

Board Adopted: 6/15/21

RCOE Approval: 7/21/21

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Desert Center Unified School District
<b>CDS Code:</b>	33-67041-6031900
<b>LEA Contact Information:</b>	Name: Leonard Lopez Position: Superintendent Email: leonardlopez@eaglemtnschool.com Phone: 760-413-2646
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

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

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$1,413,636
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$57,583
<b>All Other State Funds</b>	\$89,993
<b>All Local Funds</b>	\$41,690
<b>All federal funds</b>	\$0
<b>Total Projected Revenue</b>	\$1,545,319

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$1,349,499
<b>Total Budgeted Expenditures in the LCAP</b>	\$250,607
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$57,657
<b>Expenditures not in the LCAP</b>	\$1,098,892

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$16,000
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$16,000

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$74
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$0

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	The total budgeted expenditures for the 2021-2022 School Year include maintenance and operations, certificated and classified salaries, health and welfare benefits, instructional supplies, and other operating costs.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Desert Center Unified School District

CDS Code: 33-67041-6031900

School Year: 2021-22

LEA contact information:

Leonard Lopez

Superintendent

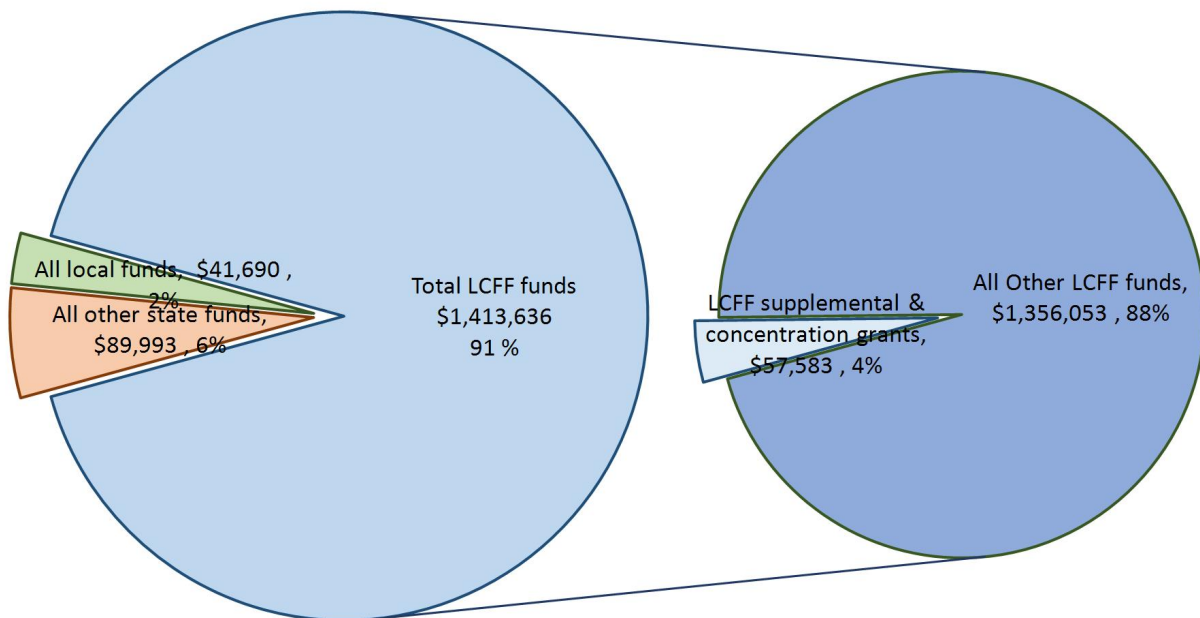
leonardlopez@eaglemtnschool.com

760-413-2646

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



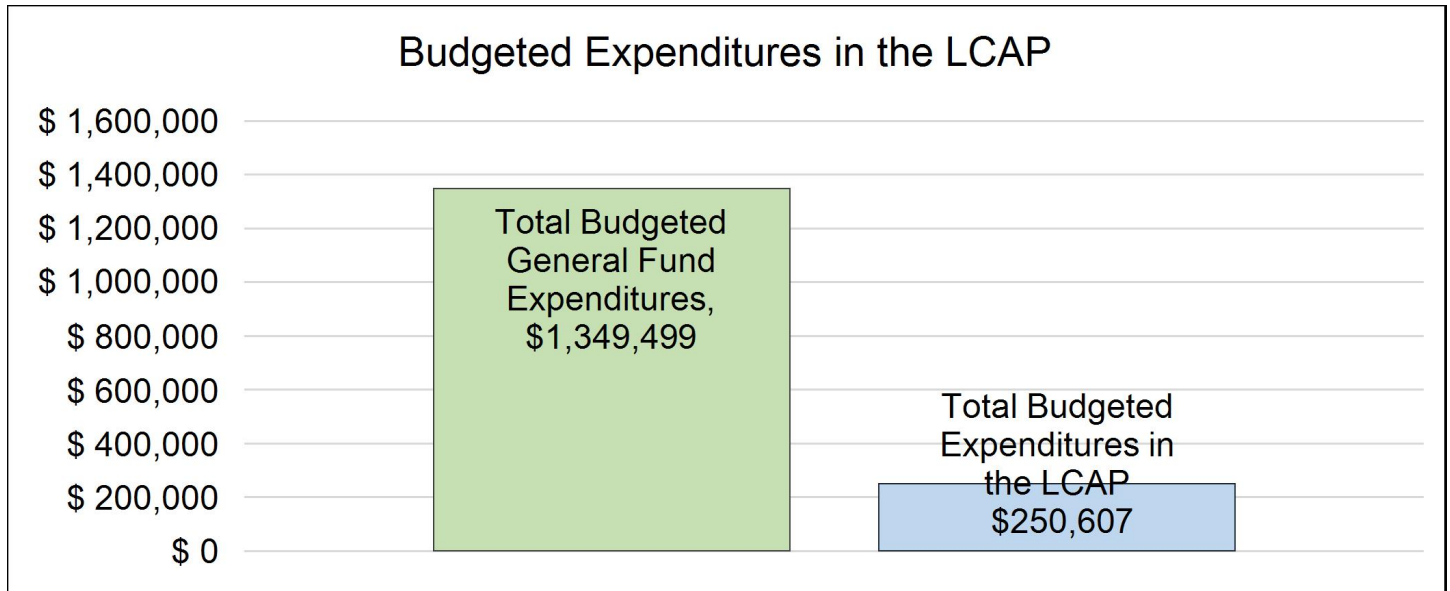
This chart shows the total general purpose revenue Desert Center Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Desert Center Unified School District is \$1,545,319, of which \$1,413,636 is Local Control Funding Formula (LCFF), \$89,993 is other state funds, \$41,690 is local funds, and \$0 is

federal funds. Of the \$1,413,636 in LCFF Funds, \$57,583 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 Desert Center Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Desert Center Unified School District plans to spend \$1,349,499 for the 2021-22 school year. Of that amount, \$250,607 is tied to actions/services in the LCAP and \$1,098,892 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

