LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Thermalito Union Elementary School District

CDS Code: 0461549000000

School Year: 2021-22

LEA contact information:
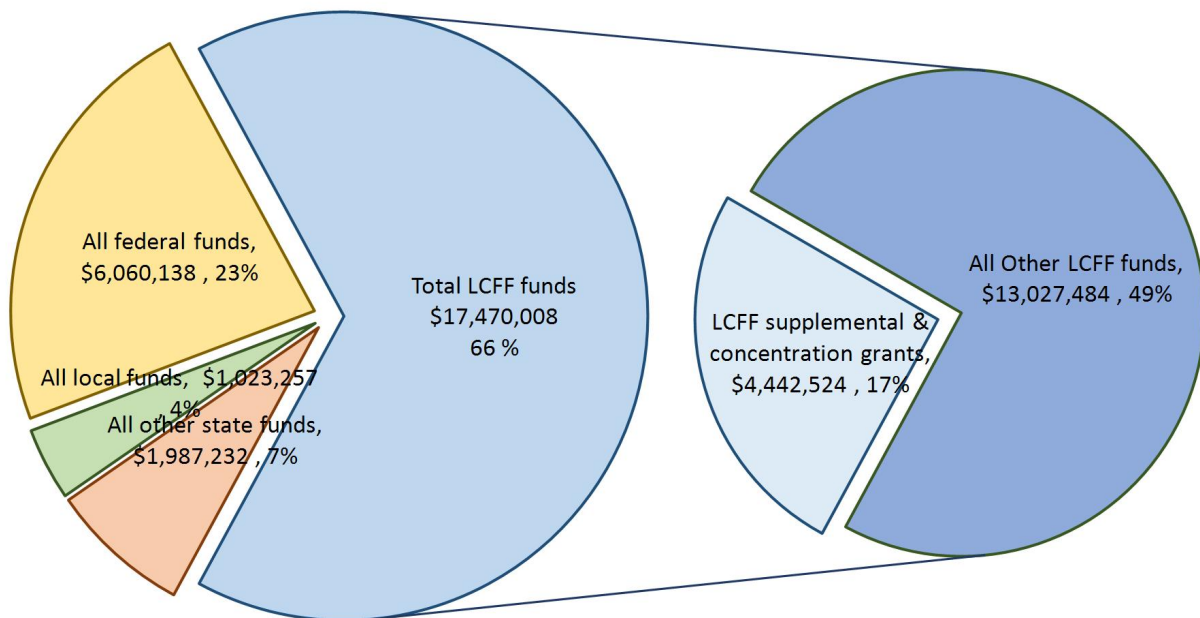
Gregory Blake

Superintendent

gblake@thermalito.org

530.538.2900

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $6,060,138 , 23%

All local funds, $1,023,257 4%

All other state funds, $1,987,232 , 7%

Total LCFF funds $17,470,008 66 %

LCFF supplemental & concentration grants, $4,442,524 , 17%

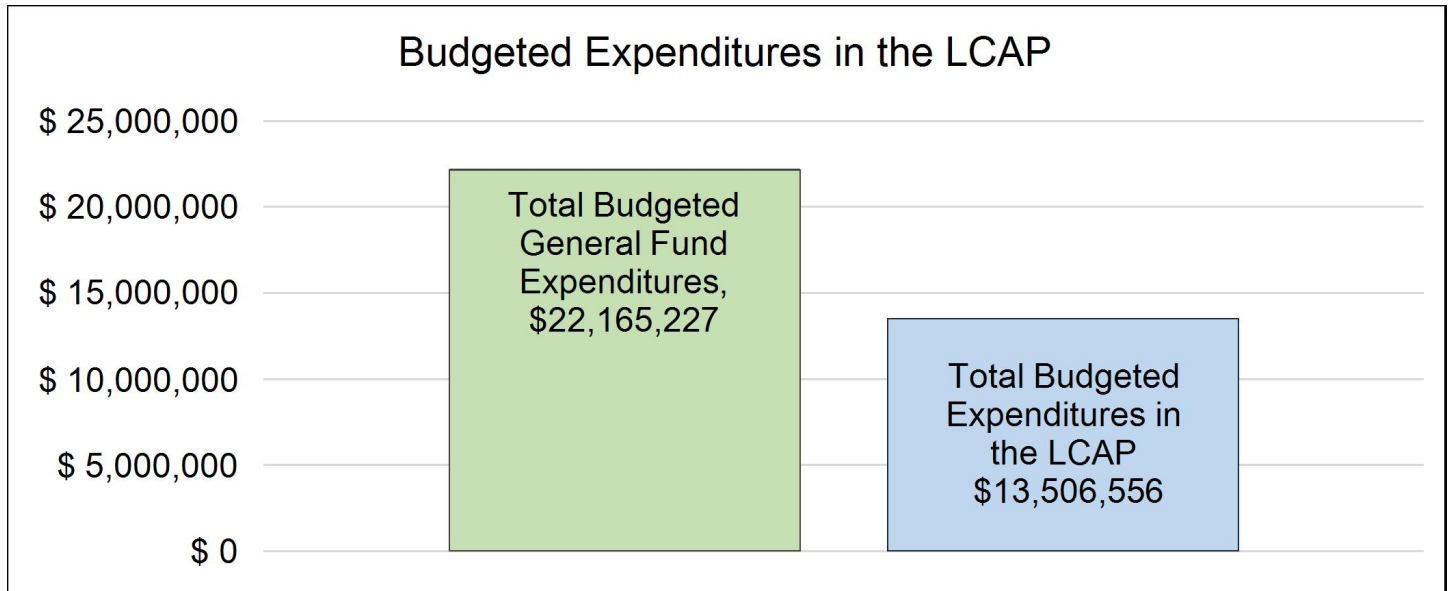All Other LCFF funds, $13,027,484 , 49%

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

The total revenue projected for Thermalito Union Elementary School District is $26,540,635, of which $17,470,008 is Local Control Funding Formula (LCFF), $1,987,232 is other state funds, $1,023,257 is local funds, and $6,060,138 is federal funds. Of the $17,470,008 in LCFF Funds, $4,442,524 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 25,000,000	
$ 20,000,000	Total Budgeted General Fund Expenditures, $22,165,227
$ 15,000,000	
$ 10,000,000	Total Budgeted Expenditures in the LCAP $13,506,556
$ 5,000,000	
$ 0	

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

Thermalito Union Elementary School District plans to spend $22,165,227 for the 2021-22 school year. Of that amount, $13,506,556 is tied to actions/services in the LCAP and $8,658,671 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
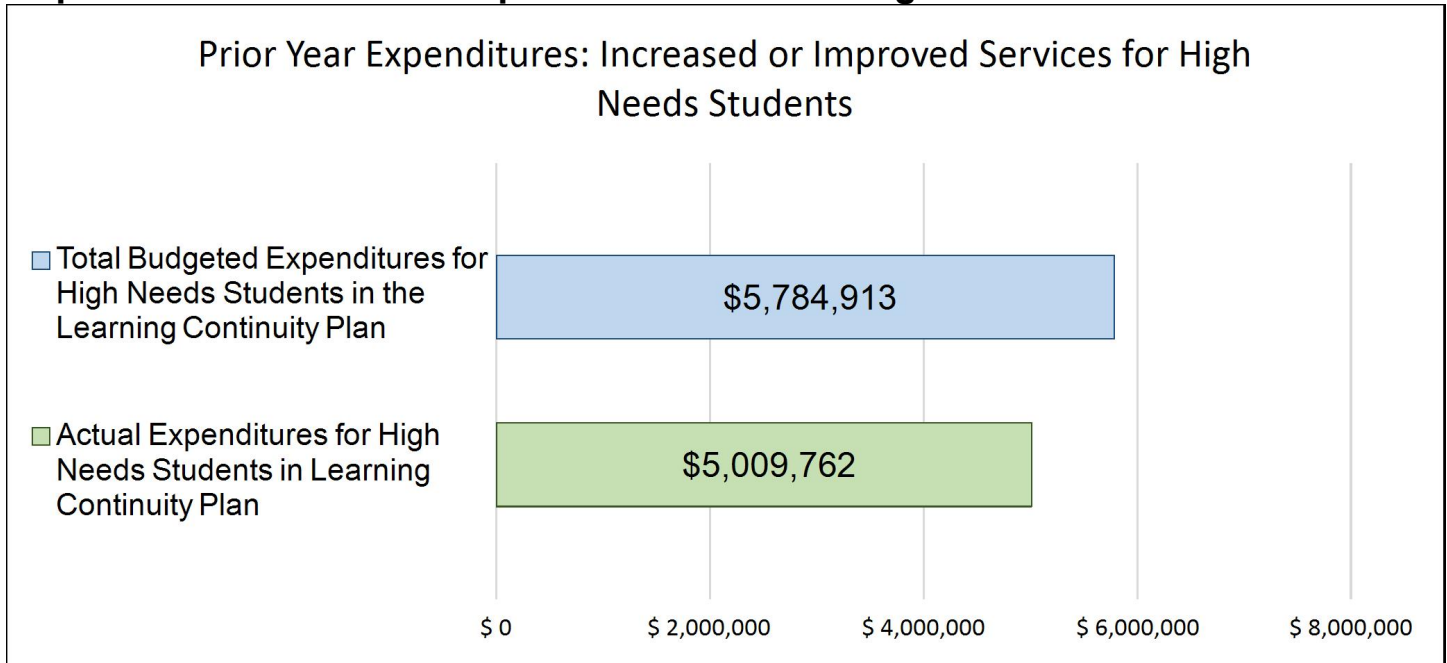
General fund budget expenditures not included in the LCAP include administrative staff, special education, and operating costs.

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

In 2021-22, Thermalito Union Elementary School District is projecting it will receive $4,442,524 based on the enrollment of foster youth, English learner, and low-income students. Thermalito Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Thermalito Union Elementary School District plans to spend $5,916,534 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — **$5,784,913**

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — **$5,009,762**

(Axis: $ 0 — $ 2,000,000 — $ 4,000,000 — $ 6,000,000 — $ 8,000,000)

This chart compares what Thermalito Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Thermalito Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Thermalito Union Elementary School District's Learning Continuity Plan budgeted $5,784,913 for planned actions to increase or improve services for high needs students. Thermalito Union Elementary School District actually spent $5,009,762 for actions to increase or improve services for high needs students in 2020-21.

Planned expenditures for 2020-21 were lower than planned largely because some of the Covid-19 measures proved to be less costly than originally planned. PPE was provided at no or low cost and required facilities improvements cost less than anticipated. Additionally, some planned technology purchases were not required or were less costly than originally estimated (e.g., student hot spots).

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
Thermalito Union Elementary School District	Gregory Blake Superintendent	gblake@thermalito.org 530.538.2900

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).

