

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Fairmont Charter Elementary School, Vacaville Unified School District
CDS Code:	48-70573-6051338
LEA Contact Information:	Name: Greg Moffitt Position: Principal Phone: (707) 453-6240
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$5,534,690
LCFF Supplemental & Concentration Grants	\$638,641
All Other State Funds	\$654,093
All Local Funds	\$32,559
All federal funds	\$239,861
Total Projected Revenue	\$6,461,203

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,913,375
Total Budgeted Expenditures in the LCAP	\$878,503
Total Budgeted Expenditures for High Needs Students in the LCAP	\$743,295
Expenditures not in the LCAP	\$6,034,872

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$197,488
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$218,758

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$104,654
2020-21 Difference in Budgeted and Actual Expenditures	\$21,270

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Budget Expenditures not included in the Local Continuity Plan are allocated for staff salaries and benefits, hardware and software, materials and supplies, curriculum, school facility costs, professional development, and services other operating expenses.

LCFF Budget Overview for Parents

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CDS Code: 48-70573-6051338

School Year: 2021-22

LEA contact information:

Greg Moffitt

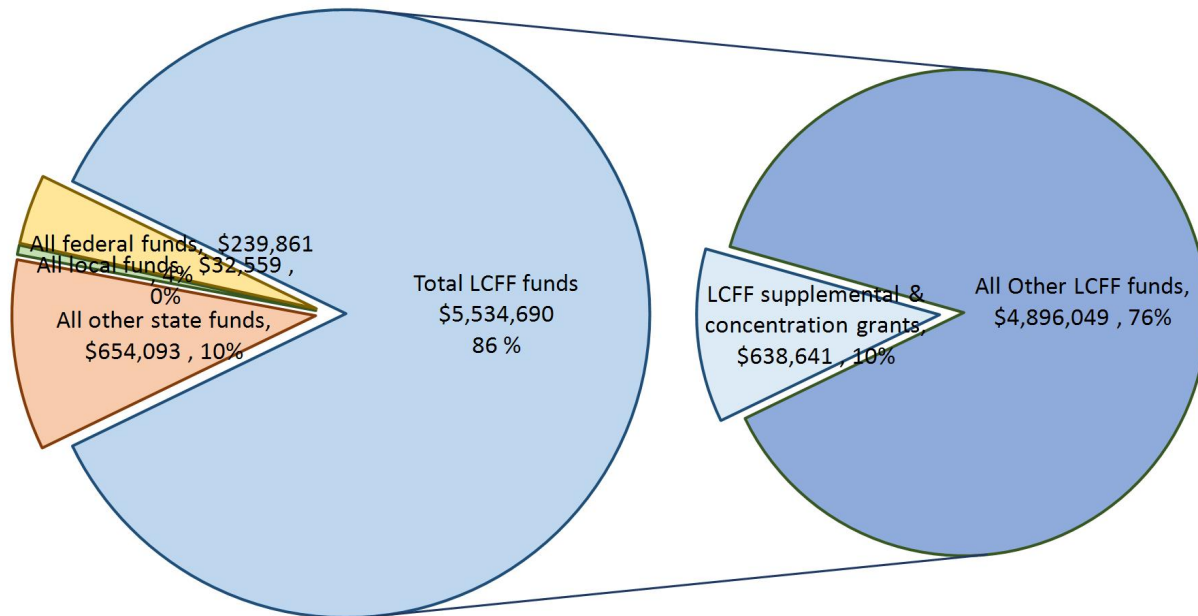
Principal

(707) 453-6240

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



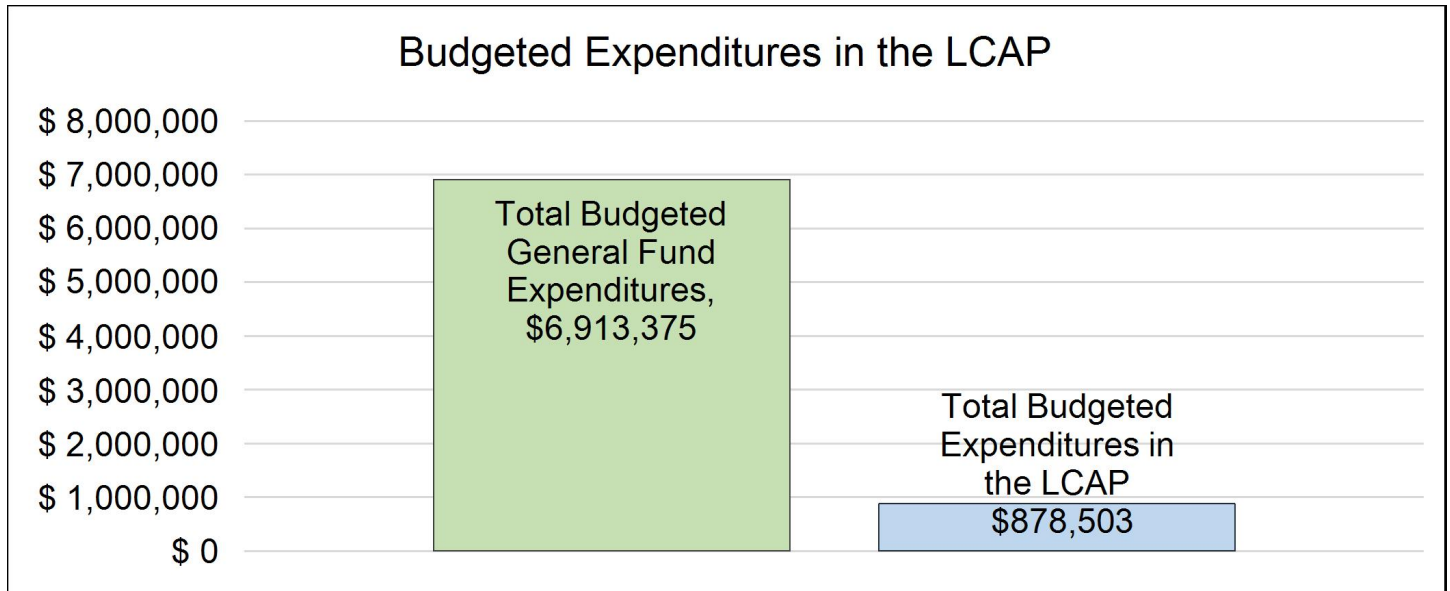
This chart shows the total general purpose revenue Fairmont Charter Elementary School, Vacaville Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Fairmont Charter Elementary School, Vacaville Unified School District is \$6,461,203, of which \$5,534,690 is Local Control Funding Formula (LCFF), \$654,093 is other state funds, \$32,559 is local funds, and \$239,861 is federal funds. Of the \$5,534,690 in LCFF Funds, \$638,641 is

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

LCFF Budget Overview for Parents

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



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

Fairmont Charter Elementary School, Vacaville Unified School District plans to spend \$6,913,375 for the 2021-22 school year. Of that amount, \$878,503 is tied to actions/services in the LCAP and \$6,034,872 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

