

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Green Point School
CDS Code:	12 62851 6007918
LEA Contact Information:	Name: Bill Trewartha Position: Superintendent/Principal Email: admin@greenpointsd.org Phone: 7076885921
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	\$217,969
LCFF Supplemental & Concentration Grants	\$26,699
All Other State Funds	\$21,788
All Local Funds	\$6,115
All federal funds	\$25,463
Total Projected Revenue	\$271,335

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$289,645
Total Budgeted Expenditures in the LCAP	\$190,341
Total Budgeted Expenditures for High Needs Students in the LCAP	\$56,190
Expenditures not in the LCAP	\$99,304

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$17,786
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$15,623

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$29,491
2020-21 Difference in Budgeted and Actual Expenditures	\$-2,163

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).	Some of the General Fund Budget expenditures for the 2021-2022 school year that are not included in the LCAP include audit fees, STRS liability, utility bills, contracts and legal fees.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services because of decreases in transportation costs.

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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Green Point School

CDS Code: 12 62851 6007918

School Year: 2021-22

LEA contact information:

Bill Trewartha

Superintendent/Principal

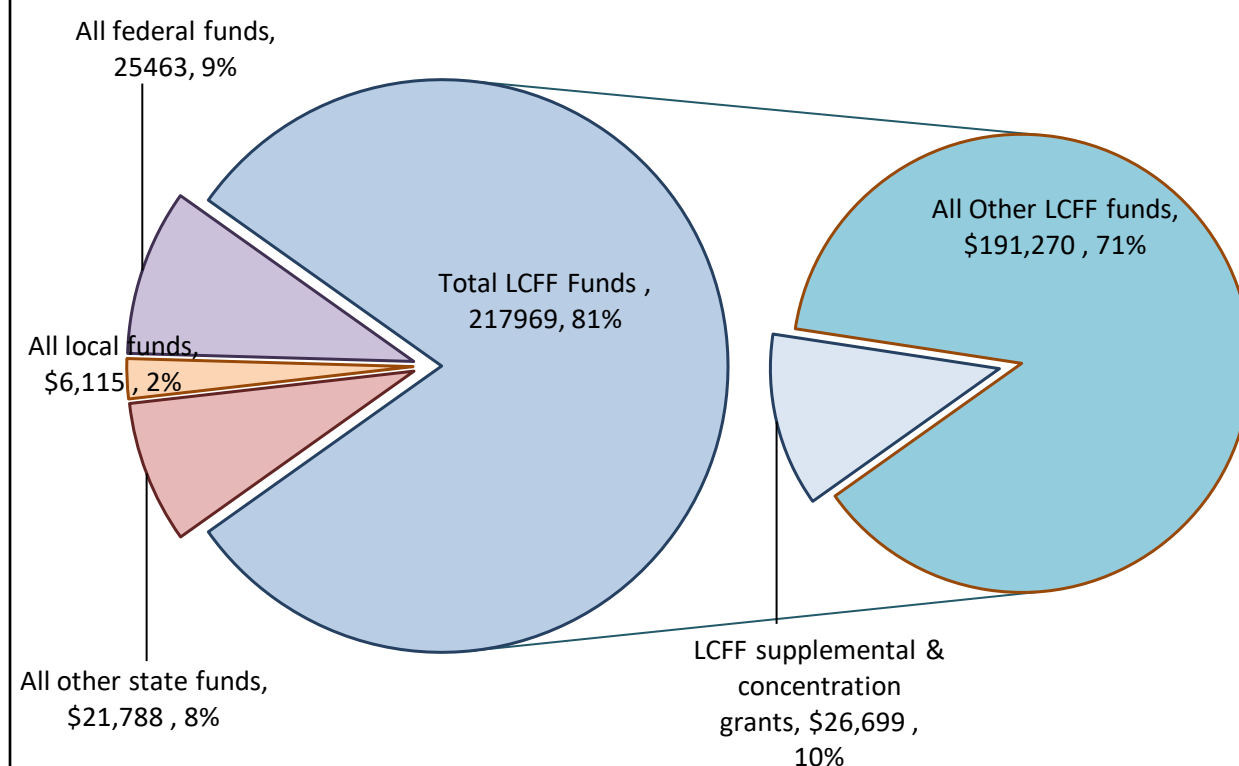
admin@greenpointsd.org

7076885921

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

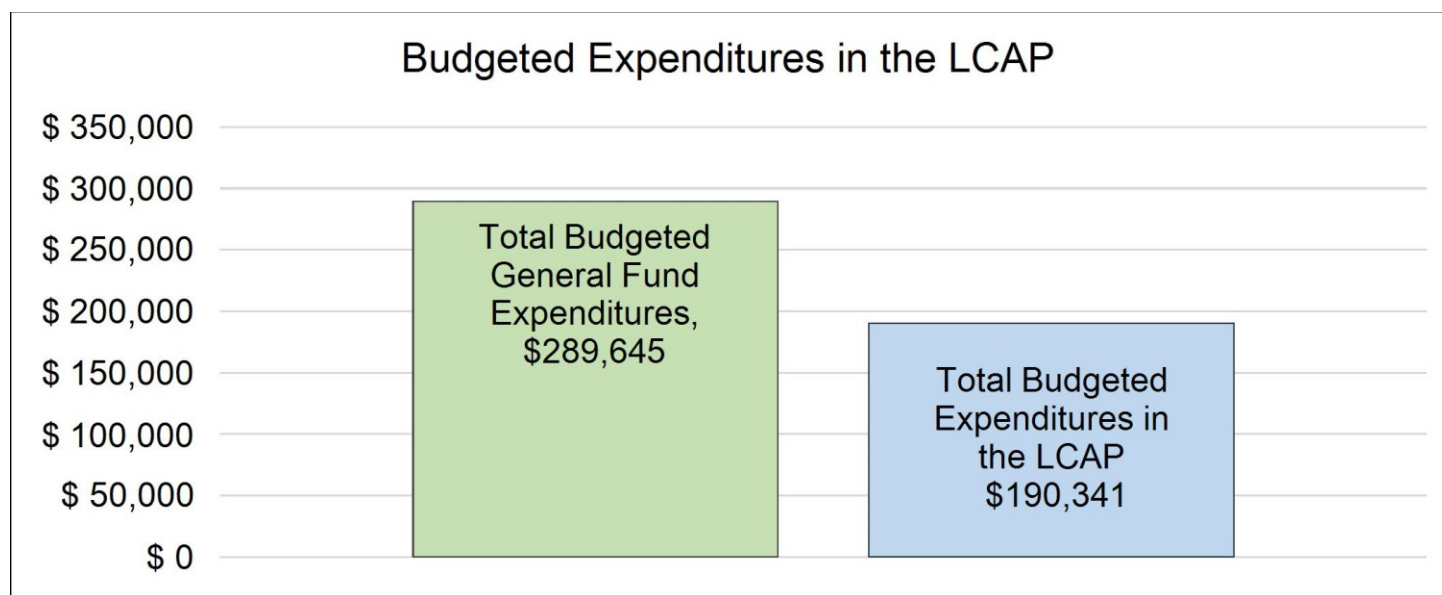


This chart shows the total general purpose revenue Green Point School expects to receive in the coming year from all sources.

The total revenue projected for Green Point School is \$271,335, of which \$217,969 is Local Control Funding Formula (LCFF), \$21,788 is other state funds, \$6,115 is local funds, and \$25,463 is federal funds. Of the \$217,969 in LCFF Funds, \$26,699 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Green Point School plans to spend \$289,645 for the 2021-22 school year. Of that amount, \$190,341 is tied to actions/services in the LCAP and \$99,304 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