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Goal 1

All students will attain proficiency in State Standards content areas.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Basic Conditions at Schools **19-20** The District will continue to have 100% of their classrooms supplied with sufficient instructional materials as verified by the Williams textbook inventory tool report. **Baseline** 2016-2017 100% of all classrooms were supplied with sufficient instructional materials.	Metric/Indicator Priority 1 - Basic Conditions at Schools 2019-20: The District continued to have 100% of their classrooms supplied with sufficient instructional materials as verified by the Williams textbook inventory tool report. (Growth Goal Met)
Metric/Indicator Priority 2: Implementation of State Standards **19-20** 95% of our teachers will attain "full awareness" or higher in math on the BCOE California Math State Standards Implementation Metric. The percent of teachers will attain "Full Awareness" or higher on the Butte County Office of Education California State ELD	Metric/Indicator Priority 2 - Implementation of State Standards 2019-20: 95% of our teachers attained "full awareness" or higher in math on the BCOE California Math State Standards Implementation Metric. The percent of teachers who attained "Full Awareness" or higher on the Butte County Office of Education California State ELD

Expected	Actual
Standards Implementation Metric will be 70% for Integrated ELD and 60% for Designated ELD. **Baseline** Spring 2017 90% of teachers attained "Full Awareness" or higher on the Butte County Office of Education California Math State Standards Implementation Metric. Adoption of ELA/ELD standards aligned curriculum to assure integrated and designated ELD. Spring 2018 The percent of teachers who attained "Full Awareness" or higher on the Butte County Office of Education California State ELD Standards Implementation Metric was 65% for Integrated ELD and 55% for Designated ELD.	Standards Implementation Metric was 75% for Integrated ELD and 60% for Designated ELD. (Growth Goal Met)
Metric/Indicator Priority 4 EL Reclassification Rate **19-20** Thermalito will increase the EL Reclassification Rate by 2%. **Baseline** EL Reclassification Rate 2015-16 was 16%	Metric/Indicator Priority 4 - EL Reclassification Rate 2019-20: The EL Reclassification Rate was 6%, a 6% decline. (Growth outcome of 2% increase was not met.)
Metric/Indicator Priority 4 Math CAASPP Scores/Academic Indicator **19-20** Improve the "distance from level 3" on the Math CAASPP score for all students and each student group by 8 points. **Baseline**	Metric/Indicator Priority 4 - Math CAASPP Scores/Academic Indicator (most current available data) 2018-19 CAASPP Math distance from Level 3, points and color on the CA School Dashboard for all students and significant student groups:

Expected	Actual
2015-16 CAASPP Math Distance from Level 3 and color on the Dashboard All -71.7 (yellow) English Learners -71 (yellow) Low Income -74.8 (yellow) Students w/Disabilities -173.8 (red) American Indian -85 (yellow) Asian -58.9 (yellow) Hispanic -81.5 (yellow) Two or More Races -62.1 (yellow) White -77.6 (yellow)	All Students: -70.8 (orange) Declined 3.4 English Learners -73.3 (orange) Declined 7.4 Low Income -75 (orange) Declined 2.8 Students w/Disab -168.7 (red) Declined 12.3 American Indian -72.6 (yellow) Increased 22 Asian -57.1 (orange) Declined 5.5 Hispanic -69.4 (orange) Declined 4.9 Two/More Races -63.7 (orange) Increased 1.4 White -79.1 (orange) Declined 1.9 (Growth outcome of an 8 point increase was met by American Indian)
Metric/Indicator Prioirity 4 Local Math Diagnostic **19-20** Increase the percent of students scoring at grade level proficiency by 3% on the mid-year Local Math Diagnostic for each grade level. **Baseline** 2016-2017 Percent of students scoring at grade level proficiency on the mid-year (February) math diagnostic per grade level. Kinder 30% 1st 17% 2nd 33% 3rd 39% 4th 29% 5th 43% 6th 24% 7th 12% 8th 18%	Priority 8 - Local Academic Benchmark for Math 2019-20: New baseline math assessments for grades K-1 using mid-year benchmark data reflecting percent meeting/exceeding content standards: Kindergarten: 78% 1st grade: 66% 2019-20: Freckle math assessment for 2nd grade only as they transition to local benchmark assessment data reflecting percent meeting/exceeding content standards: 2nd grade: Data is not available due to the COVID-19 pandemic. Students were forced into distance learning overnight so the administration of the mid-year and end-of-year benchmark assessments was not possible at that time. 2019-20: New baseline math data for 3rd-5th grade students using mid-year CAASPP Interim Comprehensive Assessments (ICA) data reflecting percent meeting/exceeding content standards: 3rd grade: 18% 4th grade: 22% 5th grade: 17%

Expected	Actual
	2019-20: math data for 6th-8th grade students using mid-year CAASPP Interim Comprehensive Assessments (ICA) data reflecting percent meeting/exceeding content standards and growth from last year: 6th grade: 10% (Decline 1%) 7th grade: 14% (Increase 1%) 8th grade: 8% (Decline 1%) (Growth outcome for grades 6-8 was not met)
Metric/Indicator Priority 4 English Learner Progress Indicator **19-20** EL status progress will increase 3% **Baseline** In 2015-16 EL progress was 65.2% - Orange on the Dashboard.	Metric/Indicator Priority 4 - English Learner Progress Indicator (ELPI) New Baseline: The ELPI for 186 students in 2018-2019 as reported on the CA School Dashboard: Overall, 45.2% of ELs are making progress towards English language proficiency (Note: CA is 48.3%) 43.5% Increased at least one ELPI level 1.5% Maintained ELPI level 4 40.3% Maintained ELPI level 3 or lower 14.5% Decreased at least one ELPI level
Metric/Indicator Priority 7 Course Access **19-20** All students, including EL, foster youth, and low income will continue to have an opportunity to access visual and/or performing arts throughout the year as measured by the middle school master schedule and the elementary fine arts and/or music schedules. **Baseline**	Metric/Indicator Priority 7 - Course Access 2019-20: All students, including EL, foster youth, and low income continued to have the opportunity to access visual and/or performing arts throughout the year as measured by the middle school master schedule and the elementary fine arts and/or music schedules. (Goal was Met)

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Expected	Actual
2016-2017: Middle school master and elementary schedules show that all students have equal access to fine arts and/or music.	
Metric/Indicator Priority 8 - Local Metric - Physical Fitness **19-20** The percent of students reaching Health Fitness Zones (HFZ) will increase by 5% as measured by the Annual California Physical Fitness Test. **Baseline** 2015-2016 Physical Fitness Test scores of students meeting Health Fitness Zones: 5th grade 64% and 7th grade 69%.	Metric/Indicator Priority 8 - Local Metric - Physical Fitness (most current data available) In 2018-2019 the percent of 5th and 7th grade students reaching Healthy Fitness Zones (HFZ) was 53% and 64% respectively. This is a 5% decline for both grade levels reaching HFZ as measured by the Annual California Physical Fitness Test. (Growth outcome of 5% increase was not met.)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.0 Instructional Practices: Provide coordination of professional learning and development. 1.1.1 Extra pay and substitute release time for grade-level collaboration opportunities 1.1.2 Contracted services and administrative salaries for peer coaching and mentoring opportunities for teachers 1.1.3 Data/assessment system and administrative salaries to provide online state standards grade-level assessments 1.1.4 Extra pay, substitute release time, materials and registration fees to attend conferences and workshops, including maintenance and operations personnel training.	1000-1999: Certificated Personnel Salaries Title I $65,451 2000-2999: Classified Personnel Salaries Title I $29,532 3000-3999: Employee Benefits Title I $34,923 4000-4999: Books And Supplies Title I $0 5000-5999: Services And Other Operating Expenditures Title I $0 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $137,789	1000-1999: Certificated Personnel Salaries Title I $66,267 2000-2999: Classified Personnel Salaries Title I $0 3000-3999: Employee Benefits Title I $20,357 4000-4999: Books And Supplies Title I $0 5000-5999: Services And Other Operating Expenditures Title I $0 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $131,376

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries Supplemental and Concentration $35,455	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $73,136
	3000-3999: Employee Benefits Supplemental and Concentration $55,140	3000-3999: Employee Benefits LCFF Supplemental and Concentration $62,583
	4000-4999: Books And Supplies Supplemental and Concentration $5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $573
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $74,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $59,122
Action 2.0 Technology and Support: Provide technology and support at all sites. 1.2.1 Computer technology para-educators and outside consultants to support and improve the use of technology in the delivery of instruction 1.2.2 Purchase software to support assessments 1.2.3 Contracted services to support implementation of equipment and infrastructure to support technology district-wide 1.2.4 Supplies and materials to purchase devices to increase student and staff proficiency with technology in classrooms.	4000-4999: Books And Supplies Title I $0	4000-4999: Books And Supplies Title I $0
	2000-2999: Classified Personnel Salaries Supplemental and Concentration $60,674	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $66,029
	3000-3999: Employee Benefits Supplemental and Concentration $29,353	3000-3999: Employee Benefits LCFF Supplemental and Concentration $34,689
	4000-4999: Books And Supplies Supplemental and Concentration $186,200	4000-4999: Books And Supplies LCFF Supplemental and Concentration $110,595
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $50,400	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $45,969
Action 3.0 Class Size Reduction: Maintain the site average student to teacher ratio in TK-3 classrooms at 24:1.	1000-1999: Certificated Personnel Salaries Title II $119,456	1000-1999: Certificated Personnel Salaries Title II $155,207

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Title II $36,864	3000-3999: Employee Benefits Title II $54,280
	5000-5999: Services And Other Operating Expenditures Title II $0	5000-5999: Services And Other Operating Expenditures Title II $0
	7000-7439: Other Outgo Title II $9,481	7000-7439: Other Outgo Title II $8,621
	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $398,033	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $324,310
	3000-3999: Employee Benefits Supplemental and Concentration $116,231	3000-3999: Employee Benefits LCFF Supplemental and Concentration $109,884
Action 4.0 Expanded Opportunities: Provide expanded learning opportunities for students. 1.4.1 Materials and supplies to integrate STEM (Science, Technology, Engineering and Math) 1.4.2 Certificated salaries and supplies for elementary art and music to support VAPA (Visual and Performing Arts) 1.4.3 Materials and supplies for Industrial arts 1.4.4 Future support of preschool 1.4.5 Materials and supplies for physical education 1.4.6 Coaching stipends, transportation and supplies for athletics 1.4.7 Extra pay, substitute release time, registration, consultants and transportation for field trips, guest speakers, assemblies, etc. 1.4.8 Certificated and classified salaries, supplies and other operating costs for the Community Day School 1.4.9 Certificated salaries and supplies for the Independent Study Program 1.4.10 Potential future support of a TK-3 social support program	4000-4999: Books And Supplies Title I $0	4000-4999: Books And Supplies Title I $0
	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $314,509	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $313,832
	2000-2999: Classified Personnel Salaries Supplemental and Concentration $84,877	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $93,638
	3000-3999: Employee Benefits Supplemental and Concentration $139,114	3000-3999: Employee Benefits LCFF Supplemental and Concentration $136,742
	4000-4999: Books And Supplies Supplemental and Concentration $62,909	4000-4999: Books And Supplies LCFF Supplemental and Concentration $11,091
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $108,900	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $62,792

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo Supplemental and Concentration $0	7000-7439: Other Outgo LCFF Supplemental and Concentration 0
Action 5.0 Interventions: Provide interventions for students. 1.5.1 Summer school including certificated salaries, classified salaries, materials, and other operating costs 1.5.2 Before/after school tutoring including certificated/classified salaries and transportation costs 1.5.3 Certificated salaries to operate PASS class (Placement in an Alternative Supervised Setting) 1.5.4 ISS (In-School Suspension) In an effort to reduce in-school suspension, we are utilizing a Wellness Center and reset rooms. 1.5.5 Credit recovery opportunity including certificated and classified extra pay	1000-1999: Certificated Personnel Salaries Title I $0 2000-2999: Classified Personnel Salaries Title I $0 3000-3999: Employee Benefits Title I $0 4000-4999: Books And Supplies Title I $0 5000-5999: Services And Other Operating Expenditures Title I $0 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $115,852 2000-2999: Classified Personnel Salaries Supplemental and Concentration $51,193 3000-3999: Employee Benefits Supplemental and Concentration $50,817 4000-4999: Books And Supplies Supplemental and Concentration $5,900 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $6,600	1000-1999: Certificated Personnel Salaries Title I $39,594 2000-2999: Classified Personnel Salaries Title I $0 3000-3999: Employee Benefits Title I $11,934 4000-4999: Books And Supplies Title I $0 5000-5999: Services And Other Operating Expenditures Title I $0 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $121,589 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $49,528 3000-3999: Employee Benefits LCFF Supplemental and Concentration $51,315 4000-4999: Books And Supplies LCFF Supplemental and Concentration $14,955 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $452
Action 6.0 English Learner Support: Strengthen our English Learner Achievement.	1000-1999: Certificated Personnel Salaries Title I $171,686	1000-1999: Certificated Personnel Salaries Title I $94,517