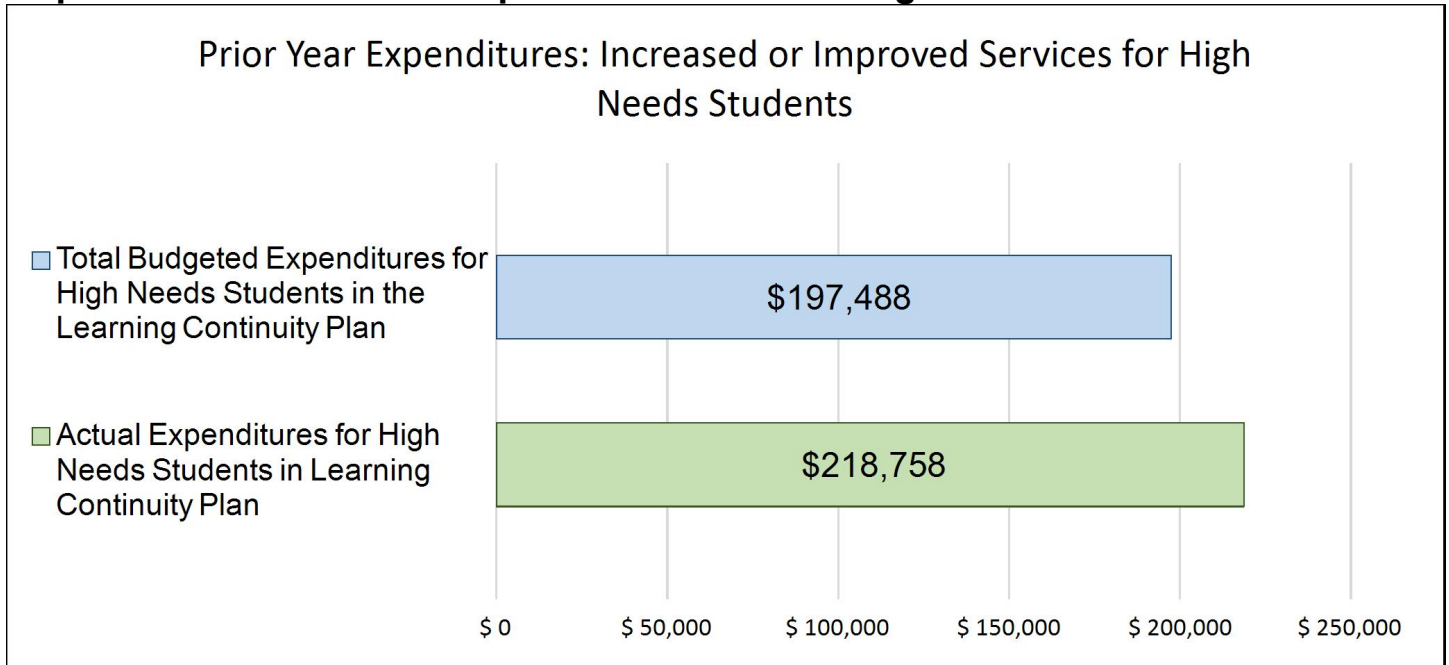
General Fund Budget Expenditures not included in the Local Continuity Plan are allocated for staff salaries and benefits, hardware and software, materials and supplies, curriculum, school facility costs, professional development, and services other operating expenses.

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

In 2021-22, Fairmont Charter Elementary School, Vacaville Unified School District is projecting it will receive \$638,641 based on the enrollment of foster youth, English learner, and low-income students. Fairmont Charter Elementary School, Vacaville Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fairmont Charter Elementary School, Vacaville Unified School District plans to spend \$743,295 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Fairmont Charter Elementary School, Vacaville Unified School District's Learning Continuity Plan budgeted \$197,488 for planned actions to increase or improve services for high needs students. Fairmont Charter Elementary School, Vacaville Unified School District actually spent \$218,758 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Fairmont Charter Elementary School, Vacaville Unified School District	Greg Moffitt Principal	gmoffitt@vacavilleusd.org (707) 453-6240

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

Goal 1

Student Achievement/Quality Teaching:

Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success. Improve instructional practice through professional development and the development of a professional learning community.

Research shows that the number one indicator of student success is teacher quality. Therefore, in order to focus on student success, we need to first ensure quality instruction. Additional professional development to better serve our students is a need identified by staff and parents. 2016-17 scores for the CAASPP show that the majority of students are not meeting standards. In English Language Arts (ELA), the overall percentage of students scoring at or above the Meets Standards level was 35.89%. That represents an +.89%% growth from the previous year. In Math, the overall percentage of students scoring at or above the Meets Standards level was 26.09%. That represents +7% growth. These scores indicate a strong need for improved teaching practices and strategies to better meet the needs of our students. Our students need to develop the ability to persevere and they need increased confidence in their abilities. Additionally, students need access to curriculum that integrates technology into their daily learning for the development of 21st Century skills. It is also essential that students be able to collaborate, problem solve, and engage in critical thinking. Teachers need additional professional development and support with regards to technology use in the classroom.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Basic</p> <p>A. All teachers at Fairmont Charter School are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.</p> <p>B. Every pupil in the school has sufficient access to standards aligned instructional materials.</p> <p>C. School facilities are maintained and in good repair.</p> <p>19-20 Priority 1: Basic</p> <p>A. 100% of staff will be fully credentialed in the subject areas for the pupils that are teaching.</p> <p>B. Every pupil will have sufficient access to standards aligned instructional materials.</p> <p>C. School facilities continue to be maintained and in good repair.</p>	<p>A. Goal Met: 100% of teachers were appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.</p> <p>B. Goal Met: Every pupil has sufficient access to standards aligned instructional materials.</p> <p>C. Goal Met: School facilities are well maintained and in good repair.</p>

Expected	Actual
<p>Baseline Priority 1: Basic</p> <p>A. 100% of staff fully credentialed in the subject areas for the pupils that are teaching.</p> <p>B. Every pupil has sufficient access to standards aligned instructional materials.</p> <p>C. School facilities are maintained and in good repair.</p>	
<p>Metric/Indicator Priority 2: Implementation of State Standards</p> <p>A. Implementation of the academic content and performance standards adopted by the state board. All teachers will receive continued training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula. All teachers will receive site level support in implementation of the common core state standards.</p> <p>B. How the progress and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. 5% more English Learners will meet or exceed ELA standards on the SBAC ELA assessment for grades 3-6. 3% more English Learners will be reclassified. All English Learner Students will receive appropriate language assistance services (access to ELD standards based instruction) in order to become proficient in</p>	<p>A. Goal Met: 100% of teachers received continued training and site level support in implementing Common Core State Standards.</p> <p>B. Goal Partially Met:</p> <ul style="list-style-type: none"> • All English Learners were provided English Language Development in designated and integrated settings. • 27.1% of English Learners were reclassified. • In 2019, only 12% of English Learners met or exceeded ELA standards; state tests were not given in 2020.