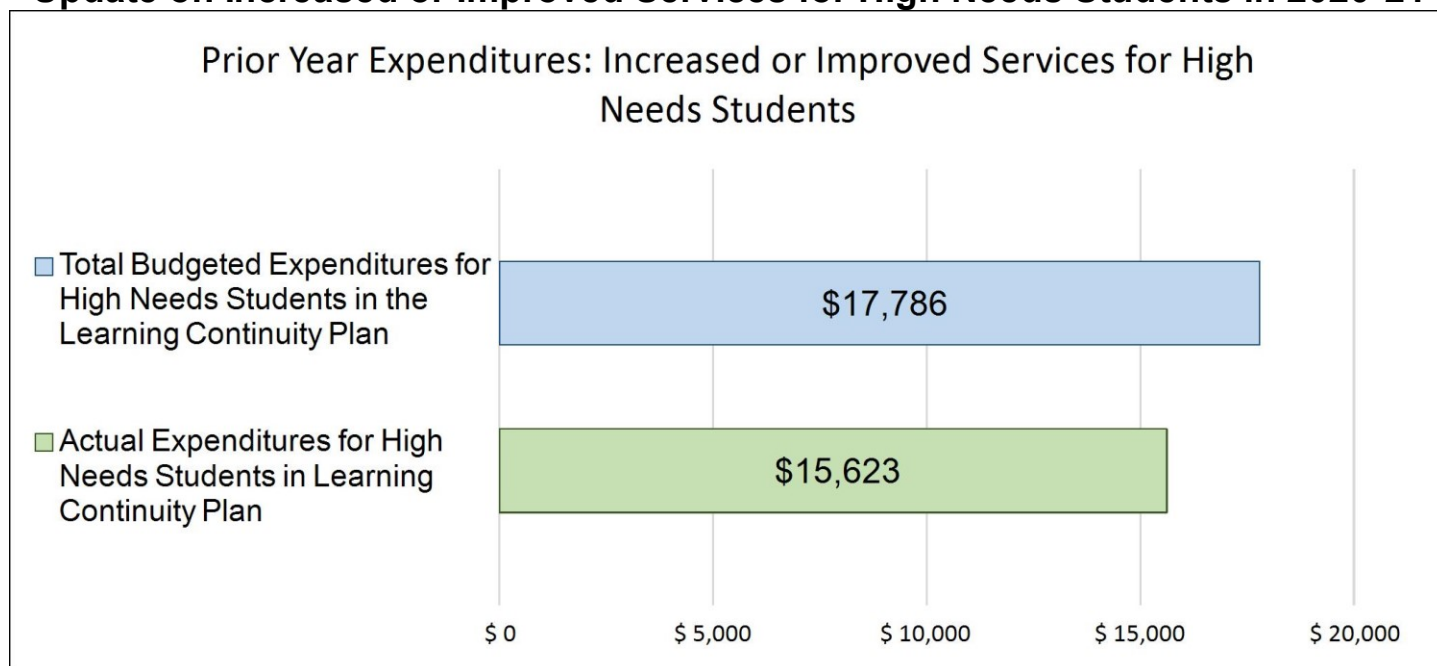
Some of the General Fund Budget expenditures for the 2021-2022 school year that are not included in the LCAP include audit fees, STRS liability, utility bills, contracts and legal fees.

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

In 2021-22, Green Point School is projecting it will receive \$26,699 based on the enrollment of foster youth, English learner, and low-income students. Green Point School must describe how it intends to increase or improve services for high needs students in the LCAP. Green Point School plans to spend \$56,190 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Green Point School 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 Green Point School 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, Green Point School's Learning Continuity Plan budgeted \$17,786 for planned actions to increase or improve services for high needs students. Green Point School actually spent \$15,623 for actions to increase or improve services for high needs students in 2020-21.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services because of decreases in transportation costs.

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
Green Point School	Bill Trewartha Superintendent/Principal	admin@greenpointsd.org 7076885921

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

Goal 1

All students will reach high academic standards in English Language Arts and Mathematics

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District Assessment for English Language Arts 19-20 District assessments for reading will show that 80% of students are proficient at grade level standards or above Baseline District assessments for reading show that 70% of students are proficient at grade level standards or above	Not met. District assessments for reading show that 75% of students were proficient at grade level standards or above with 9 out of 12 students at grade level. There was a 5% increase over the baseline. These numbers are based on mid-year assessments. End-of-year assessments were not given because of COVID. Based on these improvements we were on track to meet this goal.
Metric/Indicator District Assessment for Mathematics 19-20 District assessments for mathematics will show that 80% of students are proficient at grade level standards or above Baseline District assessments for mathematics show that 75% of students are proficient at grade level standards or above	Not met. District assessments for mathematics show that 67% of students were proficient at grade level standards or above with 8 of 12 students at grade level. These numbers are based on mid-year assessments. End-of-year assessments were not given because of COVID.
Metric/Indicator Implement CCSS instructional materials: Annual Board Resolution of Sufficiency of Instructional Materials and SARC student performance	Met. 100% of students had access to instructional materials for Language Arts that were CCSS aligned-.

Expected	Actual
<p>19-20 Using Curriculum for Language Arts that is CCSS aligned- 100 % of students will have access to instructional materials aligned to CCSS.</p> <p>Baseline Using Curriculum for Language Arts that is CCSS aligned- 100 % of students have access to instructional materials aligned to CCSS.</p>	
<p>Metric/Indicator Student access to enrollment in all required areas of study</p> <p>19-20 Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.</p> <p>Baseline Students are enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.</p>	<p>Partially met. Students were enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education until March 13, 2020. After March 13, students only had access to math, ELA and science because of COVID-related distance learning.</p>
<p>Metric/Indicator Teachers will be properly assigned</p> <p>19-20 100% of teachers will be highly qualified</p> <p>Baseline 100% of teachers are highly qualified</p>	<p>Met. 100% of teachers were highly qualified with the appropriate credentials in 2019-2020.</p>
<p>Metric/Indicator Individualized Education Plans (IEP)</p> <p>19-20 All students with disabilities will participate in programs indicated in student IEPs.</p> <p>Baseline All students with disabilities did participate in programs indicated in student IEPs.</p>	<p>Met. All students with disabilities participated in programs indicated in student IEPs. Modifications after COVID distant learning included more work with general education teacher. Technological access was limited.</p>

Expected	Actual
Metric/Indicator State PE testing 19-20 75% of students will fall in the Healthy Fitness Zone for state PE testing Baseline 75% of students fall in the Healthy Fitness Zone for state PE testing	Not met. Students did not complete state PE testing because of COVID shelter-in-place as a result of the testing waiver by the state.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ highly qualified teachers with appropriate credentials to reduce class size and maintains low student to teacher ratio and more individualized attention for students.	LCFF, EPA, Title II, REAP Certificated salaries and benefits 1000-1999: Certificated Personnel Salaries \$64,038	LCFF, EPA, Title II, REAP Certificated salaries and benefits 1000-1999: Certificated Personnel Salaries \$72,541
Employ Special Education Teacher for students with special education needs Employ Speech Teacher for students with Speech and Language needs	1000-1999: Certificated Personnel Salaries Special Education \$9,074 2000-2999: Classified Personnel Salaries Special Education \$15,859 4000-4999: Books And Supplies Special Education \$150 5000-5999: Services And Other Operating Expenditures Special Education \$449 Chargeback & Indirect Special Education \$1652	1000-1999: Certificated Personnel Salaries Special Education \$9,066 2000-2999: Classified Personnel Salaries Special Education \$4,216 4000-4999: Books And Supplies Special Education \$292 5000-5999: Services And Other Operating Expenditures Special Education \$22 Chargeback & Indirect Special Education \$6,003
Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing.	LCFF, Lottery, REAP 4000-4999: Books And Supplies LCFF \$0	LCFF, Lottery, REAP 4000-4999: Books And Supplies LCFF \$765

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.	5000-5999: Services And Other Operating Expenditures LCFF \$1250	5000-5999: Services And Other Operating Expenditures LCFF \$1250
Maintain CCSS curriculum by purchasing CCSS aligned materials in Mathematics and consider purchasing supplemental materials in Language Arts.	4000-4999: Books And Supplies Lottery \$120 1000-1999: Certificated Personnel Salaries Lottery \$2928	4000-4999: Books And Supplies Lottery \$113 LCFF, Lottery, REAP 4000-4999: Books And Supplies Lottery \$4303
Employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of mathematics and language arts.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$13,876	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$11,191
Provide whole-school fieldtrips to support and enrich classroom curriculum.	5000-5999: Services And Other Operating Expenditures LCFF \$1000 1000-1999: Certificated Personnel Salaries Lottery	5000-5999: Services And Other Operating Expenditures LCFF \$294
Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district	5000-5999: Services And Other Operating Expenditures LCFF \$1028	5000-5999: Services And Other Operating Expenditures LCFF \$950

Goal Analysis

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

All planned actions/services were implemented except field trips. The budgeted amount for classroom teachers increased significantly due to the hiring of an instructional aide that was needed to meet the needs of the current student population. Teacher salaries (under supplemental concentration) increased due to an increase in the cost of Health and Welfare benefits. In addition, teacher stipends related to the school closure, and increased sub pay contributed to increased expenditures. Special education was overbudgeted and services supplemented with the instructional aide. School field trip costs decreased because distant learning.

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

Analysis of the overall annual measurable outcome data showed some positive movement toward most of our goals. Actions and services for this goal were generally implemented as planned with some exceptions due to COVID-related distance learning limitations. Our goal of having 80% of students proficient at grade level standards or above in ELA was not met. This was due to the change to distant learning in March after mid-year assessments were given but before

end of year assessments could be given. As a result, we did not meet this goal. We were making progress and would have likely reached this goal. Similarly in mathematics, our goal was to have 80% of students proficient at grade level standards or above. End of year assessments were not given because of distance learning.

Successes: Some of the successes related to math in the k-3 program included the use of supplemental curriculum like Number Talks and the Stanford Math program. Teachers successfully implemented thematic math units that resulted in greater student engagement. In grades 4-8 students utilized supplemental resources like MobyMax Math and Fact Fluency and Khan Academy. Staff used technology (for example Zoom and document cameras) to facilitate ELA and math instruction. Successes in English Language Arts (ELA) were centered around the reading and activities associated with several novels. One of the most successful activities was the cross school book club with adults from the Green Point and Forks of Salmon area. Together the students and adults read and discussed various aspects of the novels. Success for science included a robust online science program. Students engaged in a variety of science lessons each day. Some successful online programs included Mystery Science and Generation Genius.