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6.1 Certificated salaries for EL support teachers 1.6.2 Classified salaries for Bilingual paraeducators 1.6.3 Consultants to provide support for EL intervention during school hours and before/after school with transportation as needed 1.6.4 Certificated salaries to support professional learning and an instructional support teacher to focus on English Language Development and instruction.	3000-3999: Employee Benefits Title I $69,981 4000-4999: Books And Supplies Title III $23,203 5000-5999: Services And Other Operating Expenditures Title III $4,000 7000-7439: Other Outgo Title III $1,459 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $17,716 2000-2999: Classified Personnel Salaries Supplemental and Concentration $38,133 3000-3999: Employee Benefits Supplemental and Concentration $15,296 2000-2999: Classified Personnel Salaries Title I $18,779	3000-3999: Employee Benefits Title I $42,972 4000-4999: Books And Supplies Title III $5,622 5000-5999: Services And Other Operating Expenditures Title III $16,250 7000-7439: Other Outgo Title III $1,240 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $0 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $40,931 3000-3999: Employee Benefits LCFF Supplemental and Concentration $11,160 2000-2999: Classified Personnel Salaries Title I $22,700

Goal Analysis

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

Thermalito used available state and local data and input from parents, students, teachers, and other stakeholders to analyze Goal 1. Due to the COVID-19 pandemic, this is a description of how some budgeted LCAP funds were shifted to support staff, students, and families including SWD, low-income, English learners, homeless, and foster youth.

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and input for Goal 1. The following ideas emerged from our analysis:
1. Feasible distance learning and in-person hybrid/blended models were created.
2. An online standards-based distance learning curriculum was decided upon.
3. Training and support for parents during distance learning would be needed.

Stakeholder engagement overall influenced the following areas for Goal 1:
1. The reopening committee designed plans for three school reopening scenarios: full reopening, hybrid/blended model, and full distance learning.
2. Families expressed the need for training on devices, logging into programs, and technical support during distance learning.

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

A description of the overall successes to achieve Goal 1:
- Academic: Math interventions based on common formative assessments, small group interventions, and mainstreaming SWD into general education classrooms for core content instruction.

A description of the overall challenges to achieve Goal 1:
- Academic: difficult transition from in-person to distant learning, some students were not getting work done, teachers had less control over student learning in zoom, and a lack of clear communication between teachers and students.

Goal 2

All students will attain grade level proficiency in literacy through reading and writing.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 8 Local Academic Benchmark **19-20** Increase the percent of students scoring at grade level proficiency on the mid-year (February) ELA diagnostic by 5% in each grade level. **Baseline** Percent of students scoring at grade level proficiency on the mid-year (February 2017) ELA diagnostic by grade level. Kinder 47% 1st 24% 2nd 50% 3rd 58% 4th 23% 5th 24% 6th 23% 7th 23% 8th 26%	Metric/Indicator Priority 8 Local Academic Benchmark for ELA /Literacy 2019-20 New Baseline ELA data for grades K-1 using mid-year benchmark data reflecting percent meeting/exceeding content standards:: Kindergarten: 81% 1st grade: 80% 2019-20 Freckle student assessment for 2nd grade only as they transition to local benchmark assessment data reflecting percent meeting/exceeding content standards: 2nd grade: N/A due to the COVID-19 pandemic 2019-20 New Baseline ELA data for 3rd-5th grade students using mid-year CAASPP Interim Comprehensive Assessments (ICA) data reflectIng percent meeting/exceeding content standards: 3rd grade: 19% 4th grade: 31% 5th grade: 37% 2019-20 ELA data for 6th-8th grade students using mid-year CAASPP Interim Comprehensive Assessments (ICA) data

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Expected	Actual
	reflecting percent meeting/exceeding content standards and growth from last year: 6th grade: 48% (Increase 22%) 7th grade: 27% (Decline 16%) 8th grade: 49% (Increase 15%) (5% Growth goal met by 6th and 8th grade)
Metric/Indicator Priority 8 Local Academic Benchmark **19-20** Performance on mid-year text level assessments: 1st and 2nd grade students reading at grade level fluency and comprehension will increase by 5%. **Baseline** 2016-17 mid-year text level assessment: 1st gr. 19% 2nd gr. 55%	Metric/Indicator Priority 8 Local Academic Benchmark 2019-20 performance on mid-year text level assessments for grades 1 and 2 reflecting the percent meeting/exceeding grade-level reading fluency and comprehension: 1st grade: 48% 2nd grade: 62% (5% Growth goal met by 2nd grade)
Metric/Indicator Priority 8 Local Benchmark - BPST **19-20** Percent of students performing at grade level on mid-year Basic Phonic Skills Tests (BPST) will increase by 5% **Baseline** 2016-17 mid-year BPST - percent of students at grade level proficiency in phonics skils: 1st 60% 2nd 74%	Metric/Indicator Priority 8 Local Benchmark - BPST 2019-20 performance on mid-year Basic Phonics Skills Test (BPST) for grades 1 and 2 reflecting the percent meeting/exceeding grade-level content standards: 1st grade: 49% 2nd grade: 69% (5% Growth goal met by 2nd grade)
Metric/Indicator Priority 8 - Local Metric for Writing **19-20** All students will demonstrate increased comprehension through writing across content areas.	Metric/Indicator Priority 8 - Local Metric for Writing 2018-19 performance and growth on CAASPP ELA/Literacy writing meeting/exceeding standards on area achievement level descriptor for how well students communicate in writing.

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Expected	Actual
Baseline Writing assessment, cut- points for proficiency, and baseline data to be determined in 2017-18.	3rd grade: 5% (Decline 3%) 4th grade: 4% (Increase 8%) 5th grade: 15% (Increase 1%) 6th grade: 3% (Decrease 8%) 7th grade: 12% (Increase 3%) 8th grade: 8% ((Increase 2%) (Growth made in 4th, 6th, 7th and 8th grade)
Metric/Indicator Priority 2 Implementation of ELA/Literacy State Standards **19-20** By spring of 2020, 93% percent of our teachers will attain "Full Awareness" or higher on the BCOE California ELA/Literacy State Implementation Metric self- assessment survey. **Baseline** In spring of 2017, 90% of our teachers attained "Full Awareness" or higher in ELA/Literacy California State Standards.	Metric/Indicator Priority 2 - Implementation of State Standards 93% of our teachers attained "full awareness" or higher in ELA/Literacy on the BCOE California Math State Standards Implementation Metric. (Growth goal met)
Metric/Indicator Priority 4 ELA CAASPP Scores/Academic Indicator **19-20** Improve the "distance from level 3" for ELA CAASPP scaled scores for all students and each student group by 8 points. **Baseline** 2015-16 "Distance from level 3" and color on the Dashboard: All -51.9 (yellow) English Learner -55.1 (yellow) Low Income -55.1 (yellow) Students w/Disabilities -137 (red) American Indian -65.4 (yellow) Asian -43.6 (yellow) Hispanic -54 (yellow)	Metric/Indicator Priority 4 ELA/Literacy CAASPP Scores/Academic Indicator (Most current data available) 2018-19 CAASPP ELA/Literacy distance from Level 3 and points/color on the CA School Dashboard for all students and significant student groups: All Students: -45.5 (orange) Declined 5.5 English Learners -48.5 (orange) Declined 8.8 Low Income -51.1 (orange) Declined 6.6 Students w/Disab -145.4 (red) Declined 13.5 American Indian -58.3 (yellow) Increased 13.4 Asian 28.8 (orange) Declined 4.3 Hispanic -40.5 (orange) Declined 5.3 Two/More Races -45.2 (orange) Declined 9.2

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Expected	Actual	
White -56.6 (yellow)	White -55.5 (orange)	Declined 4.9
	(8 point growth goal met for American Indians)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.0 Provide support and opportunities to improve literacy, reading and writing. 2.1.1 Certificated salaries for reading intervention teachers 2.1.2 Outside consultants and materials to support professional learning and development 2.1.3 Extra pay and substitute release time for grade-level collaboration 2.1.4 Materials and supplies to support focus on early literacy 2.1.5 Supplemental materials for reading intervention programs 2.1.6 Classified staff and books and supplies for Library support services 2.1.7 Classified salaries for paraeducators in TK-1 classrooms 2.1.8 Provide funds to offset budget shortfalls in Title I to support implementation of the early literacy plan.	1000-1999: Certificated Personnel Salaries Title I $352,256 2000-2999: Classified Personnel Salaries Title I $194,756 3000-3999: Employee Benefits Title I $187,582 4000-4999: Books And Supplies Title I $0 5000-5999: Services And Other Operating Expenditures Title I $0 2000-2999: Classified Personnel Salaries Supplemental and Concentration $94,801 3000-3999: Employee Benefits Supplemental and Concentration $86,619 4000-4999: Books And Supplies Supplemental and Concentration $65,200 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,500	1000-1999: Certificated Personnel Salaries Title I $319,924 2000-2999: Classified Personnel Salaries Title I $216,739 3000-3999: Employee Benefits Title I $179,088 4000-4999: Books And Supplies Title I $0 5000-5999: Services And Other Operating Expenditures Title I $0 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $107,848 3000-3999: Employee Benefits LCFF Supplemental and Concentration $103,854 4000-4999: Books And Supplies LCFF Supplemental and Concentration $19,352 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $349

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $102,577	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $153,605

Goal Analysis

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

Thermalito used available state and local data and input from parents, students, teachers, and other stakeholders to analyze Goal 2. Due to the COVID-19 pandemic, this is a description of how some budgeted LCAP funds were shifted to support staff, students, and families including SWD, low-income, English learners, homeless, and foster youth.

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and input for Goal 2. The following ideas emerged from our analysis:
1. Feasible distance learning and in-person hybrid/blended models were created.
2. An online standards-based distance learning curriculum was decided upon.
3. Training and support for parents during distance learning would be needed.

Stakeholder engagement overall influenced the following areas for Goal 2:
1. The reopening committee designed plans for three school reopening scenarios: full reopening, hybrid/blended model, and full distance learning.
2. Families expressed the need for training on devices, logging into programs, and technical support during distance learning.

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

A description of the overall successes to achieve Goal 2:
- Academic: English language arts interventions based on common formative assessments, small group interventions, and mainstreaming SWD into general education classrooms for core content instruction.

A description of the overall challenges to achieve Goal 2:
- Academic: difficult transition from in-person to distant learning, some students were not getting work done, teachers had less control over student learning in zoom, and a lack of clear communication between teachers and students.

Goal 3

The District will facilitate a safe and positive school culture and climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Basic Conditions at Schools **19-20** Maintain all credentialing policies and practices to ensure ongoing compliance. **Baseline** 2016-2017 all credentialing policies and practices were maintained to ensure ongoing compliance.	Metric/Indicator Priority 1 Basic Conditions at Schools The District maintained 100% of all credentialing policies and practices to ensure ongoing compliance.
Metric/Indicator Priority 5 Chronic Absenteeism **19-20** Chronic absenteeism rates will decrease by 3%, as reported by CA School Dashboard. **Baseline** 2016-17 data as reported in Aeries showed 12% of our students were chronically absent. Future chronic absenteeism rates will be determined in fall 2017 by CA School Dashboard or Data Quest, CA Dept. of Education..	Metric/Indicator Priority 5 Chronic Absenteeism 2019-20 Chronic Absenteeism rate was 13.4%, a 1.6% decline as reported on Data Quest, CA Dept. of Education. (Growth Outcome of a 3% decline was not met.)