Expected	Actual
<p>English and to participate equally in the standard instructional program.</p> <p>19-20 Priority 2: Implementation of State Standards</p> <p>A. 100% of teachers will receive continued training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula.</p> <p>100% of trained teachers will receive continued site level support in implementation of the common core state standards.</p> <p>B. 5% more English Learners will meet or exceed ELA standards on the SBAC ELA assessment for grades 3-6.</p> <p>3% more English Learners will be reclassified.</p> <p>All English Learners will be provided English Language Development in designated and integrated settings</p> <p>Baseline Priority 2: Implementation of State Standards</p> <p>A. 100% of teachers received training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula.</p> <p>100% of trained teachers received site level support in implementation of the common core state standards.</p>	

Expected	Actual
<p>B. 20% English Learners met or exceeded ELA standards.</p> <p>12.6% English Learners were reclassified.</p> <p>All English Learners provided English Language Development in designated and integrated settings.</p>	
<p>Metric/Indicator Priority 7: Course Access</p> <p>A. A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. 5% more students in grades 3-6 will meet or exceed ELA and Math standards on SBAC. 5% more students in 5th grade will meet or exceed Science standards on CAST.</p> <p>B. Programs and services developed and provided to unduplicated pupils. 5% more unduplicated students in grades 3-6 will meet or exceed ELA and Math standards on SBAC. 5% more unduplicated students in 5th grade will meet or exceed Science standards on CAST.</p> <p>C. Programs and services developed and provided to individuals with exceptional needs. 4% more students with disabilities in grades 3-6 will meet or exceed ELA and Math standards on SBAC. 4% more students with disabilities in 5th grade will meet or exceed Science standards on CAST.</p> <p>19-20</p>	<p>Goal Not Met: State tests were not given in 2020. Most recent state tests results indicated improvement from baseline, however performance was below targeted goal.</p> <p>A. All Students ELA: 47% Math: 29% Science: 19%</p> <p>B. English Learner Students ELA: 12% Math: 8% Science: 0%</p> <p>Socioeconomically Disadvantaged Students ELA: 36% Math: 28% Science: 18%</p> <p>C. Students with Disabilities ELA: 6% Math: 0% Science: 10 or fewer students tested</p>

Expected	Actual
<p>Priority 7: Course Access</p> <p>A. All Students ELA: 50% Math: 34% Science: 49% (CST 2016 - last year of administration)</p> <p>B. English Learner Students ELA: 35% Math: 25% Science: baseline unless 10 or fewer students have valid scores</p> <p>Socioeconomically Disadvantaged Students ELA: 49% Math: 30% Science: 50%</p> <p>C. Students with Disabilities ELA: 22% Math: 14% Science: baseline unless 10 or fewer students have valid scores</p> <p>Baseline Priority 7: Course Access</p> <p>A. All Students ELA: 35% Math: 19% Science: 34% (CST 2016 - last year of administration)</p>	

Expected	Actual
<p>B. English Learner Students ELA: 20% Math: 10% Science: no scores reported - 10 or fewer students had valid scores</p> <p>Socioeconomically Disadvantaged Students ELA: 34% Math: 15% Science: 35%</p> <p>C. Students with Disabilities ELA: 8% Math: 0% Science: no scores reported - 10 or fewer students had valid scores</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continued to ensure all teachers are qualified and appropriately credentialed by providing Induction Support. Induction is currently funded by the district. Release days are provided as needed.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$1,000</p> <p>3000-3999: Employee Benefits Base \$250</p>	<p>Two teachers participated in Induction during the 2019-2020 school year which included release time to observe colleagues. Staff provided coverage so that no substitutes were needed. 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Because no substitutes were needed for release days, this budgeted expenditure was not</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide on-going professional development (workshops, coaching, planning time) to support the implementation of the Common Core State Standards, Next Generation State Standards, integrated instruction and first best teaching, including the utilization of formative and summative assessments.</p> <p>PD and Instructional Coaching including:</p> <ol style="list-style-type: none"> 1. PD activities focused on rigor and relevance of CCSS/NGSS units of study. 2. PD activities focused on the differentiation of instruction to meet the needs of our unduplicated students. 3. PD activities focused on the integration of technology into instruction 4. PD to support English Language Development in the classroom. <p>Develop a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices. Principally directed towards closing the achievement gap for unduplicated students.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000</p>	<p>utilized. 3000-3999: Employee Benefits Base \$0</p> <p>The Vacaville Unified School District provided ongoing professional development opportunities for staff in English Language Arts, Mathematics, Next Generation Science Standards, and English Language Development, and the use of technology. 1000-1999: Certificated Personnel Salaries Supplemental \$10,487</p> <p>Extra Duty and Substitute Benefits for Certificated Professional Development. 3000-3999: Employee Benefits Supplemental \$2,395</p> <p>Classified and Substitute Salaries for Extra Duty Professional Development. 2000-2999: Classified Personnel Salaries Supplemental \$3,422</p> <p>Classified and Substitute Benefits for Extra Duty Professional Development. 3000-3999: Employee Benefits Supplemental \$682</p>
<p>A.3 Provide enrichment opportunities for students in Science, Engineering, Art and Technology.</p>	<p>4000-4999: Books And Supplies Supplemental \$10,000</p>	<p>Fairmont sponsored a Robotics Team and purchased updated Chromebooks to increase access to science, technology, engineering, art, and mathematics. 4000-4999: Books And Supplies Supplemental \$49,516</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1000-1999: Certificated Personnel Salaries Supplemental \$8,500</p> <p>3000-3999: Employee Benefits Supplemental \$1,500</p>	<p>Books and supplemental curriculum were purchased to support science education. 4000-4999: Books And Supplies Title I \$5,643</p> <p>Fairmont implemented Science Switch, Science Saturdays, and STEAM Days throughout the year. 5000-5999: Services And Other Operating Expenditures Supplemental \$920</p>
<p>A.4 Provide math instructional coaching, training and support to improve instructional practices and utilization of the adopted math curriculum. PD opportunities that will focus on integrating ELL strategies in all subject areas.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$17,200</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$14,200</p> <p>3000-3999: Employee Benefits Supplemental \$3,000</p>	<p>The Vacaville Unified School District provided ongoing professional development opportunities for staff in Mathematics and ELL strategies. 1000-1999: Certificated Personnel Salaries Supplemental \$4,446</p> <p>Extra Duty and Substitute Benefits for Certificated Professional Development. 3000-3999: Employee Benefits Supplemental \$1,027</p>
<p>Extend the before/after school small group ELA and Math interventions in grades K-6 with classroom teachers using research based intervention practices; principally directed towards unduplicated students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$12,000</p> <p>3000-3999: Employee Benefits Supplemental \$2,500</p>	<p>Supplemental curriculum was provided for after-school intervention. 4000-4999: Books And Supplies Supplemental \$1,665</p> <p>Online curriculum extended the learning time for students was purchased. 5000-5999: Services And Other Operating Expenditures Title I \$1,556</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental \$10,000	A Library Technician was employed to provide extended learning opportunities to students. 2000-2999: Classified Personnel Salaries Supplemental \$14,035 Library Technician benefits. 3000-3999: Employee Benefits Supplemental \$3,514 Books were purchased to extend learning time and set up a free-lending library outside of Fairmont during the COVID-19 public health emergency. 4000-4999: Books And Supplies Title I \$2,230
Eliminate 1.0 FTE Science Support Teacher. Provide support for maintaining and organizing science materials.	2000-2999: Classified Personnel Salaries Supplemental \$17,000 3000-3999: Employee Benefits Supplemental \$5,000 4000-4999: Books And Supplies Supplemental \$10,000	Material and Supply costs for Science Switch, Science Saturdays, and STEAM Days included (additional LCFF dollars were used to provide classroom supplies). 4000-4999: Books And Supplies Supplemental \$266
	No additional cost \$0	
Strengthen the instructional delivery and monitoring system for English Language Development instruction within the classroom.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000	Staff attended professional development on using technology to meet the needs of English Language Learners. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,595