Challenges: Many of the challenges in both math and ELA related to school closure due to COVID. In the distant leaning model younger students relied heavily on their parents for support. Many students had parents whose schedules did not allow them to support their child's learning. Teachers worked with parents and students to mitigate learning loss. Teachers had to train elementary age students how to use technology to access zoom and online learning resources for the first time. Other challenges related to technology included a lack of consistent internet access at their homes. This made it challenging for students to access all online curriculum. The school had to assist families with connecting and paying for internet service and providing hotspots. Families that did not participate on online learning were provided paper/pencil packets.

Fiscal challenges included exceeding budget salaries due to new student enrollment and increasing services for students. Instructional services costs increased due to purchase of Chromebooks.

Goal 2

All students will have access to safe and well maintained facilities and welcoming learning environments supported by positive behavior intervention

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)

Local Priorities: Prop 39 allows for our district to upgrade the HVAC system, insulation and lighting.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities Inspection Tool (FIT) 19-20 FIT will show the facilities are in good repair Baseline FIT shows the facilities are in good repair	Met. FIT from June 2020 FIT showed the facilities were in good repair.
Metric/Indicator Student suspension rates 19-20 The District will maintain a a student suspension rate of 0% Baseline The District maintained a student suspension rate of 0%	Met. The District maintained a student suspension rate of 0%
Metric/Indicator Student expulsion 19-20 The District will maintain an expulsion rate of 0%. Baseline The District maintained an expulsion rate of 0%.	Met. The District maintained an expulsion rate of 0%
Metric/Indicator	Met. The District maintained a middle school dropout rate of 0%.

Expected	Actual
<p>Middle School dropout rates</p> <p>19-20 The District will maintain a middle school dropout rate of 0%.</p> <p>Baseline The District maintained a middle school dropout rate of 0%.</p>	
<p>Metric/Indicator District developed Student Survey</p> <p>19-20 District developed Student survey will indicate a positive learning environment : Average rating is good or better</p> <p>Baseline District developed Student survey indicated a positive learning environment : Average rating is good or better</p>	<p>Not met. No student survey or results could be located.</p>
<p>Metric/Indicator District developed Parent Survey</p> <p>19-20 District developed Parent survey will indicate a positive learning environment : Average rating indicated good or better rating</p> <p>Baseline District developed Parent survey indicated a positive learning environment : Average rating indicated good or better rating</p>	<p>Not met. Parent survey was developed but results could not be located.</p>
<p>Metric/Indicator Professional development</p> <p>19-20 100% of the certificated district staff will participate in professional development with a focus on classroom management or best teaching practices</p> <p>Baseline 2/3 of the certificated district staff participated in professional development with a focus on classroom management through the NCBTP induction program for new teachers.</p>	<p>Met. 100% of the certificated district staff participated in professional development with a focus on classroom management or best teaching practices.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide safe and well maintained facilities by employing Custodial/landscaping staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.	2000-2999: Classified Personnel Salaries LCFF \$5530 4000-4999: Books And Supplies LCFF \$373 5000-5999: Services And Other Operating Expenditures LCFF \$800	2000-2999: Classified Personnel Salaries LCFF \$6,337 4000-4999: Books And Supplies LCFF \$1913 5000-5999: Services And Other Operating Expenditures LCFF \$880
Provide professional development for with a focus on classroom management. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS	5000-5999: Services And Other Operating Expenditures LCFF \$4500	LCFF, SB 117 5000-5999: Services And Other Operating Expenditures LCFF \$792
Employ administrator to oversee the physical upkeep of the district, manage the workflow of the staff, and see that best practices are used for educating students and creating a positive working environment for students and staff.	1000-1999: Certificated Personnel Salaries LCFF \$8,548 1000-1999: Certificated Personnel Salaries LCFF \$38,866	1000-1999: Certificated Personnel Salaries LCFF \$9,784 1000-1999: Certificated Personnel Salaries LCFF \$35,347
Provide nutritious snacks to all students during the school day.	4000-4999: Books And Supplies LCFF \$550	4000-4999: Books And Supplies LCFF -\$19
Provide transportation to and from school ensuring access to public school education.	2000-2999: Classified Personnel Salaries Transportation \$5489 4000-4999: Books And Supplies Transportation \$4793 5000-5999: Services And Other Operating Expenditures Transportation \$2654 Equipment Transportation \$5525 8988 Contribution Transportation \$831	2000-2999: Classified Personnel Salaries Transportation \$6,722 4000-4999: Books And Supplies Transportation \$4,599 5000-5999: Services And Other Operating Expenditures Transportation \$5233 Equipment Transportation \$0 8988 Contribution Transportation (\$4,909)

Goal Analysis

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

Funds budgeted for custodial staff and maintenance were not spent because of the school closure and online learning. There was not a need for daily cleaning and regular maintenance. Funds budgeted for professional development were not all spent because workshops and trainings were canceled due to COVID. Transportation services were also significantly modified due to the school closure. Materials were delivered to students' homes. Funds allocated for transportation equipment was allocated differently (under a different category) and was spent. Significant increases in transportation services included maintenance on the school van. Transportation encroachment (under supplemental concentration) increased due to an increase in the cost of Health and Welfare benefits. Families did not attend end of the year parent-teacher conferences. Finally, the new school website was not pushed out due to COVID. The website is due to be pushed out in April, 2021. Information was sent to parents through emails and physical letters. Information was also posted on the marquee in front of the school.

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

Successes: Greenpoint School developed several activities to connect community to the school. Prior to closure students and their families participated in an apple pressing event where students were taught about orchards and processing. Students were given cider to take home. A play production was implemented where families came to school to watch and to participate in a gift giving event and community potluck in December 2019. In February the school raised steelhead in the classroom. Community members came to the school and were part of the project. In March 2021 Greenpoint School had local musicians can to the school to perform for students and educate students about musical instruments.

Challenges: Activities that did not happen due to COVID included several community outreach events including: pottery and ranching events with community members, Salmon River Olympics, and redwood studies with students and their families. Our lower grade teacher attended a workshop in Santa Rosa about NGSS rollout for environmental science. She also attempted to visit a classroom at a local school but was not able to attend because of COVID. She also completed online ELL authorization training for core subjects and a class that focused on SEL. The primary grade level teacher and student teacher/substitute van driver were part of the multi grade rural learning network through HSU. An assessment for students was not developed and no results were located. While a parent survey was created, the results of the survey could not be located. Surveys may not have been implemented due to the school closure.

Goal 3

Maintain or improve high level of parent, student, and community involvement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance at family events/logs 19-20 100% of families, including parents of students with disabilities, will participate in at least one family event. Baseline 100% of families, including parents of students with disabilities, participated in at least one family event.	Not met. 90% of families, including parents of students with disabilities, participated in at least one family event.
Metric/Indicator Parent support in decision making on campus 19-20 The district will have 40% of all families participate in Site council and LCAP development meetings Baseline The district had 24% of all families participate in Site council and LCAP development meetings	Met. The district had 40% of all families participate in Site Council and LCAP development meetings.
Metric/Indicator Parent volunteer activity in each classroom 19-20 The district will have 25% parental participation, including parents of students with disabilities, in classroom activities.	Met. The district had 25% parental participation, including parents of students with disabilities, in classroom activities.

Expected	Actual
Baseline The district had a 10% parental participation, including parents of students with disabilities, in classroom activities.	
Metric/Indicator Parent attendance at parent-teacher conferences 19-20 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. Baseline 80% of parents, including parents of students with disabilities, attended parent-teacher conferences.	Met. 100% of parents, including parents of students with disabilities, attended parent--teacher conferences.
Metric/Indicator Student attendance rates 19-20 The district will maintain a 94% student attendance rate or better. Baseline The district maintained our 94% student attendance rate.	Not met. The district maintained a 90% student attendance rate through March 13, 2020. After school shutdown online learning or packet work took place for all students.
Metric/Indicator Chronic absenteeism more than 10%/ p2 counts formula in appendix 19-20 The district will maintain a 0% chronic absenteeism rate. Baseline The district improved 8% to a 0% chronic absentee rate.	Not met. 33% chronic absenteeism during in person learning. There was 0% chronic absenteeism during distant learning.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide stipends to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events through the Firewise group and community meetings.	See above Goal 1.1	See above Goal 1.1

Goal Analysis

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

See Goal 1 description of funds not implemented.

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

Successes: Greenpoint School developed several activities to connect community to the school as discussed in the Goal Analysis for Goal 1.

Challenges: Families socio economic situation contributes to absenteeism. Due to our rural location appointments can lead to a whole day of missed school. Sometimes absences were weather-related. After COVID some families needed alterations to the assigned work online. Some needed paper packets and some needed online resources.

Goal 4

The educational outcomes of student groups, which may be identified, such as foster youth, English Language and low income pupils will mirror the outcomes of the general student population.