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Expected	Actual
Metric/Indicator Priority 5 Middle School Dropout rate **19-20** Maintain middle school dropout rates at 0% as reported by Aeries. **Baseline** 2016-2017 middle school dropout rate was 0%.	Metric/Indicator Priority 5 Middle School Dropout rate 2019-20: Maintained middle school dropout rates at 0% as reported by Aeries.
Metric/Indicator Priority 6 Expulsion Rates **19-20** Maintain expulsion rates at 0% as reported by Aeries. **Baseline** 2016-2017 Explusion rates are 0% as reported by Aeries.	Metric/Indicator Priority 6 Expulsion Rates 2019-20 Maintained expulsion rates at 0% as reported by Aeries.
Metric/Indicator Priority 6 School Climate **19-20** Students feeling safe as school will increase 3% as measured by parent and student surveys. **Baseline** 2016-2017 Students feeling safe at school is 75% as measured by parent and student surveys.	Metric/Indicator Priority 6 School Climate - Student safety Note: 2019-2020 data was not collected due to the shelter-in-place COVID-19 pandemic and school closures in March.
Metric/Indicator Priority 3 Parent Engagement **19-20** Parent School Climate and LCAP survey returned will increase 10%, including parents of unduplicated pupils and parents of students with exceptional needs. **Baseline** 2016-2017 Parent School Climate and LCAP survey 12% returned.	Metric/Indicator Priority 3 Parent Engagement 2019-2020 Parent School Climate and LCAP survey responses increased from 205 to 359 parents responding, including parents of unduplicated pupils and parents of students with exceptional needs. Of the parents who responded to the survey: 94% strongly agreed/agreed that schools maintained a positive environment. (1% decline)

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Expected	Actual
	92% strongly agreed/agreed that they feel welcomed and encouraged to participate in schools. (1% increase) 89% strongly agreed/agreed that they received timely communication and information from schools. (1% increase) (Growth outcome of a 10% increase of completed surveys was met.)
Metric/Indicator Priority 1 Basic Conditions at Schools **19-20** The District will continue to have 100% of their teachers and staff appropriately assigned and credentialed as verified by HQT CalPads report. **Baseline** 2016-2017 100% of our teachers and staff were appropriately assigned and credentialed as verified by HQT CalPads report.	Metric/Indicator Priority 1 Basic Conditions at Schools 2019-20 The District continued to have 100% of their teachers and staff appropriately assigned and credentialed as verified by HQT CalPads report.
Metric/Indicator Priority 6 Suspension Rates **19-20** Unduplicated suspension rates will decrease 1%. **Baseline** 2015-2016 Unduplicated suspension rate is 11.7% as measured by Data Quest, CA Dept. of Education.	Metric/Indicator Priority 6 Suspension Rates 2018-2019 unduplicated suspension rate was 8.8%, a 1.6% decline as reported on Data Quest, CA Dept. of Education. 2019-2020 unduplicated suspension rate was 4.3%, a 4.5% decline as reported by Data Quest. (Growth outcome of a 1% decline was met.)
Metric/Indicator Priority 3 Parent Engagement **19-20**	Metric/Indicator Priority 3 Parent Engagement - EL Families Note: 2019-2020 data was not collected due to the Shelter-in-place COVID-19 pandemic and school closures in Marc 2020.

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Expected	Actual
EL Family Needs Assessment survey returned by EL parents will increase 5%. **Baseline** 2016-2017 EL Family Needs Assessment survey 29% returned.	
Metric/Indicator Priority 5 Student Engagement **19-20** Student attendance rates will increase 0.2%, as reported by Aeries second period attendance. **Baseline** 2016-17 Student attendance rates were 93.585% as reported by Aeries second period attendance.	Metric/Indicator Priority 5 Student Engagement - Attendance Rate 2019-2020 second period attendance rate was 95.6%, a 0.2% increase as reported by Aeries, (Growth outcome of 0.2% increase was met.)
Metric/Indicator Priority 1 Basic Conditions at Schools **19-20** The District will continue to have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT) William's report. **Baseline** 2016-2017 100% of school sites were rated in good or exemplary condition as determined by the Facilities Inspection Tool (FIT).	Metric/Indicator Priority 1 Basic Conditions at Schools 2019-20: The District continued to have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT) William's report.
Metric/Indicator Priority 3 Parent Engagement **19-20** The District will continue to promote parental participation in programs for individuals with exceptional needs. **Baseline** 2016-2017: The District promotes parental participation in School Site Councils (SSC), site and District English Learner Advisory committees (ELAC/DELAC) and the Community Advisory Committee (CAC) through SELPA, for individuals with exceptional needs.	Priority 3 Parent Engagement Metric/Indicator In 2019-2020, the District continued to promote parental participation in School Site Councils (SSC), site and District English Learner Advisory Committees (ELAC/DELAC), and the Community Advisory Committee (CAC) through SELPA, for individuals with exceptional needs (SWD).

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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.0 Safety: 3.1.1 Supplies and contracted services for communication systems (intercom, cell phones, two-way radios) 3.1.2 Contracted services to review and improve student drop off and pick up zones at school sites 3.1.3 Provide home to school transportation 3.1.4 Capital outlay for additional fencing at school sites 3.1.5 Supplies and materials, contracted services and capital outlay for play equipment and fall areas 3.1.6 Certificated and classified salaries, supplies and equipment and outside consultants to provide student health support 3.1.7 Provide A.L.I.C.E. school safety training for all employees 3.1.8 Classified salaries to provide campus supervision before/after school, during recess and lunch periods 3.1.9 Provide funds to offset budget shortfalls in home to school transportation to increase student attendance 3.1.10 Provide a district-wide School Resource Officer 3.1.11 Support modernization of older facilities	5000-5999: Services And Other Operating Expenditures Title I $0 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $112,963 2000-2999: Classified Personnel Salaries Supplemental and Concentration $233,611 3000-3999: Employee Benefits Supplemental and Concentration $111,496 4000-4999: Books And Supplies Supplemental and Concentration $23,580 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $78,000 6000-6999: Capital Outlay Supplemental and Concentration $200,000 Medi-cal 1000-1999: Certificated Personnel Salaries $5,000 Medi-cal 3000-3999: Employee Benefits Other $1,139 Medi-cal 4000-4999: Books And Supplies Other $15,000	5000-5999: Services And Other Operating Expenditures Title I $0 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $102,626 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $225,355 3000-3999: Employee Benefits LCFF Supplemental and Concentration $113,318 4000-4999: Books And Supplies LCFF Supplemental and Concentration $4,819 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $129,600 6000-6999: Capital Outlay LCFF Supplemental and Concentration $0 Medi-Cal 1000-1999: Certificated Personnel Salaries Other $331 Medi-Cal 3000-3999: Employee Benefits Other $104 Medi-Cal 4000-4999: Books And Supplies Other $18,216
Action 2.0 Student and Family Support:	1000-1999: Certificated Personnel Salaries Title I $0	1000-1999: Certificated Personnel Salaries Title I $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3,2.1 Administrative salaries to support the monitoring of student attendance and assistance to help students and families with excessive absences 3,2.2 Certificated salaries to provide guidance counselors for students 3,2.3 Supplies and materials to support culture building/character development programs 3,2.4 Classified salaries to provide additional (bilingual preferred) staffing in front offices	2000-2999: Classified Personnel Salaries Title I $0 3000-3999: Employee Benefits Title I $0 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $318,847 2000-2999: Classified Personnel Salaries Supplemental and Concentration $95,481 3000-3999: Employee Benefits Supplemental and Concentration $114,910 4000-4999: Books And Supplies Supplemental and Concentration $11,000 LCSSP Grant 1000-1999: Certificated Personnel Salaries Other $19,468 LCSSP Grant 2000-2999: Classified Personnel Salaries Other $57,502 LCSSP Grant 3000-3999: Employee Benefits Other $28,250	2000-2999: Classified Personnel Salaries Title I $0 3000-3999: Employee Benefits Title I $0 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $265,371 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $100,686 3000-3999: Employee Benefits LCFF Supplemental and Concentration $137,675 4000-4999: Books And Supplies LCFF Supplemental and Concentration $9,650 LCSSP Grant 1000-1999: Certificated Personnel Salaries Other $19,712 LCSSP Grant 2000-2999: Classified Personnel Salaries Other $65,316 LCSSP Grant 3000-3999: Employee Benefits Other $28,781
Action 3.0 Family Involvement: 3.3.1 Supplies and materials to provide incentives at family events 3.3.2 A family resource room with computers and books 3.3.3 Outside consultants Family nights, parent classes and parent liaisons 3.3.4 Other operating costs to provide communication to families 3.3.5 Future potential for parent education support and opportunity	4000-4999: Books And Supplies Title I $10,824 2000-2999: Classified Personnel Salaries Supplemental and Concentration $30,710 3000-3999: Employee Benefits Supplemental and Concentration $16,354	4000-4999: Books And Supplies Title I $2,835 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $34,565.54 3000-3999: Employee Benefits LCFF Supplemental and Concentration $16,546

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.3.6 Classified salaries to provide a district level parent outreach coordinator	4000-4999: Books And Supplies Supplemental and Concentration $14,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,223

Goal Analysis

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

Thermalito used available state and local data and input from parents, students, teachers, and other stakeholders to analyze Goal 3. Due to the COVID-19 pandemic, this is a description of how some budgeted LCAP funds were shifted to support staff, students, and families including SWD, low-income, English learners, homeless, and foster youth.

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and input for Goal 3. The following ideas emerged from our analysis:
1. The importance of health and safety protocols for all staff and students.
2. Feasible distance learning and in-person hybrid/blended models were created.
3. Training and support for parents during distance learning would be needed.

Stakeholder engagement influenced the following areas in Goal 3:
1. The reopening committee designed plans for three school reopening scenarios: full reopening, hybrid/blended model, and full distance learning.
2. The reopening committee agreed to health and safety protocols for staff and students with guidance from Butte County Public Health and our school nurse.
3. Teachers recommended on-demand distance learning and social-emotional professional learning opportunities for certificated and classified personnel.
4. Families expressed the need for training on devices, logging into programs, and technical support during distance learning.

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

A description of the overall successes to achieve Goal 3:
- Student Engagement: There were School Clubs, School Assemblies, Positive Behavior Intervention and Support (PBIS) tiered supports, and student / teacher collaboration.
- Student Social-Emotional Needs: Student Advocate and Counseling student check-ins and Social-Emotional Learning video lesson series for whole class, small group and individuals.

A description of the overall challenges to achieve Goal 3:
- Student Engagement: there was not a full benefit of engagement in distance learning, it was more difficult learning full-time on a computer.
- Student Social-Emotional Needs: there was a lack of socialization, and stress was associated with struggling to get classroom work done.

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
Provide personal protective equipment, including masks, face shields, and dividers.	$40,000	$49,537	Yes
Provide Kinsa thermometers to all district families (direct grant of equipment from Kinsa - no funding).	$0	$0	No

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

The actions were implemented as planned, with the addition of adding air scrubbers to HVAC units.