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		<p>Fairmont employed a part-time teacher to provide designated English Language Development and monitor the needs of English Learners. 1000-1999: Certificated Personnel Salaries Supplemental \$58,678</p> <p>ELD teacher benefits. 3000-3999: Employee Benefits Supplemental \$22,922.00</p> <p>Supplement curriculum and online learning programs were purchased to support student language acquisition. 4000-4999: Books And Supplies Title I \$8,045</p> <p>Additional supplemental curriculum and services supported ELD. 4000-4999: Books And Supplies Supplemental \$739</p>

Goal Analysis

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

The 2019-2020 LCAP was developed in May 2019 with a large portion of the budget allocated for professional/consulting services. New administrators were hired at Fairmont in July 2019 and began by reviewing the LCAP and budget, and seeking input from all stakeholders. After meeting with the Fairmont School Site Council, Parent Leadership Team, English Learner Advisory Committee, and members of the Vacaville Unified School District Leadership Team, it was determined that many of the services were already being provided by the Charter's authorizer and that staff working to improve or increase services for foster/homeless youth, English Learners, and low-income students should be reflected in the LCAP. All goals and action items identified in the LCAP were implemented, however many budgeted expenditures were updated.

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

Successes

Fairmont continued to implement a strong focus on science education. Weekly instructional minutes were allocated for science, monthly Science Switch Days were held, and Science Saturdays were organized. Technology and supplemental curriculum was also purchased to ensure access for all students. In addition, Fairmont sponsored a 4th - 6th grade Robotics team. Staff had ongoing opportunities to participate in professional development in the areas of science, technology, English Language Arts, and mathematics. All students were also provided with time for integrated and designated English Language Development.

Challenges

The most significant challenge faced during the 2019-2020 school year was due to the COVID-19 public health emergency. Many events and activities that were planned for the end of the school year had to be cancelled. In addition scheduled professional learning opportunities also had to be postponed. Despite the challenges, staff made it a priority to connect with students and found ways to provide continued learning opportunities. In addition, staff created virtual science days, field trips, and school-wide events to keep students engaged.

Goal 2

Closing the Achievement Gap

Refine systematic and tiered approach to address the achievement gap; preventing school failure through the provision of intervention support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Expected	Actual
<p>Metric/Indicator Priority 4: Pupil Achievement</p> <p>A. Statewide assessments - The percentage of students in English Language Arts (ELA) and Math in grade 3-6, and Science in grade 5 will increase by the following annual growth targets as determined by the SBAC: All Students: 5% English Language Learners: 5% Socioeconomically Disadvantaged: 5% Hispanic: 5% Special Education: 5%</p> <p>B. The Academic Performance Index: Academic Performance Index scores and growth measures from standardized tests are not available at this time.</p> <p>C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks. This is not addressed at the TK-6th grade level.</p> <p>D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board. 5% more English Learners will make progress toward English proficiency.</p> <p>E. The English learner reclassification rate: 3% more English Learners will be reclassified.</p>	<p>Goal Not Met: While state tests were not conducted in the 2019-2020 school year, results from 2018-2019 show that performance targets were not met.</p> <p>A. SBAC ELA All Students: 37% English Language Learners: 12% Socioeconomically Disadvantaged: 36% Hispanic: 35% Special Education: 6%</p> <p>SBAC Math All Students: 29% English Language Learners: 8% Socioeconomically Disadvantaged: 28% Hispanic: 28% Special Education: 0%</p> <p>CAST Science All 5th grade students: 19%</p> <p>B. Academic Performance Index scores are no longer a component of the state accountability system.</p> <p>C. F. G. As a TK-6th grade school, Fairmont does not address the following state priority areas: completing required coursework for UC and CSU entrance, passing Advanced Placement exams, or students being determined college and career ready by the Early Assessment Program.</p> <p>D. 64.8% of English Learners were determined to be making progress towards English language proficiency on the 2019 California Dashboard.</p> <p>E. 27% of English Learners were reclassified in 2019-2020.</p>

Expected	Actual
<p>Metric/Indicator Priority 8: Other Pupil Outcomes</p> <p>A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.</p> <p>5% or more students will meet the kindergarten level reading proficiency. 5% or more students will meet the 3rd grade level reading proficiency. Metric: Local Reading benchmark assessment (BRI for 3rd, DRA for K)</p> <p>19-20 Priority 8: Other Pupil Outcomes</p> <p>A. K - 95% will meet the kindergarten level reading proficiency</p> <p>3rd - 99% or more will meet the 3rd grade level reading proficiency.</p> <p>Baseline Priority 8: Other Pupil Outcomes</p> <p>A. K - 80% met the kindergarten level reading proficiency</p> <p>3rd - 89% met the 3rd grade level reading proficiency</p>	<p>Goal Not Met:</p> <p>A. 85% of Kindergarten students were meeting Benchmarks in February 2020; due to the public health emergency, end-of-year assessments could not be conducted.</p> <p>B. 78% of 3rd grade students were meeting Benchmarks in February 2020; due to the public health emergency, end-of-year assessments could not be conducted.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue school wide best practices in the RTI system by continuing to monitor achievement levels and provide appropriate services. Students will be identified using universal screening, formative assessments and multiple measures in ELA and math, Continue to implement Action and Snap Shot Days. Provide professional development for guided reading.</p>	<p>4000-4999: Books And Supplies Supplemental \$5,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$3,500</p> <p>3000-3999: Employee Benefits Supplemental \$500</p>	<p>Fairmont employs a full-time Content Specialist / Data Coach to implement academic assessments and coordinate intervention. This position supports the Response to Intervention model and is integral to it's success. 1/2 of the position was funded using LCFF dollars.</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$43,894</p> <p>Content Specialist / Data Coach Benefits. 3000-3999: Employee Benefits Supplemental \$14,265</p> <p>A team of paraeducators provided small group and 1:1 instruction to support student learning needs.</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$118,522</p> <p>Intervention paraeducator benefits 2000-2999: Classified Personnel Salaries Supplemental \$63,683</p> <p>A part-time intervention teacher provided small group instruction to support student learning needs.</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$39,914</p> <p>Intervention teacher benefits. 3000-3999: Employee Benefits Supplemental \$15,795</p> <p>Title 1 funds were used to provide an additional part-time intervention teacher to provide small group instruction. 1000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		1999: Certificated Personnel Salaries Title I \$38,414 Intervention teacher benefits. 3000-3999: Employee Benefits Title I \$12,795
Provide ongoing professional development through workshops, coaching, and collaborative planning to support instructional strategies for universal access for all students with emphasis on providing support for unduplicated student population. PD related to supporting ELL students in the classroom.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000	The Content Specialist / Data Coach at Fairmont also provides ongoing professional development to all staff members. This 1/2 of the position was funded using Title 1 dollars. 1000-1999: Certificated Personnel Salaries Title I \$43,894 Content Specialist / Data Coach Benefits. 3000-3999: Employee Benefits Title I \$14,265
	\$0	

Goal Analysis

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

As noted previously, all goals and action items identified in the LCAP were implemented, however budgeted expenditures were updated to reflect the services and staff members working directly to improve or increase services for foster/homeless youth, English Learners, and low-income students.