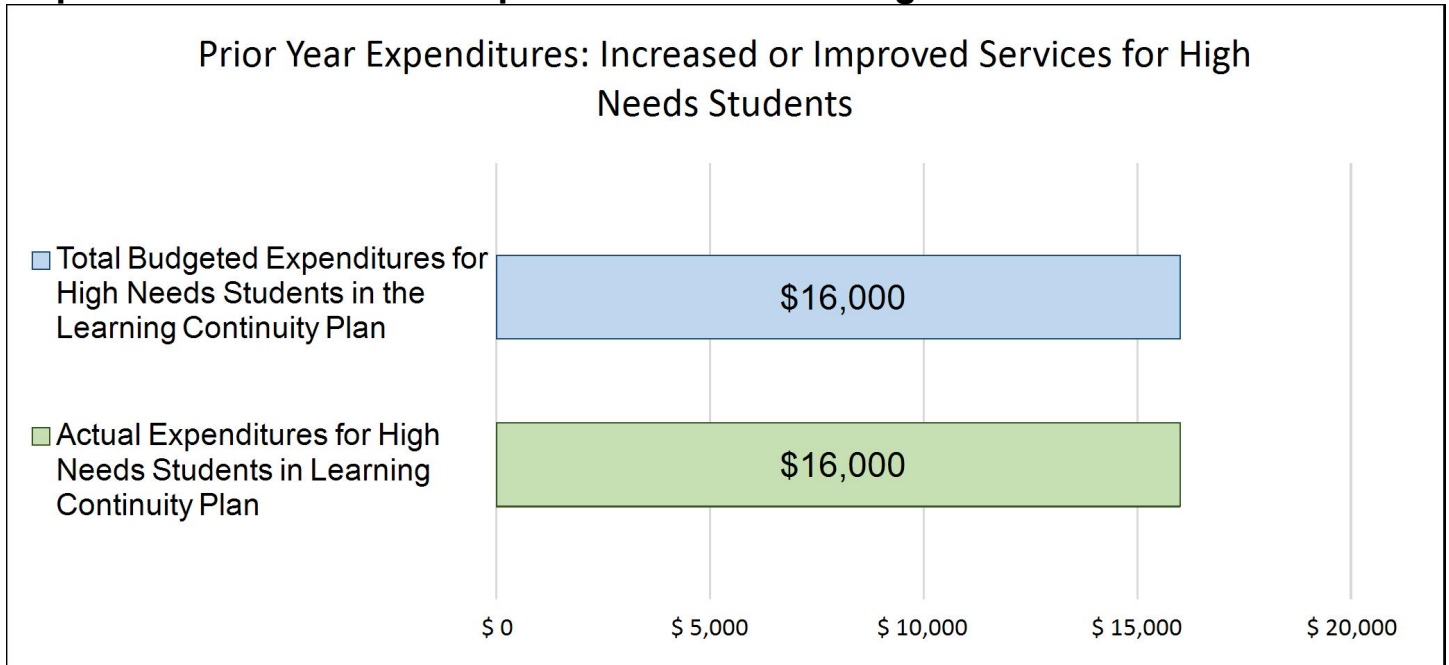
The total budgeted expenditures for the 2021-2022 School Year include maintenance and operations, certificated and classified salaries, health and welfare benefits, instructional supplies, and other operating costs.

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

In 2021-22, Desert Center Unified School District is projecting it will receive \$57,583 based on the enrollment of foster youth, English learner, and low-income students. Desert Center Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Desert Center Unified School District plans to spend \$57,657 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 Desert Center Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Desert Center Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Desert Center Unified School District's Learning Continuity Plan budgeted \$16,000 for planned actions to increase or improve services for high needs students. Desert Center Unified School District actually spent \$16,000 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Desert Center Unified School District	Leonard Lopez Superintendent	(760) 413-2646 760-413-2646

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

Desert Center Unified will recruit, hire and retain highly qualified staff, and provide ongoing professional development in order to support optimum learning opportunities for student success; including access to instructional materials and a safe and orderly school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 1A Maintain 100% of students having a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified, including authorization to work with English Learners.</p> <p><b>19-20</b> 1A Maintain 100% of students having a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified, including authorization to work with English Learners.</p> <p><b>Baseline</b> 1A Maintain 100% of students having a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified, including authorization to work with English Learners.</p>	<p>100% of the students have a fully credentialed teacher.</p>
<p><b>Metric/Indicator</b> 1B Provide a 180 school year for all students</p> <p><b>19-20</b> 1B Provide a 180 school year for all students</p> <p><b>Baseline</b></p>	<p>Our currently approved school year provides 180 school days for students</p>

Expected	Actual
1B Provide a 180 school year for all students	
<p><b>Metric/Indicator</b> 1C Maintain “No Findings” on annual Williams Report.</p> <p><b>19-20</b> 1C Maintain “No Findings” on annual Williams Report.</p> <p><b>Baseline</b> 1C Maintain “No Findings” on annual Williams Report.</p>	We have maintained “no findings” on the annual Williams report
<p><b>Metric/Indicator</b> 1D Maintain 100% of students having standards aligned instructional materials.</p> <p><b>19-20</b> 1D Maintain 100% of students having standards aligned instructional materials.</p> <p><b>Baseline</b> 1D Maintain 100% of students having standards aligned instructional materials.</p>	All students provided with standards-aligned instructional materials
<p><b>Metric/Indicator</b> 1E Monitor monthly facilities inspection reports and correct any noted deficiencies.</p> <p><b>19-20</b> 1E Monitor monthly facilities inspection reports and correct any noted deficiencies.</p> <p><b>Baseline</b> 1E Monitor monthly facilities inspection reports and correct any noted deficiencies.</p>	Monthly facilities inspections have been performed. All issues have been addressed and resolved.