State and/or Local Priorities addressed by this goal:

State Priorities:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator District Assessment for English Language Art</p> <p>19-20 District assessments will show that all identified students have made growth from Fall to Spring toward grade level proficiency in Language Arts</p> <p>Baseline District assessments have shown that all identified students have made growth from Fall to Spring toward grade level proficiency in Language Arts</p>	<p>District assessments (San Diego Quick Assessment, data from online curriculum, Core Phonics testing) showed that all identified students have made grade level growth from fall to spring toward grade level proficiency in Language Arts.</p>
<p>Metric/Indicator District Assessment for Mathematics</p> <p>19-20 District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in mathematics</p> <p>Baseline</p>	<p>District assessments (informal and formal assessment, data from online curriculum, Pearson assessments) showed that all identified students have made grade level growth from fall to spring toward grade level proficiency in mathematics.</p>

Expected	Actual
<p>District assessments have shown that all identified students are making growth from Fall to Spring toward grade level proficiency in mathematics</p>	
<p>Metric/Indicator Implement CCSS instructional materials: Annual Board Resolution of Sufficiency of Instructional Materials and SARC student performance</p> <p>19-20 Using Curriculum for Language Arts that is CCSS aligned- 100 % of students will have access to instructional materials aligned to CCSS.</p> <p>Baseline Using Curriculum for Language Arts that is CCSS aligned- 100 % of students have access to instructional materials aligned to CCSS.</p>	<p>Met. 100% of students had access to instructional materials for Language Arts that were CCSS aligned-.</p>
<p>Metric/Indicator Student access to enrollment in all required areas of study</p> <p>19-20 100% of Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.</p> <p>Baseline 100% of Students are enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.</p>	<p>Met. 100% of Students were enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.</p>
<p>Metric/Indicator Teachers will be properly assigned</p> <p>19-20 100% of teachers will be highly qualified</p> <p>Baseline 100% of teachers are highly qualified</p>	<p>Met. 100% of teachers were highly qualified.</p>

Expected	Actual
Metric/Indicator Individualized Education Plans (IEP) 19-20 All students with disabilities will participate in programs indicated in student IEPs. Baseline All students with disabilities do participate in programs indicated in student IEPs.	Met. All students with disabilities participated in programs indicated in student IEPs.
Metric/Indicator State PE testing 19-20 80% of students will fall in the Healthy Fitness Zone for State PE Testing. Baseline 75% of students fall in the Healthy Fitness Zone for State PE Testing.	Not met. Students did not participate in the Healthy Fitness Zone for State PE Testing because of school closure due to COVID.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ a .6 FTE teacher to reduce class size and increase 1:1 teacher/student interaction time to assist student learning principally directed to unduplicated students	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$38,199	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$42,810
Provide Breakfast and lunch for all students.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$650	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$465
Provide transportation to low--income students to ensure stable attendance rates	Encroachment LCFF Supplemental and Concentration \$831	Encroachment LCFF Supplemental and Concentration \$4,909

Goal Analysis

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

Most of the planned actions/services were implemented. Other funds were provided to cover additional meals. Transportation of work and meals to students during distance learning contributed to increased costs.

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

Analysis of the overall annual measurable outcome data showed some positive movement toward most of our goals.

Successes: The actions and services listed to address the achievement of this goal were mostly implemented. The school was able to employ a .6 FTE teacher to reduce class size and increase 1:1 teacher/student interaction time to assist student learning principally directed to unduplicated students. The highly qualified teacher was able to assess and utilize CCSS aligned- curriculum to low income students and students with IEPs.

Challenges: The school closure in March kept students from participating in state PE testing. The development of a system to access district assessments was not completed. The system is currently being created help the teachers support student learning and monitor progress.

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
Aide Position	\$8033.51	6063.95	Yes
Curriculum	\$2679.32	\$1215.74	No
Boxes	\$20.46	20.46	No
Air Filters	\$265.02	265.02	No
Health Supplies	\$959.66	959.66	No

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

The difference in the estimated budgeted expenditures for the Aide Position were lower because the funding source was shared between supplemental concentration and special education. Curriculum expenditures were lower because costs were split between In Person Instruction and pupil Learning Loss. In addition, some curriculum was donated to the school and some of the online curriculum sources were free trials or offered free to educational institutions.

Analysis of In-Person Instructional Offerings

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

Green Point School began the 2020-2021 school year in a hybrid model with students attending in person three days a week and distance learning two day a week until March 2021. Starting in March 2021 students attended in person four days a week and distance learning one day a week.

Successes: Students were excited to be back at school! Students responded well to following health and safety protocols. Students kept their masks on, washed their hands, and used hand sanitizer frequently. Students were attentive and eager to learn. New curriculum was also helpful in engaging students. Trainings were available to help staff prepare and maintain a safe working environment.

Challenges: When we started in person instruction students had a difficult time keeping six feet apart especially during breaks and lunch recess. Students had to become familiar with safety protocols which included daily symptom and temperature checks, hand washing and hand sanitizing, bring their own water bottles, and how to take safe mask breaks. Other challenges included monitoring travel and potential exposures when families had visitors from out of town. Students had a difficult time remembering the schedule for distant learning at the beginning of the year. Students and staff had to dress warmly for learning with doors and windows open. Teachers and staff had to attend trainings for safely reopening the school. They had to plan for both in person and remote learning experiences.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Device Purchases to facilitate Distance Learning including Chromebooks, laptops, ipads and accessories	\$7254.32	7061.22	Yes
Class materials	\$612.93	247.47	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 difference in the expenditures of Class Materials was due to the reduction of physical supplies necessary to operate the distant learning program. While we were able to hold in person instruction three days a week, we had two days of off site instruction. One of the two days included field trips to a variety of locations. This reduced the amount of materials needed for instruction. During the other day of remote instruction students continued to participate in distance learning on Zoom. Parts of this instruction was completely digital and had little or no costs associated with it.

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.

Green Point School began the 2020-2021 school year in a hybrid model with students attending in person three days a week and distance learning two day a week until March 2021. Starting in March 2021 students attended in person four days a week and distance learning one day a week.

1. Continuity of Instruction: One success was that instruction that was given in person for the first three days of the week in person easily "rolled over" into the two days of distance learning instruction. It was also easy to send materials home for the upcoming distance learning days. This kept the continuity of instruction high. Student progress continued during this hybrid model. Students had the materials they needed and continued to receive instruction through Zoom to help support student learning. Therefore, pupil progress continued during the two days of distance learning.

2. Access to Devices and Connectivity: One success was that students were given Chromebooks for participating in distant learning via Zoom. Another success was that families with poor internet access were given hot spots to help provide stable internet connectivity for Zoom lessons. Challenges included poor internet access to families who live in remote locations. The district paid for internet service for unduplicated students. Families and staff were able to communicate via Zoom, phone, or home visits when necessary.

Staff were able to provide tech support to families. A challenge was that families with no internet required packets to be delivered and picked up. These students did not interact as frequently with their peers.

3. Pupil Participation and Progress: Successes included high attendance rates for the distance learning days. The field trips that were taken one day a week from August through March during hybrid model was very popular with the students and parents. Students engaged in outdoor and environmental education while visiting local outdoor locations. One challenge was having to pick up students and returning them home on the field trip days. The van had to travel significant distances to pick up and drop off students.

4. Distant Learning Professional Development: Staff participated in professional development during the year. Programs included Stanford Math Education, Redwood Writing Project Multi-grade Learning Network. Staff did not receive formal instruction in distant learning applications.

5. Staff Roles and Responsibilities: The teacher and instructional aides were responsible for teaching lessons using Zoom. They successfully taught whole group lessons and used breakout rooms to deliver instruction to grade level groups.

6. Support for Pupils with Unique Needs: One success was that students with unique needs received services from the special education teachers, general education teacher, and instructional aides. Breakout rooms were used to deliver instruction to students with unique needs. Remote learning did not work for all students. Some students worked better in person but not as well learning online. Parents expressed difficulties working with their children at home.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curriculum to support learning	\$2497.78	\$2497.78	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.

Curriculum to support student learning is reflected in Pupil Learning Loss and in In-Person Learning.

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.

Students were attending three days a week from August to March and four days a week from March through June 2021. Students participated in distance learning on the days they were not in person. Teachers were able to administer assessments while students attended in person during the 2020-2021 school year. District assessments were given at the beginning, middle, and end of the year. These assessments were used to track learning and learning loss. (End of the year assessments were not given at the end of the 2019-2020 school year.) California Assessment of Student Performance and Progress (CAASPP) was given in May, 2021.

Successes: Being able to offer in person learning three days a week. The purchasing of curriculum for math and English Language Arts (ELA) helped teachers assess and mitigate student learning loss. All students, including unduplicated students, were provided with current, state adopted curriculum to help with learning. Teachers and staff were able to provide support to students both at school, online, or over the phone. Teachers also provided students with technology and curriculum that was education, accessible, and engaging. Efforts to mitigate learning loss were successful while in person but was more challenging in distance learning.