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

Successes

Fairmont continued to implement a strong system of tiered supports that included a team of paraeducators and intervention teachers to meet the academic and social-emotional needs of our students. Throughout the year, grade level teams met regularly to review student data and plan interventions and enrichment during the school day. Time was also dedicated for ongoing professional learning with a particular focus on student engagement and English Language Development.

Challenges

Due to the COVID-19 public health emergency, it was difficult to determine the impact and success of these efforts. In the year prior, student achievement data from 2018-2019 had shown a decrease in performance levels for all demographic groups in both ELA and Mathematics. At the end of that year, there were a number of staffing changes and staff turnover. The 2019-2020 school year provided an opportunity for staff to rebuild and refocus. These efforts were well underway when schools shifted to distance learning due to the pandemic.

Goal 3

Enhancing School Climate

Ensure the school site has a safe, welcoming, healthy and inclusive climate for all students and their families, so that all students are in their classes ready to learn.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Local Priorities: Increase Parent Participation

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3: Parent Involvement</p> <p>A. Efforts the school makes to seek parent input in making decisions for the school. Fairmont Charter will build capability to communicate with families through email and/or text messages. Fairmont administration and leadership teams will work with site governance committees (English Learner Advisory Committee, School Site Council) to identify site specific family engagement needs and goals.</p> <p>B. How the school will promote parental participation in programs for unduplicated pupils. Fairmont Charter will provide at least 3 family centered workshops each year in the areas of academics, attendance and positive school climate and increase parent participation by at least 5%.</p> <p>C. How the school will promote parental participation in programs for individuals with exceptional needs. Fairmont Charter will provide at least 3 family centered workshops each year in the areas of academics, attendance and positive school climate and increase parent participation by at least 5%.</p>	<p>Goal Partially Met:</p> <p>A. In the 2019-2020 school year, Fairmont sent home a weekly electronic parent newsletter via email and text message and which was posted to the school's social media accounts. On average, 250-300 families view the newsletter each week. In the spring of 2019, 57 Fairmont families completed school's LCAP and School Climate survey; in the winter of 2020, 62 families completed the survey.</p> <p>B. Fairmont held a variety of family centered workshops and activities, including a Family Movie Night, Family Math Night, Family Literacy Night, and Family STEAM Night. Approximately 35-50 families were represented at each event. Report Card Conferences were attended by 95% of families in grades TK-6 and all families that could not attend were contacted.</p> <p>C. See above.</p>

Expected	Actual
<p>19-20 Priority 3: Parent Involvement</p> <p>A. All school-wide parent communication will be sent with students or U.S. mail, phone calls and text messages were applicable. ELAC and SSC agendas will have an agenda item at every meeting to identify site specific family engagement needs. 5% more parents will complete and return the School Climate Survey.</p> <p>B. 5% more students/parents will attend the family centered workshops. Parent-Teacher conferences will be attended for 92% of students in grades TK-6th.</p> <p>C. 5% more students/parents will attend the family centered workshops. Parent-Teacher conferences will be attended for 92% of students in grades TK-6th.</p>	

Expected	Actual
<p>Baseline Priority 3: Parent Involvement</p> <p>A. All school-wide parent communication from Fairmont Charter was via paper copies sent home with students or U.S. mail and phone calls. The English Learner Advisory Committee (ELAC) and School Site Council (SSC) met several times throughout the school year to receive information and provide feedback to site administration in regards to student needs; the emphasis was on students not family engagement needs. The School Climate Survey was completed and returned by 267 parents.</p> <p>B. Fairmont Charter held 2 family centered workshops (technology and math) with low attendance by parents: 23 parents attended representing 28 students. This is 5% of our student population. Parent-Teacher conferences were attended by parents for 90% of students in grades TK-6th. Family Reading/Story Teller Night had similar participation: 41 parents with 53 students. This is 10% of our student population.</p> <p>C. Fairmont Charter held 2 family centered workshops (technology and math) with low attendance by parents: 23 parents attended representing 28 students. This is 5% of our student population. Parent-Teacher conferences were attended by parents for 90% of students in grades TK-6th. Family Reading/Story Teller Night had similar participation: 41 parents with 53 students. This is 10% of our student population.</p>	
<p>Metric/Indicator Priority 5: Pupil Engagement</p>	<p>Goal Partially Met</p> <p>A.</p>

Expected	Actual
<p>A. School attendance rates: Increase attendance rate by 1%.</p> <p>B. Chronic absenteeism rates: The percent of students who are chronically absent (18 days or more) will be reduced by 3% or more each year overall.</p> <p>C. Middle school dropout rates</p> <p>D. High school dropout rates</p> <p>E. High school graduation rates</p> <p>19-20 Priority 5: Pupil Engagement</p> <p>A. Attendance rate for 2019-20 of 97%.</p> <p>B. Chronic absentee rate for 2019-20 of 10%.</p> <p>C. D. E. Middle and High School Dropout Rates: Fairmont Charter is an elementary school serving TK-6th grades. Fairmont Charter students are below the age/grade range for dropout and graduation data.</p>	<p>The Attendance Rate increased from 94.6% in 2016-2017 to 95.1% in 2019-2020 just prior to schools switching to distance learning due to the public health emergency.</p> <p>B. The Chronic Absentee Rate decreased from 5.5% in 2017-2018 to 3.3% in 2018-2019; the Chronic Absentee Rate was not calculated for 2019-2020.</p> <p>C. D. E. Fairmont Charter is an elementary school serving students in TK-6th grade. Fairmont Charter students are below the age/grade range for calculating dropout and graduation data.</p>