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 During the 2019-2020 school year, the district will continue monitoring the recruitment and retention of highly qualified staff by providing competitive teacher and instructional aid salaries	1000-1999: Certificated Personnel Salaries LCFF \$172,737	1000-1999: Certificated Personnel Salaries LCFF \$187,927
1.2 Monitor the implementation of the new Social Studies curriculum. Adopt new Science curriculum aligned with NGSS.	4000-4999: Books And Supplies LCFF \$10,000	4000-4999: Books And Supplies LCFF \$10,000
1.3 The District will monitor facilities and update as needed to maintain a safe school environment.	5000-5999: Services And Other Operating Expenditures LCFF \$10,000	5000-5999: Services And Other Operating Expenditures LCFF \$19,145

## Goal Analysis

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

Actions and services were implemented as planned. As a result of the Covid-19 pandemic, some of our metric/Indicators had to be modified. As a result of the Covid-19 pandemic, some of our actions/services were only partially implemented. Funding not used for in-person instruction was directly used to purchase additional electronic devices, materials to be sent home with students like school supplies and consumables. Funds were spent to purchase mobile hotspots for internet coverage.

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

Online curriculum from all adoptions facilitated distance learning instruction. Online curriculum from all adoptions facilitated distance learning instruction. Challenges: Despite being fully staffed, and having standards-based on-line curriculum, there were challenges meeting some student's online learning needs due to technology access issues through the end of the 2019-2020 school year. Staff and administration successfully supported students and families who did not have internet access by developing paper and pencil learning activities and delivering them to students as needed, while staying available by phone.

## Goal 2

Academic Achievement: maximize learning for all students in order to prepare students for college and career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 2A CAASPP Students in Grades 3-8 Achieving in Standards Met or Exceeded for math and ELA</p> <p><b>19-20</b> 2A CAASPP Continuously enrolled students will Increase one level per year until standards met in ELA and Math from prior year.</p> <p><b>Baseline</b> 2A CAASPP # of Students &amp; % of Students in Grades 3-8 Meeting or Exceeding Standards ELA 8 students (57%) Math 1 student (6%)</p>	<p>2A CAASPP. Many of the students increased one level for ELA from the 2018-2019 school year. Few students increased one level in math from the 2018-2019 school year.</p>

Expected	Actual
<p><b>Metric/Indicator</b> 2B English Learners - English Language Proficiency Assessment</p> <p><b>19-20</b> 2B English Learners - English Language Proficiency Assessment Increase one level of English Proficiency per year for each English Learner.</p> <p><b>Baseline</b> 2B English Learners - English Language Proficiency Assessment. One newcomer English learner maintained level 1 status.</p>	<p>2B. Eligible English Language Learner students completed the English Language Proficiency Assessment. Results cannot be disclosed due to the small percentage of students.</p>
<p><b>Metric/Indicator</b></p> <p>2C EL Reclassification Rate (In the event we have enough EL's in our school, we will meet the state metrics for reclassification.)</p> <p><b>19-20</b> 2C English learners will meet metrics required for reclassification within 5 years of enrollment.</p> <p><b>Baseline</b> 2C English learners will meet metrics required for reclassification within 5 years of enrollment. One English learner currently enrolled is a newcomer (year one).</p>	<p>2C. English Language Learner Students have not been reclassified at this time.</p>
<p><b>Metric/Indicator</b> 2D DIBELS Increase the number of students meeting standard by 1.</p> <p><b>19-20</b> 2D DIBELS Increase the number of students meeting standard by 1.</p> <p><b>Baseline</b> 2D DIBELS K-2</p>	<p>2D. DIBELS Baseline scores were established during the 2017-2018 school year. Baselines for new incoming students are established as they enroll. In 2018-19 There was an increase of the number of students meeting standards by 1.</p>

Expected	Actual
<p>Establish baseline scores in 2017-2018 school year</p>	
<p><b>Metric/Indicator</b>            2E Student Grades 5-8            80% of Students will obtain a grade of "C" or better in core subjects for grades K - 8, including: English Language Arts, Mathematics, Science, Social Studies, Fine Arts and Physical Education.</p> <p><b>19-20</b>            2E Student Grades            Increase/maintain the number of students obtaining a grade of "C" or better in core subjects to 80% including unduplicated and Special Needs students.</p> <p><b>Baseline</b>            2E Student Grades 5-8            # of Students and Percentage of students with "C" or better at end of year report card.            ELA 5 (83%)            Math 6 (100%)            Science 3 (50%)            Social Studies 2 (33%)            Fine Arts 5 (83%)            Physical Education 5 (83%)</p>	<p>2E. 80% of students received a grade of "C" or better in Core subjects for grades K-8, including English Language Arts, Science, Social Studies, Fine Arts, and Physical Education, maintaining previous performance. Fewer than 80% of students achieved a grade of "C" or better in mathematics.</p>
<p><b>Metric/Indicator</b>            2F Multi Tiered Systems of Support - District Plan and Classroom Observation Tool (including indicators for implementation of content and performance standards as part of Tier 1 instruction and access for English learners through Integrated and Designated ELD). We have only two teachers on staff so due to privacy issues, the results of these tools will be handled internally.</p>	<p>2F. A single subject math teacher was hired for the 2019-2020 school year for grades 3-8. The position was discontinued in the 2020-2021 school year.</p>

Expected	Actual
<p>*District does not meet eligibility requirements to receive data reported on the California Dashboard.</p> <p><b>19-20</b> 2F Hire single subject math teacher to teach math grades 3 - 8.</p> <p><b>Baseline</b></p> <p>2F Draft a district implementation plan for Multi Tiered Systems of Support - District Plan and Classroom Observation Tool (including indicators for implementation of content and performance standards as part of Tier 1 instruction and access for English learners through Integrated and Designated ELD).Conduct a self assessment on current levels of implementation upon completion of the plan.</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Based on student outcomes, professional development will be provided to strengthen instructional strategies that best support student learning. The district will hire a single subject math teacher to provide instruction for grades 3 to 8.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$83,000</p>
<p>2.2 The District will maintain a school calendar with a weekly minimum day schedule to provide additional time for teachers to collaborate and receive professional development., with an emphasis on data-based problem solving.</p>	<p>4000-4999: Books And Supplies LCFF \$0.00</p>	<p>4000-4999: Books And Supplies LCFF \$0.00</p>
<p>2.3 The District will provide a paraprofessional in each class in order to support the teacher in providing students with high-quality instruction and intervention. The paraprofessional will provide small group and/or individual instruction for all students which includes English Learners, Foster Youth, Low Income and Special Needs.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$28,432</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$77,392</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4 Technology integration to support state standards instruction, including one to one devices for all students. In addition, the district will provide any needed assistive technology for students with Special needs so that they will have full access.	4000-4999: Books And Supplies LCFF \$1,000	4000-4999: Books And Supplies LCFF \$1,000
2.5 Monitor student achievement through DIBELS.	4000-4999: Books And Supplies LCFF \$50.00	4000-4999: Books And Supplies LCFF \$50.00

## Goal Analysis

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

Some actions and services were not implemented as planned due to distance learning during COVID 19. Action 2.1, the 3rd - 8th grade single subject math instructor position was discontinued to lower budget expenditures . Funding not used was directly used to implement in-person and distance learning instruction.

