23rd, and February 2nd. In addition, the district held Zoom meetings on January 12th and December 30th, 2020. Each of the meetings focused on making improvements to Big Creek School utilizing the LCAP process. Pupils, teachers, employees, administrators, and the principal were all involved in the LCAP development input. Due to the community being so small, between formal meetings, informal meetings at the local post office and store, and phone calls between every family and the superintendent, all community members were significantly involved in this LCAP development. SELPA meetings were attended and consultations occurred during those meetings on how to best support our SWD student group. There are no classified AND certificated bargaining units in the district. The district is not required to have a DELAC/ELAC based on the enrollment of English learner students. The new administration is unsure about whether or not the PAC/DAC meetings were held and if the LCAP was discussed/presented to this group for feedback or comment. Public Hearing occurred at the May governing board meeting, Public Comment was conducted during the 10 days prior to the public comment starting on May 1. The board approval date for the LCAP, the budget was on June 8, 2021, and the local indicators were presented as an informational item at this same meeting.

A summary of the feedback provided by specific stakeholder groups.

The district made every effort to engage as many stakeholders as possible to receive feedback into the development of the LCAP. Specific feedback includes: reading intervention utilizing SRA Reading Mastery; developing a writing club; increase electives, including art and ceramics; partnering with the Resiliency Fund to beautify the burn scar area; and build a new playground play structure. This feedback was provided by parents, board members, and teachers.

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

Due to the COVID - 19 pandemic and the aftermath of the Creek Fire, the district did not offered art, ceramics and the wood shop (elective courses) during the 2020-2021 school year. Instead, the district has been focused on English / Language Arts and math instruction to accelerate student achievement. Moving forward, the district has engaged with the development of a new playground play structure. Moving forward, priority will be to restart the elective courses.

Goals and Actions

Goal

Goal #	Description
1	Big Creek Elementary School District will increase the academic achievement of all students, including students with disabilities, in English / Language Arts and mathematics.

Big Creek Elementary School District believes that increasing student achievement is the primary focus for a school district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA SBAC	Baseline: TBD Year: TBD Data Source: SBAC				TBD
Math SBAC	Baseline: TBD Year: TBD Data Source: SBAC				TBD
NWEA MAP ELA/Reading	Baseline: 63.8% Proficient Year: 2020-2021 Data Source: NWEA Winter				75% Proficient
NWEA MAP Math	Baseline: 25% Proficient Year: 2020-2021 Data Source: NWEA Winter				45% Proficient
Implementation of State Standards	Baseline: 2.0 Year: 2020-2021				3.5 or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: State Standards Implementation Tool				

Actions

Action #	Title	Description	Total Funds	Contributing
1	English / Language Arts and Math professional development	The unduplicated student population has some of the lowest rates of performance on local and state assessments. Professional development for classified and certificated staff will impact instructional practices by providing them with additional tools that can be used to adapt the design, content and instructional methodology so that it and result in increased student performance on local and state measurements for our unduplicated students. Big Creek Elementary will provide professional development for all certificated staff in the core curricular areas with an emphasis on ELA and Mathematics. All staff will participate in professional learning for the purpose of supporting the implementation of effective research-based instructional strategies in mathematics and ELA to support unduplicated students and those with disabilities and foster youth and homeless youth. Professional development will be aimed at improving teacher capacity, building teacher understanding of instructional practices, curriculum, and instructional technology and is intended to help improve the academic achievement of students through expanding access of all students to core content, skills, and concepts via differentiated instruction. The district expects to see increased student achievement on local measures of math and ELA for all students and particularly unduplicated and students with disabilities.	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Specific academic support provided by instructional assistants	A review of the local data indicates the need to increase academic achievement with a specific focus on low-income, and foster youth. The unduplicated students are in greatest need of additional support in order to achieve academic success. Instructional assistants provide small group and/or one-on-one assistance to struggling unduplicated students within the classroom, including English learners, low-income, and foster youth. Big Creek Elementary will use instructional assistants to help facilitate classroom instruction focused on unduplicated students. These assistants are available to all students including students with disabilities. The identified students will benefit significantly from the district recruiting and retaining qualified instructional assistants to support our unduplicated students within the classroom. The paras will work directly with students to facilitate and enhance teachers' instruction so that students can benefit from additional explanations, examples, models, and other similar supports that make content more accessible to unduplicated students. The district anticipates growth in academic achievement in, ELA, and Math standardized or local assessments.	$40,545.00	Yes
3	Formative assessments in ELA and math	BCS will use the Northwest Education Association (NWEA) Measures of Academic Progress (MAP) formative assessments three (3) time per year to determine progress toward meeting the goal.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing

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	Big Creek Elementary School District makes a commitment that all students, including students with disabilities, have specific exposure to the arts, technology, physical education, and extra-curricular and co-curricular activities.

An explanation of why the LEA has developed this goal.

Big Creek Elementary School District believes that in order to increase academic achievement, students must also be connected to school through STEAM activities, physical education, extra-curricular activities, and co-curricular activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
chronic absenteeism rate	Source: Dataquest Data Year: 2018-2019 Baseline:15%				less than 8%.
Suspension rate	Source: Dataquest Data Year: 2019-2020 Baseline:3%				0%.
Expulsions rate	Source: Dataquest Data Year: 2019-2020 Baseline:1%				0%.
Attendance Rate	Source: P2 Attendance Data Year: 2020-2021 Baseline: 84.82%				93%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Visual and performing arts and physical education	All students will engage in visual and performing arts (art class), student performance activities (Christmas program), and physical education four (4) days per week. Students will engage in elective courses, band, wood shop, and STEAM, to foster greater connectiviness to school.	$6,000.00	No
2	Extra-curricular and co-curricular activities	All students will engage in at least one (1) after school sports team or cheer team and at least one (1) co-curricular school activity.	$3,000.00	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
3	Basic Instructional Program

An explanation of why the LEA has developed this goal.

Big Creek Elementary School believes that achieving proficiency for all students begins with qualified teachers leading instruction in a safe learning environment with parental involvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly Credentialed teachers with no mis-assignments nor vacancies as	Source: Credentials Review Data Year: 2020-2021 Baseline:100%				100% of teachers will be properly credentialed.
Sufficient core instructional materials	Source: Annual Board Resolution for "Sufficiency of Instructional Materials" Data Year: 2020-2021 Baseline:100%				100% of classrooms will have sufficient instructional materials.
Facilities Inspection	Source: FIT Data Year: 2020-2021 Baseline: Fair				Good

Actions

Action #	Title	Description	Total Funds	Contributing
1	Basic School Services	The district will provide a comprehensive base program for all that includes but is not limited to providing facilities, maintenance, properly credentialed teachers, textbooks, instructional materials, meals, transportation, district leadership, health and safety staff and materials, and mental health services.	$998,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.16%	45,545

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, Big Creek Elementary District has calculated that it will receive $45,545 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 are contained in the Goals, Actions & Services section of this plan. The contributing action titles are:
Goal and Action Number List Example:
Goal 1: Action 1: English / Language Arts and Math professional development
Goal 1: Action 2: Specific academic support provided by instructional assistants

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 careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Big Creek 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 to 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 $45,545 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 13.16%. Our LEA has demonstrated that it has met the 13.16% 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
$1,056,545.00				$1,056,545.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,030,545.00	$26,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	English / Language Arts and Math professional development	$8,000.00				$8,000.00
1	2	English Foster Youth Low Income	Specific academic support provided by instructional assistants	$40,545.00				$40,545.00
1	3	All	Formative assessments in ELA and math	$1,000.00				$1,000.00
2	1	All	Visual and performing arts and physical education	$6,000.00				$6,000.00
2	2	All	Extra-curricular and co-curricular activities	$3,000.00				$3,000.00
3	1	All	Basic School Services	$998,000.00				$998,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$48,545.00	$48,545.00
LEA-wide Total:	$48,545.00	$48,545.00
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	1	English / Language Arts and Math professional development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	$8,000.00
1	2	Specific academic support provided by instructional assistants	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,545.00	$40,545.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

  o 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)).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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