Expected	Actual
<p>Baseline Priority 5: Pupil Engagement</p> <p>A. Attendance rate for 2015-16 was 95.5% and as of 4-17-17 attendance rate was 95.1%.</p> <p>B. Chronic absentee rate for 2015-16 was 21.3%. As of 4-17-17, the chronic absentee rate for 2016-17 was 19.5%.</p> <p>Final baselines for 2016-17 school year will be available in June 2017.</p> <p>C. D. E. Middle and High School Dropout Rates: Fairmont Charter is an elementary school serving TK-6th grades. Fairmont Charter students are below the age/grade range for dropout and graduation data.</p>	
<p>Metric/Indicator Priority 6: School Climate</p> <p>A. Pupil suspension rates: Decrease school suspensions by 1%.</p> <p>B. Pupil expulsion rates Maintain expulsion rate of 1% or less.</p>	<p>Goal Partially Met</p> <p>A. Student suspension rates increased from 1.8% in 2017-2018 to 2.6% in 2018-2019 and to 4.2% in 2019-2020.</p> <p>B. Fairmont maintained a 0% expulsion rate.</p> <p>C.</p>

Expected	Actual
<p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p> <p>The percentage of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, and Hispanic or Latino reporting a warm, safe, and inviting school (positive levels of school connectedness) will be at 97% or higher.</p> <p>The percentage of students reporting a warm, safe and inviting school (positive levels of school connectedness) will increase by at least 1% annually.</p> <p>The percentage of 5th grade students taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone will increase by 4% in the Aerobic Capacity (Fairmont growth target is 38.4%).</p> <p>19-20 Priority 6: School Climate</p> <p>A. Suspension rate for 2019-20 of less than 1%.</p> <p>B. The expulsion rate will be 1% or less.</p> <p>C. 98% percent or more of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, and Hispanic or Latino will report a warm, safe, and inviting school (positive levels of school connectedness).</p>	<p>In the spring of 2019, 91.3% of parents reported that their child felt safe at school; in the winter of 2020, 98% of families reported that they felt the school provided a safe and welcoming learning environment for students and families.</p> <p>In the spring of 2019, 89.5% of students reported that they felt safe at school; results from the Healthy Kids Survey started in the winter of 2020 were not available due to the COVID-19 public health emergency.</p> <p>In 2018-2019, 55.4% of students scored in the healthy zone for Aerobic Capacity.</p>

Expected	Actual
<p>The following areas on the Student Climate Survey will show at least 1% increase annually:</p> <ul style="list-style-type: none"> • I feel safe at school and accepted for who I am • If I have a problem, I have a teacher or staff member with whom I can talk to • I feel that teachers and staff respect me • Students respect each other <p>The percentage of 5th grade students taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone in Aerobic Capacity will increase to 54.7%.</p> <p>Baseline Priority 6: School Climate</p> <p>A. 2015-16 suspension were 3%. As of 4-17-17 suspensions were 1.8%.</p> <p>Final baselines for 2016-17 school year will be available in June 2017.</p> <p>B. There were no expulsion in the current or prior year.</p> <p>C. 96% percent of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, and Hispanic or Latino</p>	

Expected	Actual
<p>reported a warm, safe, and inviting school (positive levels of school connectedness).</p> <p>The following areas on the Student Climate Survey shows an increase over the previous year: I feel safe at school and accepted for who I am - 1% increase If I have a problem, I have a teacher or staff member with whom I can talk to - 3% increase I feel that teachers and staff respect me - 5% increase Students respect each other - 3% increase</p> <p>The percentage of 5th grade students taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone in Aerobic Capacity: 42.7%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Improve the effectiveness of parent communication by using social media and other electronic means. Having more family oriented events (Family Game Nights, etc.)</p>	<p>No additional cost \$0</p>	<p>Multiple Family Nights were held; other site funds were used to cover expenses. \$0</p>
<p>PBIS Planning Committee will strengthen and fully implement multi-tiered system of supports.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p> <p>3000-3999: Employee Benefits Supplemental \$1,000</p>	<p>An Assistant Principal was hired to support the Social Emotional and behavior needs of students. The Assistant Principal served on the PBIS Planning Committee. 1000-1999: Certificated Personnel Salaries Supplemental \$90,254 Assistant Principal benefits. 3000-3999: Employee Benefits Supplemental \$28,149</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental \$2,000	The PBIS Committee implemented a number of programs to increase school spirit, foster a positive school culture, and increase school safety. 4000-4999: Books And Supplies Title I \$3,662 Additional PBIS expenses. 5000-5999: Services And Other Operating Expenditures Title I \$70 PBIS materials were purchased to recognize student achievement. 4000-4999: Books And Supplies Supplemental \$974
Provide a Spanish speaking Parent Liaison who performs a wide variety of duties to plan, coordinate, and facilitate parent contact and involvement at the school site for parents with limited English skills and principally directed toward unduplicated student population.	2000-2999: Classified Personnel Salaries Supplemental \$10,000 3000-3999: Employee Benefits Supplemental \$3,000	A Bilingual Family Liaison was employed to facilitate parent contact and communication. 2000-2999: Classified Personnel Salaries Supplemental \$8,043 Bilingual Family Liaison benefits. 3000-3999: Employee Benefits Supplemental \$1,415
A. 4 Continue and Increase the effectiveness of the Physical Education instruction for students.	1000-1999: Certificated Personnel Salaries Supplemental \$66,500 3000-3999: Employee Benefits Supplemental \$20,000	A Physical Education teacher provided weekly instruction to each classroom and helped student health and well-being. 1000-1999: Certificated Personnel Salaries Supplemental \$49,360 PE Teacher benefits. 3000-3999: Employee Benefits Supplemental \$21,061
Coordinate and provide parent/family learning opportunities for CCSS Math, ELA and Technology.	4000-4999: Books And Supplies Supplemental \$2,000	A series of parent education workshops and meetings were held throughout the year. These included "Coffee and

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>1000-1999: Certificated Personnel Salaries Supplemental \$4,000</p> <p>3000-3999: Employee Benefits Supplemental \$1,000</p>	<p>Conversations with the Principals", English Learner Advisory Committee Meetings, and other learning opportunities. 4000-4999: Books And Supplies Title I \$879</p> <p>Additional Parent Education workshop expenses. 5000-5999: Services And Other Operating Expenditures Title I \$323</p>
<p>A.6 Complete staff training and implement a comprehensive home visit program. Complete at least 2 home visits for each selected student. Principally directed toward unduplicated students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p> <p>3000-3999: Employee Benefits Supplemental \$1,000</p>	<p>Staff participated in trauma-informed training to build understanding of the lived experiences of many of our students. 5000-5999: Services And Other Operating Expenditures Title I \$750</p> <p>Staff participated in a number of trainings to strengthen the home-school connection with families. 5000-5999: Services And Other Operating Expenditures Title I \$2,466</p>
<p>Continue the 1.0 FTE elementary counselor to provide individual and group counseling for referred students as well as other school-wide support services (e.g. Tier 2 social skills groups, Safe School Ambassador Family Group Leader, etc.). Principally directed towards unduplicated students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$66,500</p> <p>3000-3999: Employee Benefits Supplemental \$20,000</p>	<p>A School Counselor provided 1:1, small group, and whole-class support for students. 1000-1999: Certificated Personnel Salaries Title I \$73,657</p> <p>School Counselor benefits. 3000-3999: Employee Benefits Title I \$16,948</p>

Goal Analysis

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

As noted previously, all goals and action items identified in the LCAP were implemented, however budgeted expenditures were updated to reflect the services and staff members working directly to improve or increase services for foster/homeless youth, English Learners, and low-income students.