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

Student academic progress was maintained, but no real advances or improvements were able to be measured, because of a lack of comparable data. Successes: The quality of instruction in mathematics was maintained despite the removal of the single subject math position. Challenges: Grading was challenging due to the student's schedules being inconsistent. The district adopted flexible grading to adapt to the situation and inconsistent schedules. Students had multiple opportunities to complete assignments and retake assessments during distance learning.

## Goal 3

Parent and Community Partnerships: collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            3A Chronic Absenteeism Rate 2 (14%)</p> <p><b>19-20</b>            3A Chronic Absenteeism Rate            1 student with chronic absenteeism (7%)</p> <p><b>Baseline</b>            3A Chronic Absenteeism Rate            2 students with chronic absenteeism (14%)</p>	<p>3A Chronic Absenteeism Rate. We have 0 students with Chronic Absenteeism</p>
<p><b>Metric/Indicator</b>            3B Middle School Dropout Rate 0 (0%)</p> <p><b>19-20</b>            3B Middle School Dropout Rate            0 (0%)</p> <p><b>Baseline</b>            3B Middle School Dropout Rate            0 (0%)</p>	<p>3B Middle School dropout rate was 0 (0%)</p>

Expected	Actual
<p><b>Metric/Indicator</b> 3C Suspension Rate 2 (14%)</p> <p><b>19-20</b> 3C Suspension Rate 1 suspension (6%)</p> <p><b>Baseline</b> 3C Suspension Rate 2 suspensions 2016-17 school year</p>	<p>3C Suspension Rate was 1 suspension (6%)</p>
<p><b>Metric/Indicator</b> 3D Expulsion Rate 0 (0%)</p> <p><b>19-20</b> 3D Expulsion Rate No expulsions 0 (0%)</p> <p><b>Baseline</b> 3D Expulsion Rate No expulsions 0 (0%)</p>	<p>3D Expulsion rate was 0 (0%)</p>
<p><b>Metric/Indicator</b> 3E Percentage of parents/families serving on School Site Council 5 (45%)</p> <p><b>19-20</b> 3E Percentage of parents/families serving on School Site Council 75% of families participating or attending school events.</p> <p><b>Baseline</b> 3E Percentage of parents/families serving on School Site Council 50% of families participating or attending school events.</p>	<p>3E Percentage of parents/families participating on School Site council was maintained at 5(45%), 75% of parents/families participated in or attended school events school events.</p>
<p><b>Metric/Indicator</b></p>	<p>3F School Attendance rate was 95%</p>



Expected	Actual
<p>3F School Attendance Rate (80%)</p> <p><b>19-20</b> 3F School Attendance Rate (95%)</p> <p><b>Baseline</b> 3F School Attendance Rate (80%)</p>	
<p><b>Metric/Indicator</b> 3G Student, Staff &amp; Families Survey *Due to privacy issues, the District cannot administer the Healthy Kids Survey.</p> <p><b>19-20</b> 3G Gather survey results from 80% or more of Students, Staff, and Families Based on survey data from prior year, determine needs and create goals for Students, Staff, and Families. *Due to privacy issues, the District cannot administer the Healthy Kids Survey.</p> <p><b>Baseline</b> 3G Collaborate with Students, Staff, and Families to create a survey on the sense of safety and school connectedness. Administer survey by March of 2018 to 70% of Students, Staff, and Families to create baseline data. *Due to privacy issues, the District cannot administer the Healthy Kids Survey.</p>	<p>3G we gathered survey results from 80% or more of Students, Staff, and Families. Based on survey data we determined needs and created goals for Students, Staff, and Families. *Due to privacy issues, the District cannot administer the Healthy Kids Survey.</p>
<p><b>Metric/Indicator</b> 3H Contact all families (including unduplicated pupils and individuals with exceptional needs) through phone contact to invite to all School Site Council Meetings, Field Trips, and Participation in Surveys.</p> <p><b>19-20</b> 3H Contact all families (including unduplicated pupils and individuals with exceptional needs) through phone contact to</p>	<p>3H Contacted all families (including unduplicated pupils and individuals with exceptional needs) through phone contact to invite to all School Site Council Meetings, Field Trips, and Participation in Surveys.</p>

Expected	Actual
<p>invite to all School Site Council Meetings, Field Trips, and Participation in Surveys.</p> <p><b>Baseline</b> 3H Contact all families (including unduplicated pupils and individuals with exceptional needs) through phone contact to invite to all School Site Council Meetings, Field Trips, and Participation in Surveys.</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Continue to provide opportunities for family and community members to participate in student projects and activities to increase involvement in the students' education.	4000-4999: Books And Supplies Supplemental and Concentration \$1,000	4000-4999: Books And Supplies Supplemental and Concentration \$1,000
3.2 In order to promote participation for our LI and Special needs students, the District will provide funding for parents/families to attend field trips with students and/or provide events held at the school.	4000-4999: Books And Supplies Supplemental and Concentration \$1,000	4000-4999: Books And Supplies Supplemental and Concentration \$1,000
3.3 Align School Site Council meetings to school events and provide refreshments.	4000-4999: Books And Supplies LCFF \$300.00	4000-4999: Books And Supplies LCFF \$300.00
3.4 Increase opportunities for fine arts and enrichment activities during and/or after school. Purchase art curriculum.	4000-4999: Books And Supplies Supplemental and Concentration \$4,000.00	4000-4999: Books And Supplies Supplemental and Concentration \$3,600.00

### Goal Analysis

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

Actions and services were generally implemented as planned. Closures and distance learning limited opportunities for field trips, to provide refreshments at meetings and use the new art curriculum. Use of digital learning opportunities to simulate study trip experiences and increase student engagement was increased during distance learning resulting in more expenditures. Arts curriculum was a slightly lower cost than projected.