Challenges: Many parents did not have schedules that allowed them to support their child's learning while at home. Students struggled with organization. Teachers had a difficult time facilitating activities that supported students with organization while in the distant learning format. Additionally, it was difficult for teachers to modify curriculum to give students immediate feedback while distance learning. Difficulties with connectivity during distant learning sometimes interfered with online learning. Staff identified a need to update curriculum for science and social studies to meet all NGSS standards and address issues of equality. Staff utilized supplemental materials to meet standards.

Learning loss is being measured in a couple ways. First, the parent survey indicated that 20% of parents "disagree" that students achieved at school this year. 20% "agree" and 20% strongly agree that students achieved at school this year. The survey staff

completed indicated that 60% "agree" that students achieved this year. Another indicator of learning loss was summative assessments. End of the year assessments helped identify students learning and learning loss. CAASPP scores will also help identify students' levels and areas where learning loss occurred. The district plans on hiring a part time classroom teacher and an instructional aide to provide support to unduplicated students and those identified with learning loss.

Efforts to mitigate learning loss were partially successful. Some students were able to continue to learn and excel during the hybrid model while others did not. Some students had support at home while other students that did not. Some families lacked internet access had a difficult time with learning at home. This was true for unduplicated students. Effort to mitigate learning loss for all students included preparing students during in person days for the distant learning days. Materials, including textbooks and workbooks were sent home with the students. Students had the materials they needed to succeed unless they were absent the day before transitioning to distant learning days. The transition from distant learning, to in person learning and back was difficult for some students. Efforts to mitigate learning loss most often occurred at school. The teacher and instructional aides were able to provide small group support and 1:1 support for those with more significant challenges. Teachers and instructional aids could help students with understanding, learning, and completing assignments.

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.

Students were attending physical school three days a week from August 2020 to March 2021 and four days a week from March 2021 through June 2021. Students participated in distance learning on the days they were not in person. Mental health and social and emotional well-being was more easily monitored and addressed while students were attending in person three days a week. Teachers were able to communicate directly with many students and identify areas of need. Daily check ins, both formal and informal, gave teachers and staff the ability to see if students were in need of nutritional snacks, or social and emotional support. Teachers were able to integrate social and emotional lessons into the curriculum in person and during distance learning. Interactions between peers and other staff members were indicators of needs being met. 100% of teachers indicated that the staff supports social and emotional well-being. 40% of parents agree or strongly agree that staff supports social and emotional well-being. 60% were neutral.

Challenges during the 2020-2021 school year included the ability for teachers to monitor mental health and social and emotional well-being during distance learning. Teachers interacted with students online during the one or two days of distance learning. Peer interactions online are very different than in person and could not be used to help identify students' needs.

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.

Successes in implementing pupil and family engagement and outreach in the 2020-21 school year included emails and letters to parents regarding student learning, field trips, and opportunities to participate in decision making.

The teachers communicated with families regularly about classroom activities and field trips. The district created surveys for students and families. All students and all families participated in the surveys, providing feedback for the LCAP and budgeting decisions. 80% of parents agree or strongly agree that the school provided opportunities for family engagement in activities at school. 60% of staff members agree or strongly agree that the school provided opportunities for family engagement in activities at school. 20% were neutral.

There were many challenges in implementing pupil and family engagement and outreach in the 2020-21 school year. One of the greatest challenges during distance learning was keeping students engaged using the online format during distant learning days. Internet and technological difficulties created challenges for students and families. Younger students relied heavily on parents for support. Many students had parents whose schedules did not allow them to support their child's learning. Also, integrating parent and community volunteers into activities and lessons online was extremely difficult. In addition, parents and community members were not allowed on campus creating a barrier to family engagement in school events. Continued COVID related regulations prohibited community events. 20% of staff members disagree that the school provided opportunities for family engagement in activities at school.

Analysis of School Nutrition

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

The school had some successes in providing school nutrition during the 2020-21 school year. The school was able to provide students with healthy snacks and food when students were attending in person. The school purchased food and the teachers helped prepare snacks and food as needed. On distance learning days some families picked up snacks and food from Blue Lake School.

Some of the challenges in providing school nutrition was during the distance learning days. The school was not able to provide regular snacks and food to students on distance learning days. Green Point School does not have an official lunch program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

Overall Analysis

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

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

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.

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

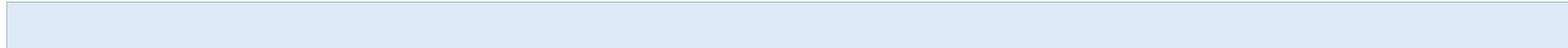
A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall, many of our expected actions were met while some were not. Some of the actions that were not met could be attributed to the school closure in March 2020 due to COVID 19. After close analysis and reflection some areas of focus for the upcoming LCAP include facilities, curriculum, district assessment tools, chronic absenteeism, student info system, and greater parent involvement.

Goal 1 in the 2019-2020 LCAP stated that "All students will reach high academic standards in English Language Arts and Mathematics". This goal had two primary areas that will be addresses in the upcoming LCAP. The goal included students showing proficiency in English Language Arts (ELA) and Mathematics. The metrics indicate that the students did not meet the anticipated level of proficiency. One potential cause of this could be attributed to the assessments being given near the middle of the school year and not at the end of the year. The metric does not include data from district assessments from the end of the year because the students were participating in a distance learning model. The school did not give end of the year district assessments. Our new goal includes adopting and utilizing a new district assessment tool that will provide consistent and reliable data for student achievement. This will help the school and teachers better identify student needs and contribute to better planning if instruction. The school will continue to keep its goals for high academic standards in ELA and Mathematics. In addition, the school will continue to maintain Common Core State Standards (CCSS) aligned curriculum. The school has identified a need for updating the ELA material at all grade levels. The new Goal 1 states, "All students, including English Learners, foster youth, and low income students, will reach high academic standards in all areas of study with a focus on English Language Arts (ELA) and Mathematics." This academic goal now includes unduplicated pupils.

Goal 2 in the 2019-2020 LCAP stated that, "All students will have access to safe and well maintained facilities and welcoming learning environments supported by positive behavior intervention". This goal had two primary areas that will be addresses in the upcoming LCAP. One of the actions was for the district "develop a Parent Survey". While this survey was developed, it was not given it to parents. The goal also included developing a student survey, but this goal was not met. The new Goal 2 states, "All students will have access to safe and well maintained facilities and a welcoming learning environment". The district has already developed surveys for parents, students, and staff members. The goal will include an action to give surveys to parents, students, and staff members in order of collect data from stakeholders for helping develop goals and metrics for the LCAP, and prioritize spending. The Facilities Inspection Tool (FIT) indicated that there are two areas that need to be addresses: hot water and a roof repair. These will be included in the new LCAP.

Goal 3 in the 2019-2020 LCAP stated that, "Maintain or improve a high level of parent, student, and community involvement". The school was well on its way to achieving all of the actions set forth in the goal but the school closure in March 2020 due to COVID 19 had a significant impact on "Participation at family events". Social events and opportunities for parents to volunteer did not exist after the school closure. The school will keep that action in the new LCAP. The other two areas that the school will focus on include student attendance rates and chronic absenteeism. Goal 3 remains the same for the new LCAP.



Instructions: Introduction

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at 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	229,563.00	230,778.00
	64,038.00	72,541.00
LCFF	62,445.00	58,293.00
LCFF Supplemental and Concentration	53,556.00	59,375.00
Lottery	3,048.00	4,416.00
Special Education	27,184.00	19,599.00
Transportation	19,292.00	16,554.00

* 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	229,563.00	230,778.00
	8,839.00	10,912.00
1000-1999: Certificated Personnel Salaries	161,653.00	169,548.00
2000-2999: Classified Personnel Salaries	40,754.00	28,466.00
4000-4999: Books And Supplies	6,636.00	12,431.00
5000-5999: Services And Other Operating Expenditures	11,681.00	9,421.00
	11,681.00	12,814.00
	120.00	113.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	229,563.00	230,778.00
	LCFF Supplemental and Concentration	831.00	4,909.00
	Special Education	1,652.00	6,003.00
	Transportation	6,356.00	0.00
1000-1999: Certificated Personnel Salaries		64,038.00	72,541.00
1000-1999: Certificated Personnel Salaries	LCFF	47,414.00	45,131.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	38,199.00	42,810.00
1000-1999: Certificated Personnel Salaries	Lottery	2,928.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	9,074.00	9,066.00
2000-2999: Classified Personnel Salaries	LCFF	5,530.00	6,337.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	13,876.00	11,191.00
2000-2999: Classified Personnel Salaries	Special Education	15,859.00	4,216.00
2000-2999: Classified Personnel Salaries	Transportation	5,489.00	6,722.00
4000-4999: Books And Supplies	LCFF	923.00	2,659.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	650.00	465.00
4000-4999: Books And Supplies	Lottery	120.00	4,416.00
4000-4999: Books And Supplies	Special Education	150.00	292.00
4000-4999: Books And Supplies	Transportation	4,793.00	4,599.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,578.00	4,166.00
5000-5999: Services And Other Operating Expenditures	Special Education	449.00	22.00
5000-5999: Services And Other Operating Expenditures	Transportation	2,654.00	5,233.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	111,424.00	111,006.00
Goal 2	78,459.00	71,588.00
Goal 4	39,680.00	48,184.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,957.97	\$8,524.83
Distance Learning Program	\$7,867.25	\$7,308.69
Pupil Learning Loss	\$2,497.78	\$2,497.78
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$22,323.00	\$18,331.30