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

Successes

During the 2019-2020 school year, Fairmont staff recommitted to meeting the social-emotional needs of students and revised the school's Positive Behavior Intervention and Support (PBIS) Program. A PBIS committee met regularly to review progress and design school-wide lessons and activities. Monthly assemblies were held to celebrate student success and to teach students about ways they could make the world a better place by focusing on Working hard, Including others, Not giving up, Going out and making a difference, and Showing kindness. Weekly raffles were held to recognize students for their positive contributions to the school community and Positive Office Referrals were also mailed home. A student or staff member was also recognized each day with a "Good News Call Home" to celebrate their achievements. In addition, the school's Coordinating Team (School Counselor, Response to Intervention Coordinator, Content Specialist / Data Coach, Assistant Principal, and Principal) met weekly to discuss student needs and implement interventions and supports. Fairmont was also able to hire a Bilingual Family Liaison after the position remained vacant for much of the 2018-2019 school year. Most importantly, all school staff were invited to attend a series of trauma-informed trainings and workshops and developed strategies to better support the social and emotional needs of students.

Challenges

At the end of the 2018-2019 school year, the Parent Teacher Club at Fairmont was disbanded; no parents were interested in serving in Leadership roles and staff members were not able to continue running the club. Administrators and staff spent the 2019-2020 school year rebuilding a team of parent volunteer leaders, holding monthly parent meetings ("Coffee and Conversation with the Principals") to seek feedback and provide parents with information about school-wide activities and ways they could better support their children. At these meetings, parents and guardians shared the need for regular, ongoing communication with the school and the desire to hold more school-wide events. With that input, Fairmont was able to organize a Family Movie Night, Fall Festival, Family Math Night, Family Literacy Night, and a Family STEAM Night prior to the COVID-19 public health emergency. The Parent Teacher Club was also in the process of formally re-organizing but was unable to fundraise due to COVID-19 restrictions. Despite the challenges of distance learning, family events and parent meetings were still held virtually.

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
Materials and Supplies for Individual Learning Kits	\$44,300	\$33,750	No
Materials and Supplies for Individual Learning Kits	\$4,200	\$3,375	Yes
Books to Replace Classroom Libraries - during distance learning, many teachers sent home books with students that were not returned	\$3,300	\$2,500	No
Cleaning and Sanitation Supplies for Office	\$2,327	\$2,600	No
Trauma-Informed Training - Contract and Extra Duty for all staff	\$25,200	\$7,860	Yes
Trauma-Informed Training - Contract and Extra Duty for all staff	\$10,800	\$3,370	No
Room Dividers to Create Additional In-person Learning Spaces	\$0	\$4,700	No
Touchscreen Chromebooks for TK and Carts	\$0	\$38,675	Yes
Additional Chromebooks to Refill Carts	\$0	\$34,000	Yes

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

All students at Fairmont were able to return for in-person instruction on March 18, 2021; of those 40% remained virtual. This meant that teachers did not need as many supplies to create Individual Learning Kits. In preparation for the return to in-person learning, additional needs were identified, including: room dividers to create additional in-person learning spaces, touchscreen Chromebooks for the TK classrooms, and additional Chromebooks to refill Chromebook carts that were checked out to virtual students. Unspent funds from Trauma-Informed Training and other professional development were used for these expenses.

Analysis of In-Person Instructional Offerings

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

Successes

60% of students were able to return for in-person instruction and successfully shifted from full-time virtual learning to hybrid learning in mid-March. Teachers and staff prepared classrooms and learning spaces that complied with all COVID safety guidelines and implemented trauma-informed strategies to ensure that the return to in-person learning was emotionally safe, as well. Teachers also used funds identified for in-person learning to create welcoming and inviting spaces and to set up individualized learning kits so students did not have to share supplies. Since returning to in-person learning, students and staff have continued to follow safety protocols and are utilizing PPE and other safety supplies provided by the District.

Challenges

It was difficult to prepare for a return to in-person learning as safety protocols and guidelines from the Centers for Disease Control and the California Department of Public Health were frequently updated as new information about COVID-19 was learned. Between the time it was announced that we would likely return for in-person instruction, over 100 families changed their minds about returning or remaining virtual. Many families had already set up childcare around work schedules and decided to remain virtual. Additionally, many others in the Fairmont community were adversely affected by COVID-19 and felt that it was best to remain virtual until the end of the school year and more people could get vaccinated. Based on the numbers of returning students, staff decided to offer in-person instruction in the morning and, in most grade levels, virtual instruction in the afternoon; a few classrooms opted to offer concurrent teaching and simultaneously teach in-person and virtual students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks for students without access to technology	\$23,475	\$20,864	Yes
Laptops for all staff to work remotely - teachers and paraprofessionals	\$18,583	\$17,664	Yes
Laptops for all staff to work remotely - teachers and paraprofessionals	\$11,854	\$11,776	No
Professional Development Days (August 11 and 12) for Teachers and Classified Staff	\$24,500	\$17,790	Yes
Professional Development Days (August 11 and 12) for Teachers and Classified Staff	\$10,500	\$7,625	No
Additional Professional Learning and Planning Days (August 2020) for Teachers and Classified Staff at Fairmont	\$21,800	\$4,131	Yes
Additional Professional Learning and Planning Days (August 2020) for Teachers and Classified Staff at Fairmont	\$9,000	\$1,771	No
Copies of "Distance Learning Playbook: Teaching for Engagement and Impact in Any Setting" for all Instructional Staff	\$1,700	\$1,701	No
Supplemental curriculum for students with special needs	\$35,881	\$32,285	No
At Home Learning Supplies and Materials	\$52,080	\$15,480	Yes
At Home Learning Supplies and Materials	\$19,950	\$6,640	No
Online and Distance Learning Licenses	\$0	\$1,600	No

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

We did not spend as much money on At Home Learning Supplies and Materials as budgeted, due largely to the fact that teachers utilized many of the online programs and resources available to them and students. Additionally, the estimated cost for additional professional learning days for Fairmont staff was less than expected due to the fact that many staff had already made summer plans. All staff did receive a copy of "The Distance Learning Playbook" and did participate in the Professional Development Days offered by

the Vacaville Unified School District. Many classified staff had other comments so we provided additional training and support to them during their duty day once school began.

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.

Due to the high community spread of COVID-19, students spent the majority of the school year in Virtual Learning. As a result, we experienced many successes and challenges as we implemented our Distance Learning Program. As a dependent Charter, Fairmont collaborated with other district schools to ensure our program had the following elements: 1) All students had access to sufficient technology at home; 2) Daily live instruction; 3) System to provide both academic and social-emotional supports, as needed; 4) Communication plan for parents so they understood how to support their students while learning remotely.