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

Activities to increase parent engagement were challenging due to distance learning although we were able to successfully shift coffee with the principal and SSC meetings to a digital format. Due to COVID 19 and a shift to distance learning, 3 students unenrolled, resulting in a 13 percent loss in enrollment at the start of the school year. Parents generally remained engaged and look forward to participating in more school activities next year, according to survey results.

## Goal 4

Increase the percentage of parents/guardians: indicating they feel included and connected with their school and attending and participating in School Site Council meetings.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> (This indicator was blank)</p> <p><b>19-20</b> (This indicator was blank)</p> <p><b>Baseline</b> (This indicator was blank)</p>	<p>Monitored parent engagement</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Maintain the percentage of parents who feel included and connected to the school	Not Applicable \$0.00	Not Applicable 0.0
4.2 Maintain the percentage of parents serving on the School Site Council.	Not Applicable \$0.00	Not Applicable 0.0

## Goal Analysis

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

No funds were budgeted for these actions.

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

Parent inclusion and connection were challenging due to lack of the ability to meet in person, due to COVID 19, but some parent engagement activities and School Site Council meetings continued. Overall engagement and feeling of inclusion and belonging were impacted by the isolation caused by sheltering in place.

# 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
Personal Protective Equipment (PPE) Face coverings, masks, face shields, lab coats, hand sanitizer, supplies of soap and any other PPE requested or needed to reduce the spread of COVID.	5,000.00	6700	No
Health Materials Additional Thermometers, Bus touchless thermometers, touchless hand sanitizing stations.	2,000.	2700	No
Visual Cues and Materials to Maximize Social Distancing Signs, posters, and any other signage to remind staff and students to stay 6 feet apart.	700.00	1107	No
Handwashing Stations Additional hand washing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate exposure to COVID 19	2000.00	1003.00	No
Portable Sanitizing Units and HVAC Filters Portable Sanitizing Units will be used in the classroom during the time cohorts are on blended learning and will not be in class.	3500.00	3500.00	No
Disinfecting Materials	5000.00	5000.00	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional materials need to protect students and staff from transmission of COVID19.			

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 school purchased a washer and dryer to oversee proper cleaning and sanitation of lab coats and masks for students and staff as suggested by the staff.

### **Analysis of In-Person Instructional Offerings**

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

All staff were working on campus throughout distance and in-person instruction. DCUSD determined that classrooms were large enough to space students 6 feet apart with 100% of the student population returning to in-person instruction. Instruction continued using our adopted standards-based instructional and supplemental materials.

Transportation was available for all students. Parents were provided thermometers at home to take temperatures before students are at the bus stops, with staff available to respond when a student was not able to board a bus due to a temperature above the state guidelines. No challenges were experienced with transportation.

Lunch times, recess times, and bathroom breaks were timed so cohorts would have different schedules to keep physical distancing at a maximum. PPE was provided for all staff and students, including hats with face shields for younger students, most at risk for removing masks. [Anticipated Challenges]. Our staff was issued lab coats to wear over their street clothes as a two way protection for themselves and the students to reduce cross contamination.

Designated employees participated in training related to social and emotional well-being of students and the entire staff was educated on the signs of trauma and checked in with students on a regular basis.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<b>Technology Needs</b> Upgraded Chromebooks, hotspots, headphones with mics, and any other technology needed to mitigate learning loss. Technology to support teachers and aides in online learning. Document cams, headphones, laptops, increased internet capabilities, and learning platforms.	10,000	10,000	Yes
<b>Professional Development</b> Training in adopted curriculum online learning component support for teachers from online resources. Assessment and intervention programs for determining needs of students who have had learning loss.	6000.00	6000.00	Yes

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

There were no substantive differences.

## 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.

Shifting to technology was challenging. We had 3 students unenrolled specifically because of having to return to school online. Parents opted to either move to an area that was teaching in person or choose an established online school feeling it would better serve their students. With the size of our enrollment, that equated to a 13 percent loss in enrollment at the start of the school year. There were some scheduling challenges with online instruction being more challenging to differentiate. The principal and other non classroom certificated staff had to step in as substitute teachers to allow seamless instruction for all students at all grade levels. Despite



challenges, we were able to provide consistent on-line, direct, live instruction for every student. Every student and teacher had the technology they needed to teach and access daily direct, live instruction.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental instructional materials Additional instructional materials will be available for teachers who have determined a student is in need of additional instruction to mitigate learning loss from COVID 19 school shutdown.	5,000.00	5,125.00	No
Staff duties reconfigured to connect with students and families that are not engaging in online instruction.	0	0	No
Small group instruction, one-on-one instruction, and teacher availability will be provided to support students who are achieving below grade level.	0	0	No
Homeless student and family outreach, services, and supplies	1,500.00	1,500.00	No
Chronic absentee student and family outreach, services and supplies	750.00	750.00	No

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

There were no substantive differences in actions or expenditures.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Pupil learning loss was measured by weekly/monthly teacher and site administrator collaboration meetings to analyze student data and strategies of support. Administrative oversight of virtual classrooms, included providing daily coaching support and feedback to teachers. Parent/teacher conferences, and annual and triennial IEP meetings were held virtually. Although parent conferences were conducted as planned, We were unable to meet the deadlines on some of our IEPs. We had an MOU with RCOE, and the county was short staffed. Trimester progress reporting, and report cards were distributed by mail at the regular reporting periods. To meet the challenges of staff, the principal/superintendent and other certificated support staff directly supported instruction by teaching sections of classes, and helped with parent and student outreach.

We had ongoing issues with student participation during class activities. Students often would turn off their cameras and or not engage during class.

## **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 provided with Acellus Social Emotional Learning Programs and were given many opportunities to talk with their teachers based on small class sizes.

The school provided food boxes every Monday to students containing the equivalent of breakfast and lunches they would receive if attending in person instruction on site. In addition, a local church provided food bank opportunities for families in need of additional basic necessities. The entire school staff stayed in contact with the community to support students' needs and well-being.

Some challenges for staff included scheduling issues, or setting aside specific non-instructional time for counseling sessions. We had to coordinate between our challenging distance learning schedules and the times and dates allocated to us through our partners, for counseling appointments. It was also challenging for staff to find time to engage in reflective activities due to the time needed to meet the needs of students.