Analysis of In-Person Instructional Offerings

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

An analysis of the successes and challenges, based on available data and feedback from stakeholders, in implementing in-person instruction in the 2020-21 school year are as follows:
Successes:
1. Based on Butte County Public Health guidelines for screening, safety, campus access, hygiene practices, protective equipment, physical distancing, cleaning, and disinfecting, Thermalito was able to safely offer A/B cohort options to families who chose to do in-person instruction. A cohort attended school Monday & Tuesday and a B cohort attended Thursday and Friday, with Wednesdays set for deep cleaning. When students were not physically present in school, they were working on devices at home in the distance learning curriculum, Acellus Accelerated Learning. Parents who wanted their children on a 100% distance learning program were also able to do so.

2. To meet the social-emotional learning (SEL) needs of students, all teachers met with their students' first thing each morning to check-in and complete SEL lessons, e.g. Sandford Harmony, Inner Explorer, Toolbox for self-regulation, counselor created websites,

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etc. School counselors were available at all school sites to conduct whole class lessons and were available for one-on-one, small group teleconferencing counseling, or in-person counseling when possible.

3. Challenges occurred when transitioning from full distance learning to cohorts, and then to full-time instruction. We worked diligently to accommodate all families and parent requests, offering distance learning and independent study for the entire school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of 400 Chromebooks to distribute to all students identified as SWD, Low Income, EL, or Homeless/Foster Youth without access to a reliable device to participate in distance learning.	$120,000	$109,730	Yes
Purchase of 60 wifi hotspots and monthly ongoing service for students identified as SWD, Low Income, EL or Homeless/Foster Youth to access distance learning.	$21,950	$23,240	Yes
Purchase of 250 Chromebook tablets to distribute to all TK-K students for easier access to participate in online distance learning.	$74,906	$74,906	Yes
Purchase of Chromebook sleeves to protect devices at home.	$7,500	$7,477	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 between planned actions and budgeted expenditures.

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.

Thermalito analyzed available state and/or local data, along with feedback from stakeholders, including parents, students, teachers, and staff, to determine the following successes and challenges experienced in implementing distance learning in the 2020-21 school year:

1. Continuity of Instruction:
   - Successes: All students utilized the Acellus Accelerated Learning online program when they started the 2020-21 school year with distance learning on August 12, 2020. Instruction continued seamlessly with Acellus as a majority of our students transitioned into Cohorts A or B on November 9, 2020. The transition to full in-person instruction on April 12, 2021 went

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smoothly. Distance Learning and Independent Study was offered throughout the entire year; these students continued to use Acellus.
- Challenges: Was being able to accommodate the wishes of ALL families. Waiting lists were established in order to accommodate as many students as space allowed.

2. Access to Devices and Connectivity:
- Successes: All students were issued Chromebooks or Chrometablets; any student who needed a hotspot received one. There was additional ongoing technical support for students, parents, and teachers.
- Challenges: Chrometablets were back-ordered, so Kindergarten students had to start the year with paper packets.

3. Pupil Participation and Progress:
- Successes: Teachers utilized a variety of platforms (e.g. Google Classroom, SeeSaw, etc.) to engage students in meaningful learning and promote student success. Tiered attendance intervention protocols and student advocate teams were successful in using strategies to help engage most students.
- Challenges: It was a struggle to get some students re-engaged with online learning, regardless of the interventions used.

4. Distance Learning Professional Development:
- Successes: Acellus provided initial group training and ongoing individualized coaching throughout the year. Butte County Office of Education offered a multitude of on-demand distance learning and SEL professional learning all year long.
- Challenges: The tremendous amount of screen time for teachers caused additional fatigue; some teachers were hesitant to attend professional learning online.

5. Staff Roles and responsibilities:
- Successes: Most staff embraced changes in roles and responsibilities in order to support the academic and social-emotional needs of all students.
- Challenges: Illnesses and COVID leaves put a strain on available personnel.

6. Support for Pupils with Unique Needs:
Students with unique needs included Foster and Homeless Youth, Students with Disabilities (SWD), and English Learners.
- Successes:
1. English Learners received additional support from EL support teachers in designated English language development which supported
core content in reading and mathematics. They also received foundational reading skills instruction through Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), and multiple opportunities to practice speaking and listening either through teleconferencing or in-person instruction. Nearly all distance learning English Learners were able to complete the Summative English Leaner Proficiency Assessement of California (ELPAC) at an in-school setting.

2. Students with exceptional needs attended live interaction daily with general education teachers. RSP and SDC supports occured

daily to ensure IEP goals were met. IEP meetings were occurring via teleconferencing and IEP testing occured in-person. Progress monitoring
occured every six weeks.

3. Students in foster care were monitored academically and social-emotionally through site student advocate teams and connections with Butte
County foster youth program.

4. Students who were experiencing homelessness were monitored academically and social-emotionally through site student advocate teams
and connections with Butte County School Ties.

The above student groups also received the following supports:
- Daily SEL supports through live interaction with teachers and/or school site counselors.
- Additional support academically on Chromebooks with an added text to speech application provided.
- Online intervention programs e.g. Reading Plus, Orton-Gillingham Wilson reading, and SIPPS.

Support for Pupils with Unique Needs:
Students with unique needs included Foster and Homeless Youth, Students with Disabilities (SWD), and English Learners.
- Challenges:
Enaging some of these students in academic teleconference instruction was difficult. Some of these students didn't have regular family support at home.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acellus Learning Accelerator	$46,750	$46,750	Yes

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

There were no substantive differences between planned actions and budgeted 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.

Thermalito analyzed state and local data and feedback from stakeholders, including parents, students, teachers, and staff to determine the successes and challenges experienced in addressing student learning loss in the 2020-21 school year. This analysis included English learners; low-income; foster youth; students with exceptional needs; and students who were experiencing homelessness.
1. Successes:
- Overall 2nd through 8th-grade students showed a slight improvement in English language arts reading and literacy.
- Many students flourished academically and socially emotionally while on distance learning.

2. Challenges:
- Overall Kindergarten through 8th-grade students showed a decrease in mathematics.
- Overall kindergarten and 1st-grade students showed a decrease in phonics and basic reading skills.
- There were students who struggled academically and socially emotionally while on distance learning.

Below is Thermalito's analysis of the effectiveness of the efforts and strategies used to address learning loss for the following student groups:
1. Low-income students who regularly received online and in-person tiered intervention support in foundational reading skills from reading specialists and classroom teachers maintained or improved their reading skills.
2. English Learners who regularly received online and in-person tiered intervention support in foundational reading skills from English language development teachers and classroom teachers maintained or improved their English language development skills.

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3. Pupils with exceptional needs who regularly received online and in-person tiered intervention support in reading and math from special education resource specialists and classroom teachers maintained or improved their reading skills.
4. Foster and Homeless Youth who regularly received online and in-person tiered intervention support in foundational reading skills from reading specialists and classroom teachers maintained or improved their reading skills.

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.

Thermalito analyzed local data and feedback from stakeholders, including parents, students, teachers, and staff to determine the successes and challenges experienced in addressing supports for the mental health and social-emotional well-being of students and staff during the school year in 2020-21 in the following ways:

1. Successes:
   - At the beginning of every school day, teachers teleconferenced or conducted in-person check-ins with students to monitor their well-being, and focus on building class community with social-emotional lessons and team-building activities. This kept many students engaged and motivated to attend school.
   - Counselors and student advocates implemented whole class, small group, and individualized social-emotional activities and check-ins for classrooms or individual students. This helped students stay connected with school and aware they were missed and cared for.
   - School site staff meetings and district-wide Instructional Planning Days focused on social-emotional support and activities for teachers and staff giving them a menu of choices to select from. The staff appreciated the variety of options as well as the availability of CareSolace.com.
   - Many staff took advantage of Butte County Office of Education's adult social-emotional learning on-demand professional learning. This helped staff stay connected with others and gave ideas for SEL classroom lessons.

2. Challenges:
   - There were students and families who were difficult to reach and keep engaged, regardless of multiple attempts by teachers, principals, counselors, and student advocates.
   - There were staff members who struggled in spite of supports and had to take time off from work.

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.

Thermalito analyzed local data and feedback from stakeholders, including parents, students, teachers, and staff to determine the successes and challenges related to student engagement and outreach during the 2020-21 school year, including implementing tiered re-engagement strategies for students who were absent from distance learning and the efforts of school sites reaching out to students and their parents when students were not meeting compulsory education requirements or engaging in instruction. Thermalito's tiered re-engagement strategies were used for students who were absent from distance learning or in-person instruction. For parents who speak languages other than English, interpreters were used as communication liaisons.

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- TIER 1 Initial and second contacts were conducted by teachers, secretaries, and student advocates
- TIER 2 Early intervention: site student advocate teams checked with all contacts including friends, neighbors, social media to identify barriers and determine needs (SEL, etc.)
- TIER 3 Intensive Support: the site principal and school counselor contacted all modalities along with a School Resource Officer home visit, chronic absence letter, School Attendance Review Team (SART) invite, and welfare check.

1. Successes:
- Site student advocate teams met weekly to provide help and support for any students and families struggling with attendance, engaging in instruction, or at risk of learning loss.
- Additional personnel were assigned to provide engagement and outreach to students and families who were absent from distance learning or in-person instruction.

2. Challenges:
- Some students continued to not engage and missed school in spite of multiple efforts, contacts, or home visits to families.

Analysis of School Nutrition

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

During the 2020-21 school year, Thermalito UESD analyzed available local data and feedback from stakeholders, including parents, students, teachers, and staff, to determine the successes and challenges experienced in providing nutritionally adequate meals for all students, whether participating in in-person instruction or distance learning.

1. Successes:
- During distance learning we served thousands of bagged breakfasts and lunches weekly in a drive-through format at all school sites. Meals were also transported to a large apartment complex and two mobile home parks.
- During in-person cohort and full in-person instruction, students were served at school and for distance learning families in a drive-through format. Those students attending the afterschool program also received suppers.
- Many changes occurred throughout the year and the staff was very resilient and flexible in dealing with change; many staff worked during vacations to ensure students would continue to receive meals.

2. Challenges:
- During the beginning of the 2020-21 school year, many employees were absent due to COVID leave, which made staffing in foodservice very difficult.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Food purchase for family pickup during distance learning.	$200,000	$0	Yes
Distance Learning Program (Distance Learning Professional Development)	Professional development for staff members re: SEL and distance learning.	$20,000	$3,250	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Staff working in new roles centered on distance learning.	$550,000	$585,877	Yes

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

In 2019-20 a transfer to the school nutrition program was required, and a transfer of a similar amount was planned for 2020-21. At the point of report completion, it appears that a general fund contribution to the food service program will not be required, based on program revenues covering expenses. The district was able to offer professional development in SEL and distance learning for a lower cost than originally planned.

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.

Thermalito lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the ongoing development of the following in the 2021-24 LCAP:

1. Health and safety
   - All school sites will continue to follow Butte County Public Health and CDC health and safety guidelines.

2. Distance learning

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- Any family who desires distance learning in the future will have the opportunity to enroll in an independent study program and receive a Chromebook for completing on=line work.

3. Support for mental health and social-emotional well-being
- To continue to address these needs of students, teachers will check in daily with their students and complete social-emotional lessons on a weekly basis.
- School sites will continue weekly staff wellness meetings to check the social-emotional needs of staff as well as utilizing Care Solace for families and staff in need at caresolace.com/thermalitofamilies.
- School counselors at all school sites will continue whole class lessons that are also available for one-on-one or small group teleconferencing counseling, or in-person counseling when possible.

4. Engaging students and families
- Continue to expand and strengthen site student advocate teams.
- Continue to utilize the tiered re-engagement strategies to support families who have students absent from school.