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,924.46	\$2,460.88
Distance Learning Program	\$612.93	\$247.47
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$4,537.39	\$2,708.35

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,033.51	\$6,063.95
Distance Learning Program	\$7,254.32	\$7,061.22
Pupil Learning Loss	\$2,497.78	\$2,497.78
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$17,785.61	\$15,622.95

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
Green Point School	Bill Trewartha Superintendent/Principal	admin@greenpointsd.org 7076885921

Plan Summary [2021-22]

General Information

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

Green Point School is a small rural school serving grades K--8. With an Average Daily Attendance (ADA) of 11 students, classrooms are multigrade level and taught by highly qualified teachers using Common Core State Standards (CCSS) aligned materials. We provide an excellent educational opportunity that enables all students to achieve academic success and realize their full potential. We are located approximately 19 miles east of Blue Lake, California. Our school is nestled in a valley surrounded by redwood trees and adjacent to Redwood Creek. The school acts as a community meeting place for neighborhood groups including the Fire Wise Council and Neighborhood Watch. The outcomes, metrics, and results in our LCAP are an approximate for a K--8 district. This district does not have a high school, English Language Learners, or Foster Youth. Therefore, the following metrics are not included.

- Access to state standards and ELD standards aligned to ELA for ELs
- % of pupils who have successfully completed a-g courses or approved CTE sequences
- % of ELs making progress toward English proficiency on CELDT or ELPAC
- EL reclassification rate
- % who have passed AP exam with a score of 3 or higher
- %who demonstrate college preparedness via EAP or subsequent indicators
- High School dropout rates
- High School graduation rates

Reflections: Successes

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

From the start of the 2020-2021 school year, students were enrolled in all required areas of study. The school had in-person instruction three days a week and two days of distance learning. During in-person learning days students participated in ELA, mathematics, social studies, P.E., visual arts, and dramatic arts. Thursdays were dedicated field trip days with a focus on outdoor education. 100% of the teachers were appropriately credentialed. 100% of students with disabilities participated in programs indicated in student IEPs. 100 % of students has access to instructional materials for Language Arts that were CCSS aligned. Technological access was increased with hotspots and purchasing internet service for students. District assessments showed all identified students made grade level growth from fall to spring toward grade level proficiency in Language Arts and Mathematics. The district has set up the Core Growth district assessment too and has all current students enrolled.

Other successes included giving surveys for parents, students, and staff members and getting a high percentage of feedback.

The Facilities Inspection Tool (FIT) indicated that the facilities were in good repair. We were able to replace the failed hot water heater and now have hot water in the classrooms. The school had trees pruned and removed trees that posed a safety hazard. The district maintained a student suspension and expulsion rate of 0%. The district also maintained a middle school dropout rate of 0%. 100% of the certificated staff participated in professional development with a focus on classroom management or best teaching practices.

Reflections: Identified Need

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

Areas of need include implementing a consistent district assessment. Staff will be trained to use Core Growth and use it to assess students during the upcoming years. The school is in need of updating ELA and social studies curriculum with currently aligned Common Core State Standards (CCSS).

While the Facilities Inspection Tool (FIT) showed that the facilities were in good repair in April 2021, there were areas of deficiency that need improvement: roof repairs. The district will obtain quotes for repairs, work to secure funding, and create a timeline for the repair based on the inspections. The district has obtained one quote for repairs.

Two areas that require significant improvement are in the areas of attendance rates and chronic absenteeism. One step to helping improve attendance rates and reduce chronic absenteeism include providing transportation to and from school. The district will hire a school van driver, continue to track daily attendance, and communicate with families regarding the importance of regular attendance.

LCAP Highlights

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

This year's LCAP was successfully implemented as evidenced in the following areas.

- Through our maintenance and custodian positions we maintained a clean campus in good repair .
- Engaged stakeholders this year through parent conferences and posting stakeholder meetings on the community bulletin board/marquee. This created multiple forums in which the stakeholders have many options to contribute input.
- Engaged stakeholders by distributing surveys, collecting feedback, and incorporating needs/desires into the LCAP .
- Supported on-going professional development for our teachers.
- Supported staff development with emphasis in best teaching practice for new teachers and utilizing new technology in the classroom.
- Improve student achievement in the areas of Math and English Language Arts (ELA) through providing additional resources and tools to the students. All students are on target to progress into the next grade based on district assessments.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

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.

Over the course of the 2020-2021 school year, stakeholders participated in and received information from monthly Board meetings, focus groups, staff meetings, and newsletters. Parents, students and staff members also completed surveys.

School Board meetings were held on the following dates: 8/18/20, 9/3/20, 10/1/20, 11/5/20, 11/15/20, 12/10/20, 12/18/20, 1/14/21, 2/11/21, 3/11/21, 4/8/21, 5/13/21, 6/10/21. Stakeholders that attended included Board members, parents, community members, and school staff. Information was shared at many Board meetings. The superintendent asked for feedback from all stakeholders regarding successes, challenges, and concerns.

Staff meetings were held at least once every month. The LCAP was on many agendas. The superintendent shared information and solicited feedback from staff members regarding students, facilities, success and challenges. Problems were addressed and solutions were suggested. Appropriate action was agreed upon and a goal was set for solving problems.

A District Advisory Committee met in April, 2021 and was facilitated by the superintendent. The committee consisted of Board members, community members, staff, and parents. The superintendent solicited feedback from stakeholders after looking at feedback from surveys. The Annual Update was reviewed. Goals for the 2020-2021 LCAP were discussed and actions were suggested. AB 86 funding was discussed. Stakeholder made suggestions on how the money could be best spent.

Surveys were given to students, parents and staff members. Surveys provided valuable information including how to make our school a better place, how well the students are doing academically, and how the school environment was for students.

A summary of the feedback provided by specific stakeholder groups.

Feedback solicited from Board and community members included successes and challenges during the current year. Successes included teachers to student ratio, student learning, the dedicated staff, the ability to stay open during the COVID pandemic. Some of the challenges included staffing, tree pruning, a lack of hot water, roof repairs, additional playground equipment, and pest management.

The parent survey and the District Advisory Committee (DAC) provided excellent feedback on the current year and the upcoming year. Suggestions were made in areas related to supporting students and giving them the skills they need to be successful in high school. Other areas included increasing student achievement on state tests and increasing parent involvement. The DAC suggested ideas for improving family and community involvement. Ideas included interviewing local residents, holding community events at the school (with food) and to offer services like unemployment or Cal Works. They also identified previously successful events like hosting the local Firewise meeting at the school, apple pressing, and a bee workshop with a neighbor.

The staff survey provided feedback more directly related to students, curriculum, continuing education, and facilities. One of the greatest concerns is enrollment and transportation. Other challenges relate to student needs, including the needs for special education and acquiring English Language Arts (ELA) curriculum that is aligned with the Common Core State Standards (CCSS). Concerns also include how to best manage the wasps and bees.

The student surveys gave insight to needs for graduating from 8th grade and preparing for high school. Some students identified that they wanted more individual help. Others indicated that they needed more P.E. equipment and a bigger fence around the school. Students also voiced the desire for more classroom pets.

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

Aspects of the LCAP that were influenced by the parents surveys was the low student to teacher ratio that helped students be successful. This influenced Goal 1 Action 5: Employ a part time teacher to provide support small groups and 1:1 interventions in the areas of ELA and mathematics.

Aspects of the LCAP that were influenced by the staff surveys and staff meetings was the importance of maintaining the HCOE library contract. This feedback influenced Goal 1 Action 7: Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.

Aspects of the LCAP that were influenced by the DAC was the importance of creating more opportunities for the community to interact with the school. This feedback influences Goal 1 Action 1: Regularly update school website, send home weekly notes to parents, update marquee, and support community events.

Goals and Actions

Goal

Goal #	Description
1	All students, including English Learners, foster youth, and low income students, will reach high academic standards in all areas of study with a focus on English Language Arts (ELA) and Mathematics.

An explanation of why the LEA has developed this goal.

The district has a need to refine baseline data for district assessments in ELA and Mathematics, to utilize the California Assessment of Student Performance and Progress (CAASPP), and continue implementation of Common Core State Standards (CCSS). Stakeholder input from teaching staff has identified a need to adopt a program for district assessments in ELA and Mathematics. Stakeholder input from staff identified a need for materials that are aligned with current CCSS. They also identified a need for professional development for teaching the adopted academic standards.