## **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.

Pupil and family engagement was maintained through close individual contact with families and open communication by providing direct phone numbers. During the spring survey, parents strongly agreed that teachers at the school have a high standard of achievement, work hard to make sure students do well, and promote academic success for all students.

Those employees with knowledge of the community and the stakeholders have been actively seeking engagement from community members and families, including Spanish speaking families, by phone, website, mail, text, signs posted in neighborhood and personal visits. Technical support was provided to make sure all students could access the provided technology., and the school staff continuously checked in with students and families about needs. Parents and families were very understanding of the need to be cautious for the health of the students and staff and a large majority provided input in on return to school procedures and felt that the procedures we designed if we were to go back to in person instruction, are sufficient if followed consistently.

## Analysis of School Nutrition

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

The Desert Center Unified School District provided nutritionally adequate meals to all students during distance learning by delivering food boxes for breakfast and lunch on Mondays to the homes of students. During in-person instruction, students were provided with free breakfast, snack, and lunch served in individual full enclosed clamshell containers by properly PPE'd staff.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

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

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

There were no substantive differences in actions or expenditures.

## 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.

The small size of our school and low student to adult ratio, made it possible for our district to be responsive to student needs, relatively quickly. We have also learned that because of our small size across multiple grade levels, distance learning was challenging from both a logistical and social standpoint. Distance and hybrid learning required an “all hands on deck” teaching approach, that involved all certificated staff, including the principal/superintendent, teaching classes. Students who already had limited social opportunities, being reduced to virtual interactions, caused peers to be disconnected from each other, impacting student engagement. Teachers struggled with student engagement and participation during class. When classes returned to in-person everyone recognized the benefits of in person learning. One success was the degree to which students and staff used and experienced technology for learning. The shift from technology as an add on to the core method of instruction, has forced exponential growth in the ability to use technology effectively. We were able to effectively meet use technology to support and to continue to meet the increased or improved services for students and Google classroom, and other digital tools adopted during distance learning, will likely continue to be used regularly To support individualized instruction.

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

Pupil academic progress, and learning loss continues to be addressed using local measures embedded in our curriculum adoptions. An end of the year assessment in English Language Arts and Mathematics will be used to assess areas where learning loss occurred and will be used to plan overall instruction and individual academic support for the 2021-2022 school year.

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.

Participation in virtual professional development and conferences was difficult to do because they were usually offered during school hours. Complex distance learning schedules and a lack of substitute teachers made us unable to release staff for some professional learning opportunities.

# 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.

The analysis of both the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have allowed us to review and define our actions and services going forward to meet the needs of our community. It has reinforced our focus on small group instructional support, and use of technology to support instruction. It has also helped us to prioritize the Social Emotional needs of students as they reengage with school.



## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	308,519.00	384,414.00
	0.00	0.00
LCFF	194,087.00	218,422.00
Supplemental and Concentration	114,432.00	165,992.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	308,519.00	384,414.00
1000-1999: Certificated Personnel Salaries	252,737.00	270,927.00
2000-2999: Classified Personnel Salaries	28,432.00	77,392.00
4000-4999: Books And Supplies	17,350.00	16,950.00
5000-5999: Services And Other Operating Expenditures	10,000.00	19,145.00
Not Applicable	0.00	0.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	308,519.00	384,414.00
1000-1999: Certificated Personnel Salaries	LCFF	172,737.00	187,927.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	80,000.00	83,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	28,432.00	77,392.00
4000-4999: Books And Supplies	LCFF	11,350.00	11,350.00
4000-4999: Books And Supplies	Supplemental and Concentration	6,000.00	5,600.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00	19,145.00
Not Applicable		0.00	0.00

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



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	192,737.00	217,072.00
<b>Goal 2</b>	109,482.00	161,442.00
<b>Goal 3</b>	6,300.00	5,900.00
<b>Goal 4</b>	0.00	0.00

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

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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings	\$18,200.00	\$20,010.00
Distance Learning Program	\$16,000.00	\$16,000.00
Pupil Learning Loss	\$7,250.00	\$7,375.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$41,450.00</b>	<b>\$43,385.00</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings	\$18,200.00	\$20,010.00
Distance Learning Program		
Pupil Learning Loss	\$7,250.00	\$7,375.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$25,450.00</b>	<b>\$27,385.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings		
Distance Learning Program	\$16,000.00	\$16,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$16,000.00</b>	<b>\$16,000.00</b>

# 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
Desert Center Unified School District	Leonard Lopez Superintendent	(760) 413-2646 760-413-2646

## Plan Summary [2021-22]

### General Information

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

Desert Center Unified School district has an enrollment of 20 students in TK - 8. The student demographics are as follows: 65% Hispanic and 25% White with the other 10 percent both Pacific Islander and African American. Five students are English Language Learners and 70% of our students are Socioeconomically Disadvantaged. Currently the ratio of teaching staff to students is approximately 1:5.

DCUSD is in a rural area of the desert located by Eagle Mountain. The District covers over 1722 miles geographically with a population of about 204 residents. Eagle Mountain was a thriving working mine until the early 1980's. While the mine was in operation, there was one elementary school, one middle school, one high school and one continuation school. DCUSD now uses the existing high school campus to service the elementary and middle school student populations. High school students are bussed to Desert Sands Unified School District.

### Reflections: Successes

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

Academically, the students have progressed appropriately in ELA and mathematics, based on local assessments. The district will continue to provide interventions in both subject areas so that continual growth is experienced by our students. For ELA, the district will continue to provide Core Lexia and Acellus Language Arts for reading intervention. In addition, we will continue using DIBELS for the 21-22 school year. For math intervention, the district will provide ST Math for grades K-8. We are very proud of our full inclusion for students with special needs and our very small student to teacher ratio, that allows a frequent small group and individualized instruction, that we believe have a strong role in supporting our student's success.

# 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.

Our needs assessment surfaced that our students who already had limited social opportunities, being reduced to virtual interactions, caused peers to be disconnected from each other, impacting student engagement. Teachers struggled with student engagement and participation during class. We anticipate the need to have a continued emphasis on Social Emotional Learning throughout the next several years. In addition we completed a SWIFT FIA Assessment that Identified our district as at the implementation stage on the majority of items in Administrative Leadership and Multi Tiered Systems of Support. Metrics for corresponding actions and services have been adapted to reflect increasing the use of observations to monitor the degree of implementation for new curriculum.