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

Student learning loss will continue to be a priority, be assessed, and addressed in the 2021-24 LCAP, especially for low-income students, English learners, students with disabilities (SWD), students in foster care, and students experiencing homelessness in the following ways:

1. All TK-8 students will be assessed in standard-based district benchmarks in reading and math assessments three times a year and placed in fluid interventions as needed.
- Smaller common formative reading and math assessments will be administered about every two weeks to determine shorter more frequent interventions.
2. Low-income students will receive tiered intervention support in foundational reading skills and math fluency from intervention and classroom teachers in small groups and individually.
3. English Learners will receive tiered intervention support in foundational reading skills from English language development teachers and classroom teachers in small groups and individually.
4. Pupils with exceptional needs will receive tiered intervention support in reading and math from special education resource specialists and classroom teachers in small groups and individually.
5. Foster and Homeless Youth will receive tiered intervention support in foundational reading skills and math fluency from intervention and classroom teachers in small groups and individually.

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.

We had planned on several in-person full-day grade-level collaboration times where funding was used for substitutes, instead, teachers were paid to meet after school for shorter periods of time via teleconferencing.

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 Thermalito 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 in the following ways:
1. Conduct a 20-21 and 21-22 Summer School with an intensive reading intervention, math fluency, and social-emotional wellbeing focus.
2. Expanding para-educator training and support for classroom teachers and reading/math interventions.
3. Expanding Universal Design for Learning (UDL) professional learning to all TK-8 teachers to address student barriers to learning and build supports for student success.
4. Expanded social-emotional well-being curriculum and professional learning for students, teachers, and staff.
5. Expanded math and reading interventions during the school day.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

- 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

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	5,337,332.00	4,844,340.54
	5,000.00	0.00
LCFF Supplemental and Concentration	0.00	3,453,733.54
Other	121,359.00	132,460.00
Supplemental and Concentration	3,880,740.00	0.00
Title I	1,135,770.00	1,016,927.00
Title II	165,801.00	218,108.00
Title III	28,662.00	23,112.00

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

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	5,337,332.00	4,844,340.54
1000-1999: Certificated Personnel Salaries	2,251,603.00	2,108,261.00
2000-2999: Classified Personnel Salaries	1,025,504.00	1,096,471.54
3000-3999: Employee Benefits	1,094,069.00	1,115,282.00
4000-4999: Books And Supplies	422,816.00	199,931.00
5000-5999: Services And Other Operating Expenditures	332,400.00	314,534.00
6000-6999: Capital Outlay	200,000.00	0.00
7000-7439: Other Outgo	10,940.00	9,861.00

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

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	Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	5,337,332.00	4,844,340.54
1000-1999: Certificated Personnel Salaries		5,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	1,412,709.00
1000-1999: Certificated Personnel Salaries	Other	19,468.00	20,043.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,518,286.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	589,393.00	520,302.00
1000-1999: Certificated Personnel Salaries	Title II	119,456.00	155,207.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	791,716.54
2000-2999: Classified Personnel Salaries	Other	57,502.00	65,316.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	724,935.00	0.00
2000-2999: Classified Personnel Salaries	Title I	243,067.00	239,439.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	777,766.00
3000-3999: Employee Benefits	Other	29,389.00	28,885.00
3000-3999: Employee Benefits	Supplemental and Concentration	735,330.00	0.00
3000-3999: Employee Benefits	Title I	292,486.00	254,351.00
3000-3999: Employee Benefits	Title II	36,864.00	54,280.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	173,258.00
4000-4999: Books And Supplies	Other	15,000.00	18,216.00
4000-4999: Books And Supplies	Supplemental and Concentration	373,789.00	0.00
4000-4999: Books And Supplies	Title I	10,824.00	2,835.00
4000-4999: Books And Supplies	Title III	23,203.00	5,622.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	298,284.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	328,400.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	4,000.00	16,250.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	200,000.00	0.00

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Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
7000-7439: Other Outgo	LCFF Supplemental and Concentration	0.00	0.00
7000-7439: Other Outgo	Supplemental and Concentration	0.00	0.00
7000-7439: Other Outgo	Title II	9,481.00	8,621.00
7000-7439: Other Outgo	Title III	1,459.00	1,240.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,744,906.00	2,465,852.00
Goal 2	1,094,291.00	1,100,759.00
Goal 3	1,498,135.00	1,277,729.54

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$40,000.00	$49,537.00
Distance Learning Program	$224,356.00	$215,353.00
Pupil Learning Loss	$46,750.00	$46,750.00
Additional Actions and Plan Requirements	$770,000.00	$589,127.00
All Expenditures in Learning Continuity and Attendance Plan	$1,081,106.00	$900,767.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$40,000.00	$49,537.00
Distance Learning Program	$224,356.00	$215,353.00
Pupil Learning Loss	$46,750.00	$46,750.00
Additional Actions and Plan Requirements	$770,000.00	$589,127.00
All Expenditures in Learning Continuity and Attendance Plan	$1,081,106.00	$900,767.00

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Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Thermalito Union Elementary School District	Gregory Blake Superintendent	gblake@thermalito.org 530.538.2900

Plan Summary [2021-22]

General Information

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

Thermalito Union Elementary School District (TUESD) serves approximately 1650 preschool through 8th-grade students in rural Butte County on its six campuses:

- TLC Preschool: Three and four-year-old children
- Plumas Avenue: TK-5th elementary school
- Poplar Avenue: TK-5th elementary school
- Sierra Avenue: TK-5th elementary school
- Nelson Avenue: 6th-8th grade middle school
- Heritage CDS: 3rd-8th grade community day school (housed at Nelson)

According to the 2020 CALPADS report, the ethnicities represented in Thermalito are: White 43%, Asian 29%, Hispanic 13%, American Indian/Alaskan Native 3%, African American 2%, and other, multiple, or not reported 10%.
Approximately 15.5% of Thermalito's student population is made up of English Learners, with another 16% reclassified fluent English proficient. Hmong is the native language of 79% of our English Learners, 13% Spanish, and 8% other.

Thermalito measures students' socio-economic status by using free and reduced lunch data and the household income collection form. According to base and 2020 data, an unduplicated count of 1,367 students or 88.2% of the district's students are identified as low income, including foster youth, low income, or English Learners.

Approximately 154 students (9.9%) are served by Individual Education Plans (IEPs) and less than 1% of our district's students are served by 504 plans. CALPADS also reports that 53 of our students (3.4%) are homeless or in foster youth care.

Reflections: Successes

Based on a review of performance on the state and local performance indicators included in Data Quest and progress toward LCAP goals, local self-assessment tools, and stakeholder input, Thermalito is most proud of the following: (This includes increases or improvements for foster and homeless youth, English learners, SWD, and low-income students.)

Improved overall in the past three years:
- Suspensions including Students with Disabilities (SWD) 10.4% to 4.3%
- Chronic Absenteeism rate 15% to 8.8 %

Improved overall in the past three years:
- Attendance rate 94.9% to 95.6%

Thermalito has been able to do the following (some areas reestablished post-COVID-19):
1. Reestablish and continue the K-8 summer school program.
2. Maintain lower TK-3 class sizes.
3. Reestablish multiple outside learning experiences, e.g. field trips and educational/culture-building school activities.
4. Purchase and maintain sufficient Chromebooks and Chrome tablets for all students in grades TK-8, to ensure all students have access to devices.
5. Continue to hire a Butte County Office of Education content expert to facilitate and train district-wide grade-level collaboration days, Universal Design for Learning, and math intervention strategies.
6. Continue a full-time district-wide reading specialist to support teachers and guide the implementation of the TK-2 strategic early literacy plan.
7. Continue a Wellness Center reset room at Sierra Avenue School to assist with student awareness of self-regulation.
8. Continue a full-time School Resource Officer to help support staff and student safety, and improve chronic absenteeism.

Reflections: Identified Need

According to 2021 local data and the 2019 Dashboard, Thermalito has identified the following areas that need significant improvement:
1. In ELA/Literacy all students taking the 2021 Interim Comprehensive Assessment (ICA) reflected a decline in ELA/Literacy scores. The 2019 Dashboard reflected all students scoring 45 points below standard (orange) with SWD -145 points below standard (red).
2. In math all students taking the 2021 Interim Comprehensive Assessments reflected a significant decline in math scores. The 2019 Dashboard reflected all students scoring 70.8 points below standard (orange) with SWD scoring 168.7 points below standard (red).
3. Results of 1st and 2nd grade Basic Phonics Skills Test (BPST) reflected about 50% of these students are not meeting grade-level

standards and need intensive reading intervention.

Steps toward improvement:
1. Provide a Summer School intensive reading program for the next three years utilizing Thermaltio teachers and paraeducators, which will help support and improve struggling readers.
2. Implementing Universal Design for Learning (UDL) professional learning district-wide will focus to remove barriers to student success and learning by giving them choice through engagement and intentional teaching including Homeless and Foster Youth, Low Income, English Learners, and Students with Disabilities (SWD).
3. Thers is a need for a district-wide systematic math intervention program. By utilizing weekly common formative assessments, teachers will be able to quickly identify struggling students and which standards they need additional help with.
- Nelson Middle School is implementing a common time for Tier II and III math and ELA interventions during the school day where students will not miss core instruction or electives.
- Elementary schools are working diligently on common systematic school-wide Tier II math intervention time.

LCAP Highlights

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

This year's key features of Thermalito's LCAP are:
1. New broad and maintenance goals established to cluster state priorities into categories that are easier for stakeholders to understand.
- Goal 1: Conditions of Learning - State priorities (1) Basic Services, (2) Implementation of State Standards, and (7) Course Access.
- Goal 2: Pupil Outcomes - State priorities (4) Pupil Achievement and (8) Other Pupil Outcomes
- Goal 3: Engagement - State priorities (3) Parental Involvement, (5) Pupil Engagement, and (6) School Climate
2. All previous actions were included but condensed into similar categories for ease of tracking expenses.
3. Streamlined metrics to complement new goals and actions.

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.

Thermalito does not have any schools identified for comprehensive support and improvement.

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.

Thermalito held regularly scheduled LCAP input meetings throughout the school year, consisting of stakeholder representation of parents, classified, certificated, TTA and CSEA union representatives, students, administrators, school board, and community members. The parent meetings consisted of District English Learner Advisory Committee (DELAC), School Site Council (SSC), and Parent Teacher Organization (PTO) parents from all school sites. All meetings during the 2020-21 school year were held via teleconferencing as well as multiple parent surveys were used to gather input. We met with Butte County SELPA for discussion on how to better serve and monitor students with disabilities activities in the LCAP. District-level leads attended the BCOE LCAP workshops and training.

A summary of the feedback provided by specific stakeholder groups.

A summary of specific parent and stakeholder data analysis and feedback in 2020-21 indicated the following ideas, trends, and input:
Parents and Community:
- Reinstate summer school
- Implement after school tutoring for math and reading
- Offer distance learning along with in-person instruction

Staff and Parents:
- Reinstate summer school with reading and math interventions, as well as social-emotional learning
- Continue with roving elementary specialists in art, music, and P.E.
- Replace retiring reading specialist with a reading and math intervention teacher.
- Implement systematic Tier II and III math interventions district-wide.
- Continue with a district-wide reading specialist / instructional coach.
- Hire staff to help with reading and math interventions district-wide.
- Hire an elementary assistant principal.
- Continue with student advocate teams at all sites.
- Provide Universal Design for Learning (UDL) professional learning and coaches for all teachers.
- Reinstate grade-level collaboration.