The district has a need to provide support for identified students. Stakeholder input from parents and teaching staff has identified that students may need support to continue achieving at school. Stakeholders also saw a need to increase student achievement on state tests, and gain skills necessary for high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric performance on District Assessments in ELA and Mathematics at the end of the year	District assessments for reading show that 75% of students are proficient at grade level standards or above with 9 out of 12 students at grade level. MobyMax math assessments showed 67% of students are proficient at grade level standards or				Metric performance on District Assessments in ELA and Mathematics given at the end of each school year will show that 80% of students meeting or exceeding standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	above with 8 out of 12 students at grade level				
English Learner (EL) Progress toward English Proficiency	No EL students in 2020-2021 school year				Any EL students will see at least one level of English learner growth per year as measured by summative ELPAC
English Learner (EL) Reclassification Rate	No EL students in 2020-2021 school year				Any EL students at level 4 will be reclassified as English proficient within a year
English Language Arts (ELA) state assessments (CAASPP)	This data is not reported due to privacy since only 8 students tested (Grades 3-8). Once 11 or more students test, the data is reportable				If data is reportable, students will be at or above level 3 proficiency
Mathematics state assessments (CAASPP)	This data is not reported due to privacy since only 8 students tested (Grades 3-8). Once 11 or more students test, the data is reportable				If data is reportable, students will be at or above level 3 proficiency
Science state assessments (CAST)	This data is not reported due to privacy since only 8 students tested (Grades 3-8). Once 11				If data is reportable, students will be at or above level 3 proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	or more students test, the data is reportable				
Degree to which teachers are appropriately assigned and credentialed in subject areas	100% of teachers are appropriately credentialed				100% of teachers are appropriately credentialed
Degree to which students have sufficient access to standards-aligned instructional materials according to the Curriculum/Materials Inventory in June of each year, the Annual Board Resolution of Sufficiency of Instructional Materials and School Accountability Report Card (SARC) student performance	Students have access to instructional material that are 75% aligned to Common Core State Standards (CCSS)				Student will have access to instructional materials that are 100% aligned to Common Core State Standards (CCSS) according to the Curriculum/Materials Inventory in June of each year
Implementation of content and performance standards for all students, including English Learners (ELs)	1. Providing professional learning for teaching to the adopted academic standards-Beginning Development 2. Instructional materials that are aligned to the adopted academic standards-Initial Implementation 3. Implementation of policies or programs				1. Providing professional learning for teaching to the adopted academic standards-Full Implementation 2. Instructional materials that are aligned to the adopted academic standards-Full Implementation 3. Implementation of policies or programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted academic standards-Beginning Development 4. Implementation of academic standards in other areas for all students-Exploration and Research Phase				to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted academic standards-Full Implementation 4. Implementation of academic standards in other areas for all students-Full Implementation
Programs and services enable ELs to access core and English Language Development (ELD) standards	No current EL students				All programs and services enable ELs to access core and ELD standards.
Student access and enrollment in all required areas of study	Students have access and are enrolled in all required areas of study including math, ELA, science, history/social science, health education, physical education, visual and performing arts				Students have access and are enrolled in all required areas of study including math, ELA, science, history/social science, health education, physical education, visual and performing arts, and world language
Programs and services developed and provided to unduplicated pupils	Families are provided the National School Lunch Program (NSLP) survey. 83%				Families are provided the National School Lunch Program (NSLP) survey. Meals

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of students qualify. Meals are available for students at the the school site. Students have access to an a certificated teacher and instructional aide for small group and 1:1 support				are available for students at the the school site. Students have access to two certificated teachers and an instructional aide for small group and 1:1 support
Programs and services developed and provided to individuals with exceptional needs	36% of the students have Individual Learning Plans (IEP). Parents are provided with Procedural Safeguards for IEPs. Parents are notified and encouraged to attend Special Education Local Plan Area (SELPA) trainings, to join or participate in the SELPA Community Advisory Committee (CAC), the School Site Council, or the Parent Advisory Committee				Parents are provided with Procedural Safeguards fir Individual Learning Plans (IEP). Parents are notified and encouraged to attend Special Education Local Plan Area (SELPA) trainings, to join or participate in the SELPA Community Advisory Committee (CAC), the School Site Council, or the Parent Advisory Committee
Professional development for teaching staff	67% of the teachers and instructional aides participated in professional development with a focus on teaching the adopted academic standards, best				100% of the teachers and instructional aides will participated in professional development with a focus on teaching the adopted academic standards, best

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	practices, and classroom management				practices, and classroom management

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teaching staff will utilize an online assessment tool like Core Growth for district assessments in ELA and Mathematics.	The Superintendent will help provide training for the use of an online assessment tool like Core Growth. Teachers will utilize the assessment tool to assess all students in the areas of ELA and Mathematics in September, January, and May. Teachers will track the progress and identify students who need additional support. This will lead to better tracking of student progress and more individualized instruction to help students reach high academic standards in all areas of study.	\$0.00	No
2	Student Performance and Progress (CAASPP) and Science state assessments (CAST) tests will be given in May.	The teacher(s) will facilitate the CAASPP (to 3-8th grade students) and CAST (to 5th and 8th grade students) assessments in May. This will help provide baseline data for students. It will inform parents of student progress and provide teacher(s) data to help plan instruction to meet the needs of each student.	\$0.00	No
3	Employ highly qualified teachers with appropriate credentials to reduce class size and maintain low student to teacher ratio and more individualized attention.	All teachers employed at Green Point are highly qualified teachers with appropriate credentials to reduce class size and maintain low student to teacher ratio and more individualized attention for students.	\$73,927.00	No
4	Employ a Special Education Teacher for students with	Green Point will employ Special Education Teacher for students with special education needs. We will contract services in coordination with Fieldbrook School. In addition, Green Point will employ a Speech	\$31,504.00	No

Action #	Title	Description	Total Funds	Contributing
	special education needs. Employ a Speech Teacher for students with speech and language needs.	Teacher through consultation for students with speech and language needs.		
5	Employ a part time teacher to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics.	Green Point will employ a part time teacher to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics for our unduplicated population.	\$22,900.00	Yes
6	Employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics	Green Point school will employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics for our unduplicated population.	\$18,946.00	Yes
7	Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.	Green Point will maintain the Library Contract with HCOE as a teacher resource for instructional materials and support.	\$1,500.00	No
8	Maintain Common Core State Standards (CCSS) curriculum by purchasing CCSS aligned materials for English Language Arts (ELA) and Mathematics.	Green Point will maintain Common Core State Standards (CCSS) curriculum by purchasing CCSS aligned materials for English Language Arts (ELA) and Mathematics. This will help teachers by providing them with currently aligned curriculum. This will help students by giving them greater access to up to date and CCSS aligned material.	\$441.00	No
9	Provide professional development for teaching staff with a focus on best	The Superintendent will help provide professional development opportunities for all teaching staff with a focus on teaching the adopted academic standards, best practices, and classroom management. This will help students reach high academic standards in all areas of	\$398.00	No

Action #	Title	Description	Total Funds	Contributing
	practices and classroom management.	study and create a safe and positive environment environment for students and staff.		

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	All students will have access to safe and well maintained facilities and a welcoming learning environment

An explanation of why the LEA has developed this goal.

The district has a need to make repairs to the facility to ensure a safe and welcoming environment. The April 2021 Facility Inspection Tool (FIT) identified areas of deficiency, including water damage to the roof, problems with the hot water in the classrooms, and a row of lights that do not turn on in one classroom.

Stakeholder input identified a need to reduce absences and keep suspension, expulsion, and dropout rates to 0%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities are in "good" order according to the Facility Inspection Tool (FIT) with no deficiencies or extreme deficiencies	April 2021 FIT 96.25% in "good" order. Deficiencies include water damage to roof near Classroom #1, no hot water in Classroom #1 kitchen faucet, one row of lights in Classroom 2 does not turn on with the wall switch				In April 2024 the FIT will show 99%-100% Exemplary average school rating
Student suspension rate: attendance spreadsheet	The District maintained a student suspension rate of 0% at the end of the school year for the whole school year				The District will maintain a student suspension rate of 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student expulsion rate: attendance spreadsheet	The District maintained a student expulsion rate of 0% at the end of the school year for the whole school year				The District will maintain a student expulsion rate of 0%
Middle School dropout rates: attendance spreadsheet	The District maintained a middle school dropout rate of 0% at the end of the school year for the whole school year				The District maintained a middle school dropout rate of 0%
District developed Student Survey, Staff Survey, and Parent Survey	The District developed a Student Survey, Staff Survey, and Parent Survey: 100% rated agreed or strongly agreed that the school maintains a positive school climate				The District will have students, staff, and parents complete the District Survey: 100% will rate agreed or strongly agreed that the school maintains a positive school climate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide a safe and well maintained learning environment.	The district will employ a custodian to provide a safe and well maintained facility for students and staff. The custodian will be responsible for maintaining school cleanliness at a level which supports a safe and welcoming learning environment.	\$6,556.00	No
2	Provide a safe and well maintained facility.	The district will employ a maintenance person to provide safe and well maintained facilities for students and staff. Maintenance staff will be responsible for maintaining all facilities at a level which supports a	\$2,387.00	No

Action #	Title	Description	Total Funds	Contributing
		safe and welcoming learning environment for students and staff. Facilities include classrooms, playground, and out-buildings.		
3	The district will track suspensions, expulsions, and middle school dropout rates.	The teacher(s) will track suspensions, expulsions, and middle school dropout rates to help keep suspension, expulsion, and dropout rates at 0%	\$0.00	No
5	The district will employ an administrator to oversee the budget, facilitate board meetings, file necessary paperwork, oversee best practices, and help create a safe and positive working environment.	The district will employ an administrator to oversee the budget, facilitate Board meetings, complete necessary paperwork, oversee best practices, and help create a safe and positive working environment for students and staff. This will help the district maintain fiscal responsibility, follow Education Code, and create a welcoming and positive school environment for students and staff.	\$16,430.00	No
6	The district will have the roof on the main school building repaired	The district will hire a contractor to repair the roof on the main school building to keep the facility from sustaining further damage and provide the students and staff a safe and welcoming environment.		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	Maintain or improve a high level of parent, student, and community involvement

An explanation of why the LEA has developed this goal.