Looking at MTSS Academic needs, mathematics is one area that the students have the greatest need. The district has implemented ST Math for grades TK-8 and Acellus math for grades 1st-8th grade students to support math instruction. Utilizing the math curriculum, the new math intervention programs, and our individualized and/or small group instruction, Desert Center will continue to move forward and service all of our students (including the unduplicated pupils and the pupils with special needs) through these actions to improve their learning to ensure growth each year. We will also be supporting student Social Emotional Learning, using our Acellus curriculum. Because of our low student enrollment, the California Dashboard does not report performance gaps due to privacy issues with our data. We may have only one student in a grade level or one student in one of the subgroups.

# LCAP Highlights

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

The 2021-2024 LCAP will continue to build on the success of the prior LCAP, while leveraging the learning from the past year’s distance learning. Digital learning opportunities will continue to be leveraged to support and enhance student learning. The district will continue to improve its MTSS processes and strategies. It will integrate more SEL activities to support student learning and will partner with parents and families around SEL strategies.

# 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.

No schools are Eligible

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Stakeholder Engagement

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

The intent of Desert Center Unified School District is to gather information from all stakeholders including, but not limited to: parents, teachers, students, community members, administrative staff, school personnel, and union representatives. During the 2018-2019 school year, members of the Desert Center Unified School District School Site Council met to review annual goals and progress towards the goals. The SSC members include 5 parents, 2 teachers, 2 classified staff and the Superintendent. Desert Center has only the CSEA bargaining unit and the CSEA representative for our school is on the School Site Council and actively participates in the LCAP process. Both of our teachers are members serving on the School Site Council.

SSC agendas were posted to the public for review as well as SSC meeting minutes. DCUSD began gathering stakeholder concerns regarding distance learning in the 2019-20 school year and parents and families were provided access to phone numbers of employees and administration, who were working from home for support and or to answer questions.

During the summer of 2020, staff created a survey to gather information from stakeholders regarding the opening of school for the 20-21 school year and inform the learning Continuity and Attendance Plan and plan for the next year's needs. The survey was also posted on the website so all community members and interested parties could participate.

The School Site Council continued to meet on a quarterly basis to monitor the Learning Continuity and Attendance Plan. Because of the small size of our school district, the School Site Council is made up of nearly 75% of our parents and families, and all of our teaching staff. A second stakeholder survey was administered in April 2021, to identify any particular needs and inform the development of the LCAP. Individual students and families were regularly consulted about their needs.

Monthly coffee with the Principal, via Zoom (usually the third Friday of each month), to hear parent needs and concerns.

Our SELPA is regularly consulted to make sure that we are meeting the needs of all students with IEPs.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback has been aggregated because of the small sample sizes to protect anonymity. Stakeholder feedback included urgency around a return to in person instruction primarily because of student engagement and isolation issues. Feedback was incorporated into the following goals and actions. Feedback to increase the use of SEL activities reinforcing friendship and respect, is reflected in goal 1 action 2. Feedback to provide SEL parent education opportunities is reflected in goal 3 Action 3. Feedback to have more opportunities to volunteer at the school and opportunities for after school sports is reflected in goal 3 action 1. One parent suggested more preschool classes, which there is unfortunately insufficient funding to support.

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

Stakeholder feedback was incorporated into the LCAP actions and services, with the exception of the request for preschool classes, for which there is insufficient funding. This includes increased use of SEL activities with students, Parent education around SEL topics, and increased opportunities for parent/ family participation at school.

# Goals and Actions

## Goal

Goal #	Description
1	Provide the necessary conditions and services required to support optimum learning opportunities for student success, including: Recruiting, hiring and retaining highly qualified staff, maintaining access to instructional materials, and providing safe and orderly school facilities.

An explanation of why the LEA has developed this goal.

It is essential that our district maintain high quality staff and provide them with the necessary tools and facilities to deliver high quality instruction, particularly because each of our teachers and staff members must meet the needs of students at multiple grade levels and with differing language and learning needs.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staffing Levels as measured by school accountability report card.	Credentialed Teachers 100%				Maintain 100% fully Credentialed Teachers
Science Curriculum Implementation Observations by Administrator	Estimated baseline for frequency of inclusion in lesson plans is once a month.				Materials included in weekly lesson plans as standard part of regular practice.
Social Studies Curriculum Implementation Observations by Administrator	Estimated baseline for frequency of inclusion in lesson plans is once a month.				Materials included in weekly lesson plans as standard part of regular practice.
SEL Curriculum Implementation	Estimated baseline for frequency of inclusion				Materials included in weekly lesson plans



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Observations by Administrator	in lesson plans is once a month.				as standard part of regular practice.
Monthly Facilities Inspection Reports	All facilities currently in " Good Repair" using the Facility Inspection Tool (FIT).				All facilities maintained in " Good Repair" using the Facility Inspection Tool (FIT).

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruitment and Retention	The district will continue to improve and monitor the recruitment and retention of highly qualified staff by providing competitive teacher salaries.	\$182,850.00	No
2	Curriculum Implementation and Monitoring by Administrator	The district will continue to monitor the implementation of new curriculum and supplemental materials including Science, Social Studies and SEL materials.	\$0.00	No
3	Maintain Facilities	The District will monitor facilities and update as needed to maintain a safe learning environment and meet all CDC guidelines.	\$10,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Provide the instructional support necessary to maximize learning for all students in order to prepare students for college and career readiness.

An explanation of why the LEA has developed this goal.

This goal was developed because DCUSD believes that instructional support is at the core of providing a high quality educational experience. Instructional support for teachers is support for them to improve how well they serve students. This includes the opportunities for teachers to learn, improve instructional strategies, and use data to inform instructional decisions. Instructional support also includes providing each student with the attention and specific instructional support they need to meet their learning needs. Because of our small size, all of our classrooms are fully inclusive, requiring teachers to balance the needs of students with IEPs within the classroom setting. Teachers need the appropriate training and support for this to be successful.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Performance	18-19 ELA- 37.5% met standard 18-19 Math- 31.25% met standard				ELA 47.5% meeting standard Math- 41.25% meeting standard
Frequency of Data-Based Collaboration	Estimated baseline for frequency of data-based problem solving being reflected in teacher collaboration notes is once a month.				Teacher collaboration notes include data-based problem solving weekly.
Frequency of small group instruction	Estimated baseline for frequency of small group instruction, to				Small group instruction , to meet the needs of English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	meet the needs of English Learners, Unduplicated Pupils and students with exceptional needs, being reflected in teacher lesson plans is once a month.				Learners, Unduplicated Pupils and students with exceptional needs, included in weekly lesson plans.
Frequency of technology use	Estimated baseline for frequency of technology integration being reflected in teacher lesson plans is once a month.				Use of technology included in weekly lesson plans
Frequency of Progress monitoring	Estimated baseline for frequency of progress monitoring to adjust instruction being reflected in teacher collaboration notes is once a month.				Teacher collaboration schedule include progress monitoring to adjust instruction weekly.
English Proficiency for English Learners	English Learner (EL) progress toward English proficiency as measured by the ELPAC. Sample size too small to include baseline data.				Increase of EL students' English Proficiency from prior year as measured by ELPAC.
English Learner Reclassification Rate	All students reclassifying as English Language Proficient within 5 years.				All students reclassifying as English Language Proficient within 5 years.