Students and Staff:
- Expand middle school sports
- Expand elementary school clubs and intramural sports

The following aspects of the 2021-2024 LCAP were influenced by stakeholder input:
1. New broad and maintenance goals established to cluster state priorities into categories that are easier for stakeholders to understand.
- Goal 1: Conditions of Learning - State priorities (1) Basic Services, (2) Implementation of State Standards, and (7) Course Access.
- Goal 2: Pupil Outcomes - State priorities (4) Pupil Achievement and (8) Other Pupil Outcomes
- Goal 3: Engagement - State priorities (3) Parental Involvement, (5) Pupil Engagement, and (6) School Climate
2. All previous actions were included but condensed into similar categories for ease of tracking expenses and easier for stakeholders to understand.
3. Reinstate summer school with a focus on intensive reading intervention and social-emotional learning (next summer math intervention will be added).
4. Continue with a grade-level consultant and collaboration facilitator for ELA and math to revisit and revise common pacing guides and assessments, analyze common assessment data, plan interventions, and reteaching of identified priority standards. Teachers will also continue to work with learning targets, common formative assessments, and timely Tier I and II interventions.
5. Utilize a consultant expert to focus on the implementation of Universal Design for Learning (UDL) to address barriers to student learning and success.
6. Utilize a math content expert to start the implementation of a strategic elementary math intervention program.
7. Continue with a district-wide Reading Specialist to facilitate and continue supporting the TK-2 Early Literacy Plan, provide training for teachers/paraeducators, and provide reading intervention support.
8. Continue with student advocates at all school sites.
9. Continue with a district-wide school resource officer.
10. Reinstate kindergarten dyslexia awareness screening and classroom instructional strategies training for all teachers, classroom paraeducators, and site principals.
11. Continue with a Social-Emotional Learning focus for all students and staff.

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: Thermalito Union Elementary School District will optimize the conditions of student learning by hiring, developing, and retaining highly competent, effective staff members who will provide instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners using appropriate instructional materials in well-maintained school facilities.

An explanation of why the LEA has developed this goal.

Analysis of English Learner student performance on state and local assessments shows that only 45% of students made language proficiency progress and only 9% met or exceeded grade-level standards in ELA/Literacy.
Input received from stakeholders through the LCAP development process indicates a desire to improve language proficiency for all EL students. We plan to improve language proficiency performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers Appropriately Assigned (%) Maintain 100%	2020-21, 100% on High Quality Teacher (HQT) CalPads Report				2023-24, Maintain 100% on High Quality Teacher (HQT) CalPads Report
Sufficient Instructional Materials (met/not met) Maintain 100% Met based on Annual Board Resolution	2020-21,100% annually met for Sufficient Instructional Materials				2023-24, Maintain 100% annually met for Sufficient Instructional Materials
Facilities in Satisfactory Repair (Good or Excellent) Maintain 100%	2020-21, 100% Good or Excellent on Facilities Inspection Tool (FIT)				2023-24, Maintain 100% Good or Excellent on Facilities Inspection Tool (FIT)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards (rubric 1-4 scale, level 3 & 4 averaged across core content areas) increase 5% annually.	2020-21, 38% scored an average level 3 or 4 on a teacher self-reflection survey.				2023-24, 53% scored an average level 3 or 4 on core content teacher self-reflection surveys.
Implementation of English Language Development State Standards (rubric 1-4 scale, level 3 & 4 percent average) increase 5% annually.	2020-21, 51% scored an average level 3 or 4 on the integrated and designated ELD teacher self-reflection survey.				2023-24, 66% scored an average level 3 or 4 on integrated and designated ELD teacher self-reflection survey.
Student access and enrollment in a broad course of study (Met / Not Met) as measured by Aeries master schedule.	2020-21, 100% of students, including EL, homeless / foster youth, SWD, and low income, continue to have the opportunity to access art and music as well as all core content areas.				2023-24, Maintain 100% met for all students, including EL, homeless / foster youth, SWD, and low income, continued to have the opportunity to access art and music as well as all core content areas.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Instructional and Admin Staff	Provide teachers and staff who are appropriately assigned and credentialed.	$6,253,263.00	No
2	1.2 Instructional Materials and Software	Provide all classrooms with sufficient instructional materials. (e.g. textbooks, consumable student workbooks, on-line access to instructional materials)	$55,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	1.3 Facilities	Provide facilities that are in good or exemplary condition.	$1,311,300.00	No
4	1.4 Professional Development	Provide professional learning across all content areas. (e.g. Universal Design Learning, math intervention, grade level collaboration, etc.)	$148,868.00	Yes
5	1.5 English Language Development	Provide instruction to English Learners through designated and integrated English Language Development (ELD). (e.g. certificated/classified personnel, interventions, curriculum, ELD professional learning)	$240,894.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Pupil Outcomes: Thermalito students will grow in knowledge and ability through a comprehensive course of study, which they will demonstrate through a variety of measures, including standardized tests, high school preparedness, and English learner reclassification.

An explanation of why the LEA has developed this goal.

Analysis of student performance on local benchmark assessments shows that only 29% of students in ELA/Literacy and 14% in mathematics met or exceeded grade-level standards. Of particular concern is the reading levels of first and second-grade students, only 46% and 55% respectively are reading at grade-level standards.
Input received from stakeholders through the LCAP development process indicates a desire to improve math achievement for all students and reading achievement for primary students. We plan to improve math and reading performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA/Literacy - Increase meeting or exceeding by 2% annually. Increase the distance from level 3 for all significant student groups by 8 points each.	2018-19, overall 33.7% meeting or exceeding CAASPP ELA/Literacy standards 2018-19 distance from Level 3 points on the CA School Dashboard for all significant student groups: All Students -45.5 ELs -48.5 Low Income -51.1				2023-24, 39.7% meeting or exceeding CAASPP ELA/Literacy standards. Distance from Level 3 points on the CA School Dashboard for all significant student groups: All Students -21.5 ELs -24.5 Low Income -27.1 SWD -121.4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD -145.4 Am. Indian -58.3 Asian 28.8 Hispanic -40.5 White -55.5 Two/More Races - 45.2				Am. Indian -34.3 Asian 52.8 Hispanic -16.5 White -31.5 Two/More Races - 21.2
CAASPP Math - Increase meeting or exceeding by 2% annually. Increase the distance from level 3 for all significant student groups by 8 points each.	2018-19, overall 20.5% meeting/exceeding CAASPP math standards 2018-19 distance from Level 3 points on the CA School Dashboard for all significant student groups: All Students: -70.8 English Learners - 73.3 Low Income -75 SWD -168.7 American Indian -72.6 Asian -57.1 Hispanic -69.4 White -79.1 Two/More Races - 63.7				2023-24, 26.5% meeting or exceeding CAASPP math standards. Distance from Level 3 points on the CA School Dashboard for all significant student groups: All Students: -46.8 English Learners 49.3 Low Income -51 SWD -144.7 American Indian -52.6 Asian -33.1 Hispanic -45.4 White -55.1 Two/More Races - 39.7
California Science Test (CAST) - Increase meeting or	2018-19 % meeting or exceeding science standards.				2023-24, meeting or exceeding CAST

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceeding by 2% annually.	5th grade: 31.7% 8th grade: 30.8%				science standards annually: 5th grade: 37.7% 8th grade: 36.84%
English Language Progress Indicator (ELPI) Increase overall by 2% annually.	2018-19, overall ELPI of 45.2% ELs making language proficiency progress. 43.5% Increased at least one ELPI level 1.5% Maintained ELPI level 4 40.3% Maintained ELPI level 3 or lower 14.5% Decreased at least one ELPI level				2023-24, overall 49.2% making language proficiency progress on ELPI: 49.5% Increased at least one ELPI level 0% Maintained ELPI level 4 34.3% Maintained ELPI level 3 or lower 8.5% Decreased at least one ELPI level
English Learner Reclassification Rate - achieve 12% or higher reclassification rate annually	2020-21, 8% English Learner Reclassification Rate				2023-24,12% English Learner Reclassification Rate or higher
California Physical Fitness Test - Healthy Fitness Zone for grades 5 and 7 will increase 2% annually.	2018-19, students meeting healthy physical fitness zones: 5th grade: 53% 7th grade: 64%				2023-24, students meeting healthy physical fitness zones: 5th grade: 59% 7th grade: 70%
Basic Phonics Skills Test (BPST) meeting or exceeding reading standards for grades 1	2019-20, meeting or exceeding reading standards on the BPST. 1st grade: 46%				2023-24, meeting or exceeding reading standards on the BPST: 1st grade: 52%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and 2 will increase 2% annually.	2nd grade: 55%				2nd grade: 61%
SBAC Interim Comprehensive Assessment (ICA) in ELA/Literacy - Increase meeting or exceeding content standards by 2% annually.	2020-21, overall 29.17% meeting or exceeding SBAC ICA ELA/Literacy standards and by grade level and significant student groups: 3rd grade: 21% 4th grade: 11% 5th grade: 25% 6th grade: 35% 7th grade: 45% 8th grade: 38% ELs: 9% SWD:12%				2023-24, overall 35.17% meeting or exceeding SBAC ICA ELA/Literacy standards and by grade level and significant student groups: 3rd grade: 27% 4th grade: 17% 5th grade: 31% 6th grade: 41% 7th grade: 51% 8th grade: 44% ELs: 15% SWD:18%
SBAC Interim Comprehensive Assessment (ICA) in math - Increase meeting or exceeding content standards by 2% annually.	2020-21, overall 13.67% meeting or exceeding SBAC ICA math standards and by grade level and significant student groups: 3rd grade: 16% 4th grade: 10% 5th grade: 6% 6th grade: 11% 7th grade: 17% 8th grade: 22% ELs: 8% SWD:12%				2023-24, overall 19.67% meeting or exceeding SBAC ICA math standards and by grade level and significant student groups: 3rd grade: 22% 4th grade: 16% 5th grade: 12% 6th grade: 17% 7th grade: 23% 8th grade: 28% ELs: 14% SWD:18%

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Technology	Provide technology and support at all sites. (e.g. supplies, materials, software, equipment, lab techs, BCOE support, Aeries, GoGuardian, etc.)	$365,540.00	Yes
2	2.2 Class Size Reduction	Maintain the site average student to teacher ratio in TK-3 classrooms at 24:1.	$620,655.00	Yes
3	2.3 Expanded Learning / Enrichment	Provide expanded learning opportunities for all students and student groups including low-income, EL, SWD, Foster, and homeless students. (e.g. music, art, STEM, CDS, field trips, guest speakers, assemblies, IS, sports and equipment, library, etc.)	$1,618,774.00	Yes
4	2.4 Interventions	Provide interventions or all students and student groups including low-income, EL, SWD, Foster, and homeless students. (e.g. summer school, before/after/during school tutoring, PASS class, wellness center, credit recovery, etc.)	$603,127.00	Yes
5	2.5 Literacy	Provide support and opportunities to improve literacy, reading and writing. (e.g. certificated /classified intervention personnel, instructional coach, etc.)	$905,305.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Engagement: Thermalito schools will foster a climate of engagement, involvement, and connectedness that will be demonstrated in high attendance and promotion rates, low suspension and expulsion rates, and a strong sense of safety. Parents and other stakeholders will be actively engaged in district and school decision-making processes.

An explanation of why the LEA has developed this goal.

Analysis of student performance on the California Healthy Kids Survey shows that only 75% of elementary and 57% of middle school students feel safe at school.