With such a small student population, greater parent, student, and community involvement is critical to keeping our school thriving. Many community members are connected to the school as former students, volunteers, or employees. Collectively, the parents, students, and community work together to make the school grounds and educational.

Approximately 1/2 of the students that attend Green Point School are from out of the district. Transportation as far as the district boundaries will be provided by the school and is critical to maintaining out of district students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which families participate in Site Council, Parent Advisory Committee, and surveys	40% of families participated in Site Council, Parent Advisory Committee and surveys				50% of families participated in Site Council, Parent Advisory Committee and surveys
Promotion of parental participation in programs for unduplicated pupils					
Promotion of parental participation in programs for individuals with exceptional needs					
Surveys of students, parents, and teachers on the sense of safety	March 2021 results: The students have a sense of safety and				In March, 100% of students, 100% of parents and 100% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and school connectedness	school connectedness- Parents: 60% agree, 40% strongly agree. Staff: 40% agree, 60% strongly agree Students: 100% agree				staff will strongly agree that students have a sense of safety and school connectedness
Attendance at family events	100% of families, including parents of students with disabilities, participated in at least one family event				100% of families, including parents of students with disabilities, will participate in at least one family event
Parent volunteer activity	The district had 20% parental participation, including parents of students with disabilities, in classroom activities.				The district will have 50% parental participation, including parents of students with disabilities, in classroom activities.
Parent attendance at Parent-Teacher Conferences	100% of parents, including parents of students with disabilities, attended Parent-Teacher Conferences.				100% of parents, including parents of students with disabilities, attended Parent-Teacher Conferences.
Student attendance rates	The district had 91% attendance rate at the end of the school year for the whole school year				The district have a 94% attendance rate or better at the end of the school year for the whole school year
Chronic absenteeism rate: attendance	The district had a 33% chronic absenteeism				The district will have a 0% chronic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
spreadsheet, CLAPADS, and SARC	rate at the end of the school year for the whole school year				absenteeism rate at the end of the school year for the whole school year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Regularly update school website, send home weekly notes to parents, update marquee and support community events	The teacher(s) and superintendent will update school website, send home weekly notes to parents, update the marquee, and support community events to keep parents, students, and community members informed of meetings, events, and opportunities to be involved with the school.	\$0.00	No
2	Survey students, parents and staff about students, curriculum, facilities, and the learning environment	The superintendent will survey students, parents and staff about student achievement, attendance, 8th grade graduation, family involvement, curriculum, facilities, and the learning environment during the year to help guide LCAP goals, actions, and spending.	\$0.00	No
3	Maintain contract with CALPADS Student Information Technician at HCOE	The district will maintain a contract with California Longitudinal Pupil Achievement Data System (CALPADS) Student Information Technician at Humboldt County Office of Education (HCOE) to assist with student data that can be used to project funding levels and meet state and federal reporting requirements.	\$1,008.00	No
4	The district will track daily attendance and chronic absenteeism	The teacher(s) will track daily attendance and chronic absenteeism	\$0.00	No
5	The district will employ a van driver to provide transportation for	The district will employ a van driver to provide transportation for our unduplicated students to and from school. This will help maintain out of district students attending our school. The district will seek a driver that is both licensed and possess a valid School Bus Certificate. A	\$14,344.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students to and from school.	driver that possesses a valid School Bus Certificate will help increase student safety and minimize liability.		

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
15.24%	26699

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.

Goal 1 Action 5: Employing a part time teacher will help provide support to small groups and 1:1 intervention in the areas of ELA and mathematics to unduplicated (foster youth, English learners and low-income students. (Our district does not have foster youth or English learners at this time.) Low income students were considered first because they make up approximately 83% of our school population. Parent and staff surveys indicated the need for more support for students, specifically in the area of improving student achievement. The survey also identified a desire for having more teachers and more individual and small group support available for unduplicated students. In order to address the need and desires of the stakeholders, the school will direct services towards low-income students during the regular school day. Identified students will receive support in the areas of ELA and mathematics at a designated time. Small groups and 1:1 instruction led by a teacher will help students improve academically.

Goal 1 Action 6: Employing a classroom aide to provide support to small groups and 1:1 intervention in the areas of ELA and mathematics to low-income students. Our district does not have foster youth or English learners at this time. Low income students were considered first because they make up approximately 83% of our school population. Parent and staff surveys indicated the need for more support for students, specifically in the area of improving student achievement. The survey also identified a desire for having more individual and small group support available for unduplicated students. In order to address the need and desires of the stakeholders, the school will direct services towards low-income students during the regular school day. Identified students will receive additional support in the areas of ELA and mathematics at a designated time. Small groups and 1:1 instruction led by an instructional aide will help students improve academically.

Goal 3 Action 5: Employing a van driver to provide transportation for unduplicated students to and from school. Low income students were considered first because they make up approximately 83% of our school population. The district attendance rate was 91% and the chronic absenteeism rate was 33%. In order to increase student attendance rates to 94% and reduce chronic absenteeism to 0%, the district will provide transportation to and from school. Van transportation also ensures out of district students can maintain enrollment at Green Point School. Without van transportation student enrollment would likely decrease.

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

The Green Point School District will increase services to unduplicated students by providing an additional certificated teacher. Part of their day will include working at a designated time with our low income population.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$121,381.00	\$43,995.00		\$24,965.00	\$190,341.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$156,498.00	\$33,843.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teaching staff will utilize an online assessment tool like Core Growth for district assessments in ELA and Mathematics.					\$0.00
1	2	All	Student Performance and Progress (CAASPP) and Science state assessments (CAST) tests will be given in May.					\$0.00
1	3	All	Employ highly qualified teachers with appropriate credentials to reduce class size and maintain low student to teacher ratio and more individualized attention.	\$32,879.00	\$20,181.00		\$20,867.00	\$73,927.00
1	4	All	Employ a Special Education Teacher for students with special education needs. Employ a Speech Teacher for students with speech and language needs.	\$5,500.00	\$21,906.00		\$4,098.00	\$31,504.00
1	5	Low Income	Employ a part time teacher to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics.	\$22,900.00				\$22,900.00
1	6	Low Income	Employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics	\$17,479.00	\$1,467.00			\$18,946.00
1	7	All	Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.	\$1,500.00				\$1,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	8	All	Maintain Common Core State Standards (CCSS) curriculum by purchasing CCSS aligned materials for English Language Arts (ELA) and Mathematics.		\$441.00			\$441.00
1	9	All	Provide professional development for teaching staff with a focus on best practices and classroom management.	\$398.00				\$398.00
2	1	All	Provide a safe and well maintained learning environment.	\$6,556.00				\$6,556.00
2	2	All	Provide a safe and well maintained facility.	\$2,387.00				\$2,387.00
2	3	All	The district will track suspensions, expulsions, and middle school dropout rates.					\$0.00
2	5	All	The district will employ an administrator to oversee the budget, facilitate board meetings, file necessary paperwork, oversee best practices, and help create a safe and positive working environment.	\$16,430.00				\$16,430.00
2	6	All	The district will have the roof on the main school building repaired					
3	1	All	Regularly update school website, send home weekly notes to parents, update marquee and support community events					\$0.00
3	2	All	Survey students, parents and staff about students, curriculum, facilities, and the learning environment					\$0.00
3	3	All	Maintain contract with CALPADS Student Information Technician at HCOE	\$1,008.00				\$1,008.00
3	4	All	The district will track daily attendance and chronic absenteeism					\$0.00
3	5	Low Income	The district will employ a van driver to provide transportation for students to and from school.	\$14,344.00				\$14,344.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$54,723.00	\$56,190.00
LEA-wide Total:	\$54,723.00	\$56,190.00
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	5	Employ a part time teacher to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics.	LEA-wide	Low Income	All Schools Specific Schools: Green Point School K-8	\$22,900.00	\$22,900.00
1	6	Employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics	LEA-wide	Low Income	All Schools Specific Schools: Green Point School K-8	\$17,479.00	\$18,946.00
3	5	The district will employ a van driver to provide transportation for students to and from school.	LEA-wide	Low Income	All Schools Specific Schools: Green Point School K-8	\$14,344.00	\$14,344.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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