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning/ Collaboration Time	Teachers will engage in collaboration and/or professional learning activities weekly, with an emphasis on data-based problem solving.	\$0.00	No
2	Paraprofessional staff	The District will continue to provide a paraprofessional in each class in order to support the teacher in providing high quality instructions and intervention for English Learners, Unduplicated Pupils and students with exceptional needs.	\$55,457.00	Yes
3	Technology Integration	The district will leverage technology integration to support standards-based instruction and assessment, providing intervention, accommodations and assistive technology as needed, to meet the needs of English Learners, Unduplicated Pupils and students with exceptional needs.	\$2,200.00	Yes
4	Progress Monitoring	The district will use a variety of tools to monitor student progress in academic subjects and adjust instruction.	\$100.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	Build partnerships with families and our local communities to ensure that all students are connected in meaningful ways to the school and actively engaged in learning.

An explanation of why the LEA has developed this goal.

Studies by the Harvard Family Involvement Research Project have indicated that parent involvement in their children's education results in higher academic achievement. The more intensively parents are involved in their children's learning, the more beneficial it is for student achievement. DCUSD believes that it is important to be closely connected to the parents and community so that there is a joint understanding and decision making about the goals, commitments, and challenges of the school. We also believe in providing as many opportunities for parents to be a part of the school as possible.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	0%				0%
Middle School Dropout Rate	0%				0%
Suspension Rate	6% ( 1 suspension)				6% ( 1 suspension)
Expulsion Rate	0%				0%
Volunteer Rate	50 % current participation				70% participation or greater
Student, Staff & Families Survey ** Due to privacy issues the District	75% current participation				80% participation or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
cannot administer the Healthy Kids Survey					
Parent Participation On School Site Council	45% current participation				45% participation or greater
School Attendance Rate	95% current attendance				95% attendance rate or greater

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Volunteer/ Support Opportunities	The district will continue to create more opportunities for family and community members to volunteer, work on special projects and participate in learning activities with students.	\$0.00	No
2	Parent/Family Access to Participating in Student Activities	The district will provide access for parents/ families to attend field trips and learning activities, and will continue to coordinate events during and after school for parents/families to learn with their students.	\$0.00	No
3	Parent/Family Committees and Engagement Activities	Continue to align School Site Council meetings to school events and parent education opportunities, providing refreshments to encourage attendance. This includes using the new art curriculum for enrichment activities with family and community members to Increase participation in school activities, events, and committees.	\$0.00	No



## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.03%	\$57,583

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.

We have an existing Achievement Gap for our English Learners, Foster Youth and Low income students. (Specific data cannot be shared because of low student numbers). Small group and individualized instruction is principally directed towards closing the achievement gap of our English Learners, Foster Youth, and Low income students. The implementation of a paraprofessional in each classroom, and targeted intervention systems have supported improved student success and has effectively addressed the needs of our unduplicated pupils. READ Live, ALEKS Math and ST math, are used daily to ensure identified students have access to supplemental academic content to address any academic gaps. These actions are being carried forward and expanded upon from the previous LCAP cycle, because they have been found to be effective for improving student outcomes, as measured by the embedded assessment tools (Specific data cannot be shared because of low student numbers).

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

We are increasing budgeted expenditures by 26.03% by continuing the implementation of a paraprofessional in each classroom to facilitate small group and individualized instruction, principally directed towards closing the achievement gap of our English Learners, Foster Youth, Low Income students, and Students with Special Needs. Services for English Learners, Foster Youth, low income students, and Students with Special Needs are increased by lowering the student to adult ratio in each classroom, allowing for more small group and individualized instruction. We are increasing the frequency of regular small group instruction for students who need more support. Services will also be improved and expanded by using additional technology based targeted intervention supports for individualized instruction.

The District will continue to use DIBELS school wide, to assess fluency for our students and is incorporating additional assessments embedded in our Acellus Learning Accelerator software. We will continue to use the data from our assessments to help guide the individualized and/or small group instruction for our unduplicated pupils and other students. In addition, the District is monitoring the recruitment and retention of highly qualified staff by providing competitive teacher and instructional salaries effectively using these funds to meet the district's goal in addressing the needs of our unduplicated students. Our staff has the time built into the school calendar to collaborate and discuss instruction using data. All students have access to technology as we have 1:1 on Chromebooks and 1:2 with iPads.

The District also supports family participation in field trips, in order to increase family engagement through fine arts and extra curricular activities for our students by subsidizing the costs of the trips for families members. This move was principally directed to increase the participation of our LI families and those families with students with exceptional needs.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$250,607.00				\$250,607.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$182,850.00	\$67,757.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Recruitment and Retention	\$182,850.00				\$182,850.00
1	2	All	Curriculum Implementation and Monitoring by Administrator					\$0.00
1	3	All	Maintain Facilities	\$10,000.00				\$10,000.00
2	1	All	Professional Learning/ Collaboration Time					\$0.00
2	2	English Learners Foster Youth Low Income	Paraprofessional staff	\$55,457.00				\$55,457.00
2	3	English Learners Foster Youth Low Income	Technology Integration	\$2,200.00				\$2,200.00
2	4	All	Progress Monitoring	\$100.00				\$100.00
3	1	All	Volunteer/ Support Opportunities					\$0.00
3	2	All	Parent/Family Access to Participating in Student Activities					\$0.00
3	3	All	Parent/Family Committees and Engagement Activities					\$0.00

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$57,657.00	\$57,657.00
<b>LEA-wide Total:</b>	\$57,657.00	\$57,657.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$57,657.00	\$57,657.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Paraprofessional staff	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$55,457.00	\$55,457.00
2	3	Technology Integration	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,200.00	\$2,200.00

**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

<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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



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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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