Input received from stakeholders through the LCAP development process indicates a desire to improve a safe school environment for all students. We plan to improve students feeling safe at school through actions that support and improve student Social-Emotional Learning SEL and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Attendance Rate of 95% or higher annually	2019-20, 95.6% Attendance Rate				2023-24, Maintain Attendance Rate of 95% or higher
Decrease Chronic Absenteeism Rate by 0.5% annually	2019-20, 8.8% Chronic Absenteeism Rate				2023-24, 7.3% Chronic Absenteeism Rate
Maintain Middle School Dropout Rate of 0%	2020-21, 0% Middle school dropout rate				2023-24, Maintain Middle School Dropout Rate of 0%
Decrease Suspension Rate by 0.2% annually	2019-20, 4.3% Suspension Rate				2023-24, 3.7% Suspension Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Student Expulsion Rate of 0%	2020-21, 0% Expulsion Rate				2023-24, Maintain Student Expulsion Rate of 0%
Increase Parental Involvement and EL family needs by surveys completed annually	2020-21, 213 LCAP and EL needs parent input surveys completed				2023-24, 288 LCAP and EL family needs parent input surveys competed.
Increase 2% annually feeling Safe at school - Elementary & Middle School based on CHKS	2020-21, students feeling safe at school: Elementary 86% Middle School 84%				2023-24, Students feeling safe at school: Elementary 92% Middle School 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Safety and Health	Provide safe and healthy school culture. (e.g. communication systems, home/school transportation, fencing, play equipment, fall areas, nurse & health aides, campus supervision, school resource officer, etc.)	$603,678.00	Yes
2	3.2 Attendance and Engagement	Provide positive and engaging school culture. (e.g. student attendance support, guidance counselors, character development programs, additional front office support, student advocates, etc.)	$754,193.00	Yes
3	3.3 Family Involvement	Provide family involvement opportunities. (e.g. family nights & events, family support/resources, parent education/opportunity, newsletters, etc.)	$25,459.00	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
34.86%	$4,442,524

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.

The following researched-based services that are principally directed toward low-income, English learners, and foster youth, will be provided district-wide to support all students to help close the achievement gap and meet district-wide goals.

Goal/Actions 1.2, 1.4, and 1.5:

Analysis of student data indicates the following:

Students from low-income families are not scoring as high as their more advantaged peers in the state and local ELA/Literacy and math assessments show a performance gap in low-income students' skills. Students from low-income families face a greater chance of having adverse childhood experiences. Studies have shown that students experiencing high levels of trauma at home might experience a lack of focus, low engagement, and difficulty finishing tasks. (Murphey and Moore, 2014) These are all barriers we have seen Thermalito's students dealing with daily.

To address low engagement, lack of focus, and difficulty finishing tasks we will implement the following actions:

- 1.2 Provide all classrooms with sufficient instructional and supplemental materials including online access to all content and intervention areas to give students textbooks, workbooks, and online choices to learning and ultimately academic success.
- 1.4 Provide Universal Design for Learning (UDL) professional learning across all content areas to remove barriers to student learning and build student success by creating learners who are purposeful and motivated, resourceful and knowledgeable, strategic and goal-directed.
- 1.5 Provide district-wide grade-level collaboration days and teacher release time for English language arts, math, and English Language Development (ELD) to revisit and revise common pacing guides, learning targets, and assessments; analyze common formative assessment data and plan interventions for reteaching and utilizing researched good first instruction.

We will measure the effectiveness of this action by utilizing metrics and the following expected outcomes:
- Implementation of State Standards teacher self-assessment rubric (1-4 scale, level 3 & 4 average % across content areas) to increase 5% annually.
- Implementation of English Language Development (ELD) State Standards teacher self-assessment rubric (1-4 scale, level 3 & 4 average % across content areas) to increase 5% annually.

We have used these strategies in our prior LCAP and saw an increase in the following areas:
- State Standards self-assessment rubric increase from 38% to 48%.
- Integrated and Designated ELD self-assessment rubric increase from 47% to 58%.

Goal/Actions 2.1 - 2.5:
Analysis of student data indicates the following:
Students from low-income families are not scoring as high as their more advantaged peers in the state and local ELA/Literacy and math assessments show a performance gap in low-income students' skills.

Students from low-income families face a greater chance of having adverse childhood experiences. Studies have shown that students experiencing high levels of trauma at home might experience a lack of focus, low engagement, and difficulty finishing tasks. December 2020, California Surgeon General's Report on Adverse Childhood Experiences, Toxic Stress, and Health reports that in California, more than six out of ten of us have experienced at least one Adverse Childhood Experience (ACE), such as having a caregiver with mental illness or witnessing domestic violence, and one in six of us has experienced four or more ACEs. The Center for Youth Wellness findings reported Butte County as having the highest levels of childhood trauma in the entire state. These are all critical barriers we have seen Thermalito's students and families deal with on a daily basis.

To address low engagement and lack of focus, we will implement the following actions:
- 2.1 Provide technology and support at all sites, increasing student, parent, and staff proficiency with technology at home and in the classroom.
- 2.2 Maintain the school site average student to teacher ratio in TK-3 classrooms at 24:1, allowing for increased literacy support.
- 2.3 Provide Expanded learning opportunities for students which will increase excitement and focus in school with materials, and supplies to integrate STEM (Science, Technology, Engineering, and Math), VAPA (Visual and Performing Arts), expand background knowledge with field trips, guest speakers, and assemblies, a Community Day School, and an independent study program.
- 2.4 Provide summer school program to help prevent summer slide and engage students outside of traditional classrooms, provide academic Intervention and instructional support to students through before/after/in-school tutoring to support struggling learners, provide an opportunity for students to reflect and reset with a teacher in PASS class to reduce in-house suspensions, provide a wellness center and opportunities to reset in a quiet and safe place is to reduce in-house suspensions and provide a credit recovery opportunity for 8th-grade students.

- 2.5 Provide materials, books, and supplies for the early literacy plan, provide a supplemental reading intervention program to support struggling readers. Provide opportunities for students to access library services and grade-level literature, provide para-educators in all TK-1 classrooms to help support and increase early literacy.

We will measure the effectiveness of these actions by utilizing metrics and the following expected outcomes:
- CAASSP ELA/literacy and math by increasing the percent of third - eighth-grade low-income students meeting and exceeding grade-level standards by 2% annually.
- SBAC Interim Comprehensive Assessment (ICA) ELA/literacy and math by increasing the percent of third - eighth-grade low-income students meeting and exceeding grade-level standards by 2% annually.
- Basic Phonics Skills Test (BPST) by increasing the percent of 1st and 2nd-grade low-income students meeting and exceeding grade-level standards by 2% annually.

We have used these strategies in our prior LCAP and saw ELA/Literacy scores increase from 20% to 34%, math scores increase from 16% to 23%, and BPST increase from 43% to 69% meeting and exceeding standards.

Goal/Actions 3.1 Safety and Health, 3.2 Attendance and Engagement, 3.3 Family Involvement:
Analysis of student data indicates the following:
Students from low-income families have higher rates of chronic absenteeism than their more advantaged peers as reported in CALPADS.

Students from low-income families face a greater chance of having adverse childhood experiences. Studies have shown that students experiencing high levels of trauma at home might experience a lack of focus, low engagement, and difficulty finishing tasks. In the greater Oroville area in 2020, the crime rate was 47 per one thousand residents (City-Data.com crime index), which is 1.8 times higher than the U.S. average. It is higher than 94.9% of the U.S. cities. Oroville has one of the highest crimes rated in America compared to all communities of all sizes. These are all barriers we have seen Thermalito's students and families deal with on a daily basis.

To address low engagement and lack of focus, we will implement the following actions; these actions will boost student engagement and focus by positively connecting students to school through site student advocate teams. Advocate team members check-in with at-risk students at least once a day to just say "hello," help with homework, or monitor social-emotional attitudes.
- 3.1 Provide a safe and healthy school culture (e.g. communication systems, home/school transportation, fencing, play equipment, fall areas, nurse & health aides, campus supervision, SRO)
- 3.2 Provide positive and engaging school culture. (e.g. student attendance support, guidance counselors, character development programs, additional front office support, student advocates)
- 3.3 Provide family involvement opportunities. (e.g. family nights & events, family support/resources, parent education/opportunity, newsletters)

We will measure the effectiveness of this action by utilizing metrics and the following expected outcomes:
- Maintain an attendance rate of 95% or higher.
- Decrease the chronic absenteeism rate by 0.5% annually.
- Decrease the suspension rate by 0.2 annually.

We have used these strategies in our prior LCAP and saw a decrease in chronic absenteeism from 16% to 9%, a decrease in suspensions from 15% to 4.3%, and an increase in attendance from 94.8% to 95.6%.

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

Our district has budgeted $4,506,742 of LCFF Supplemental and Concentration Grant Funds to meet the needs of our unduplicated students. We will utilize the LEA-wide actions described above, in addition to any actions that are focused only on our unduplicated students who are low-income, English learners, and Foster Youth. These actions and their corresponding budgeted funds are $64,218 above our district's increased 21-22 apportionment of $4,442,524 for unduplicated students. The additional amount is provided by LCFF S&C funds carried over from previous years. The increased expenditures exceed the district's required improvement percentage of 34.86%.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$7,762,399.00	$348,578.00		$5,395,579.00	$13,506,556.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$12,744,539.00	$762,017.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Instructional and Admin Staff	$3,208,634.00	$46,957.00		$2,997,672.00	$6,253,263.00
1	2	English Learners Foster Youth Low Income	1.2 Instructional Materials and Software	$55,500.00				$55,500.00
1	3	All	1.3 Facilities	$47,023.00			$1,264,277.00	$1,311,300.00
1	4	English Learners Foster Youth Low Income	1.4 Professional Development	$148,868.00				$148,868.00
1	5	English Learners Foster Youth Low Income	1.5 English Language Development	$92,123.00			$148,771.00	$240,894.00
2	1	English Learners Foster Youth Low Income	2.1 Technology	$365,540.00				$365,540.00
2	2	English Learners Foster Youth Low Income	2.2 Class Size Reduction	$428,808.00			$191,847.00	$620,655.00
2	3	English Learners Foster Youth Low Income	2.3 Expanded Learning / Enrichment	$1,530,533.00			$88,241.00	$1,618,774.00
2	4	English Learners Foster Youth Low Income	2.4 Interventions	$278,281.00	$301,621.00		$23,225.00	$603,127.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	2.5 Literacy	$284,218.00			$621,087.00	$905,305.00
3	1	English Learners Foster Youth Low Income	3.1 Safety and Health	$568,678.00			$35,000.00	$603,678.00
3	2	English Learners Foster Youth Low Income	3.2 Attendance and Engagement	$754,193.00				$754,193.00
3	3	All	3.3 Family Involvement				$25,459.00	$25,459.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,506,742.00	$5,916,534.00
LEA-wide Total:	$4,077,934.00	$5,295,879.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$428,808.00	$620,655.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**2**	1.2 Instructional Materials and Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,500.00	$55,500.00
1	**4**	1.4 Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,868.00	$148,868.00
1	**5**	1.5 English Language Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,123.00	$240,894.00
2	**1**	2.1 Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$365,540.00	$365,540.00
2	**2**	2.2 Class Size Reduction	Schoolwide	English Learners Foster Youth Low Income		$428,808.00	$620,655.00
2	**3**	2.3 Expanded Learning / Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,530,533.00	$1,618,774.00
2	**4**	2.4 Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$278,281.00	$603,127.00
2	**5**	2.5 Literacy	LEA-wide	English Learners	All Schools	$284,218.00	$905,305.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	1	3.1 Safety and Health	LEA-wide	English Learners Foster Youth Low Income	All Schools	$568,678.00	$603,678.00
3	2	3.2 Attendance and Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$754,193.00	$754,193.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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