Continuity of Instruction:

A key element to ensure continuity of instruction was the adoption of universal learning platforms. Staff is Transitional Kindergarten to 2nd grade utilized SeeSaw to upload assignments and collect work; 3rd - 6th grade staff utilized Google Classroom. Additionally, common online learning programs helped families know which programs to focus on. All elementary school students were able to use Lexia for independent English Language Arts practice and DreamBox for Math. 87% of students meeting Lexia usage minutes were working at or above grade level material by the end of the year; students that completed 5 lessons a week in DreamBox made, on average, 1.5 years worth of growth! Zoom was also used by all students and staff to provide daily live instruction. Additionally, families and teachers were able to communicate in a variety of platforms, including Bloomz. Staff was also able to share information via text message and email updates using Blackboard and share this information via our school-wide social media sites.

Access to Devices and Connectivity:

Distance Learning would not have been possible without the availability of devices and hotspots. Using both District and site funds, Chromebooks and hotspots were available to all that needed them. In addition, families had the option of utilizing WiFi on site.

Pupil Participation Progress:

Connecting and engaging students was a priority from the very beginning of distance learning. As we started the 2020-2021 school year virtually, new attendance codes were utilized to track participation and work completion. Teachers shared concerns weekly with administrators and our attendance team worked with families to identify any barriers to virtual learning, including making home visits and troubleshooting with technology.

Distance Learning Professional Development:

Fairmont staff participated in a number of professional learning opportunities provided by the District and on their own. All teachers received a copy of "The Distance Learning Playbook" and were able to attend on-demand training about best practices for virtual learning. Throughout the year, staff were able to participate in technology trainings offered by the Vacaville Unified School District.

Staff Roles and Responsibilities:

Grade level teams worked together to create their Virtual Learning Schedule and plan instruction. This helped grade levels focus on key standards and share resources. During Virtual Learning many classified staff members worked in a variety of roles to ensure that school functions could continue.

Support for Pupils with Unique Needs:

Specific professional development was provided to staff on digital platforms and evidence-based practices related to working with students with unique needs. In addition, Fairmont staff focused on implementing trauma-informed strategies to help all students who were struggling with the realities of the COVID-19 public health emergency. After the 1st progress reporting period, staff identified students in need of additional support and provided small group and targeted instruction. Additionally, small cohorts of students were invited to attend in-person "Learning Hubs" which complied with California Department of Public Health guidelines.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
24/7 Virtual Tutoring Pilot	\$16,450	\$16,450	Yes
24/7 Virtual Tutoring Pilot	\$7,050	\$7,050	No
Reading Intervention Curriculum (SIPPS)	\$0	\$10,000	Yes
Math Intervention Curriculum	\$0	\$22,235	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.

All funds budgeted funds were spent to provide students with on-demand virtual tutoring. Additionally, staff provided 1:1 and small group interventions to address loss of instructional time during full-time virtual learning. Once those intervention began, staff identified additional supplemental materials that were necessary, including: SIPPS curriculum (\$10,000) and Math intervention materials (\$22,325).

Analysis of Pupil Learning Loss

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

Successes
 Student test score data from the fall of 2020 indicated that students, on average, had maintained performance levels from where they were prior to the COVID-19 public health emergency. Student tests scores showed slow, but steady growth throughout the school year largely due to school staff providing time for targeted interventions and support. During full-time virtual learning, paraeducators and intervention teachers were also utilized to provide 1:1 and small group instruction. When students were able to return to in-person instruction, paraeducators were assigned to primary grade classrooms to provide additional assistance.

Challenges
 Due to the challenges of virtual learning, Fairmont provided families with additional opportunities for tutoring and piloted an on-demand virtual tutoring program. The program utilizes an online chat feature and allows students to get help with homework at all hours of the day or to schedule regular tutoring appointments. Because of the chat feature, the program is geared toward older students. Each

week, approximately two dozen students took advantage of this program. While they rated the program highly, it was not utilized fully. Fairmont also utilized two "Learning Hubs" to support student learning needs. Regular attendance at the Learning Hubs was a challenge and as case rates surged in Solano County throughout the fall of 2020, many families did not want to send their children.

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.

Meeting the social and emotional needs of students at Fairmont has always been a priority. During the COVID-19 public health emergency, it was essential. During full-time virtual learning and even after students returned to in-person instruction, staff prioritized social emotional learning (SEL) and community building as part of their daily instruction. Throughout the pandemic, families have been able to submit a weekly electronic check-in to let us know how their children are doing and if they need additional support, and our school counselor has been available to provide 1:1 and small group sessions. In addition, she worked with grade level times to provide weekly lessons and units.

Prior to the start of school, staff attended training on building relationships in a virtual setting and participated in conversations and workshops about how to provide SEL virtually. New curriculum and supplemental materials were purchased to support these initiatives. Additionally, during the fall of 2020, all staff were invited to participate in a series of trauma-informed trainings held over 4 sessions. The workshops identified the effects of trauma on the brain and ways to create a healing-centered school community. Based on the training, staff implemented daily mindfulness practices and movement breaks to address students mental and emotional well-being.

Staff also identified the need to address their own well-being. Optional weekly staff check-ins were held to provide support, share ideas, and build community. Staff were also able to complete online check-in forms to share concerns, needs, and to celebrate successes. In addition, Fairmont partnered with counseling staff at Sacramento State University to provide small group and 1:1 therapy sessions for any interested staff. The District's Mental Health Clinicians also provided support by sharing a weekly Mindful Motivator every Monday.

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.

Since the start of the COVID-19 public health emergency, connecting with and supporting students - and their families - has been a top priority. At the start of the 2020-21 school year, we held weekly parent meetings on Zoom and shared videos of how parents could help their children with full-time virtual learning. Once the year began, we continued to hold monthly parent Zoom meetings to provide ongoing updates and to seek feedback. We also adopted a school-wide communication system (Bloomz) and utilized our existing weekly electronic newsletter and social media sites to share resources. All of our online learning programs were accessible through the Clever portal and we shared videos with families of how they could utilize the resources.

Our Student Support / Behavior Assistant and the District's Student Re-Engagement Specialist also provided support to families having difficulty with connectivity or with learning virtually. Our Re-engagement Specialist would make home visits to deliver materials and our Student Support / Behavior Assistant would provide resources and strategies to keep students engaged online.

Despite the challenges of full-time virtual learning, we continued to sponsor family events and activities at Fairmont including Family Game Nights and Family Reading Nights with guest readers and authors. We also sponsored a Virtual Talent Show and held a viewing party to celebrate everyone's talents. In addition, students were able to participate in a number of virtual clubs, including Girls on the Run, Robotics, and Drama - students even put on a Virtual Musical! Drive Thru events were also held to bring the community together in a safe and physically distanced way. We hosted a Drive Thru Costume and Car Parade at Halloween and a Hot Chocolate and Book Bonanza during the holidays. After Winter Break, families were able to participate in our One School, One Book reading challenge as the entire school read a novel together - virtually! Each week, staff would record chapters and we'd share them using our online communication platforms.

These online platforms have made it easier for many parents to stay connected and for many of our families to participate in their child's learning and to attend school events. Additionally, our adoption of universal online learning platforms also helped parents and students navigate virtual learning.

When all students were able to return to school for in-person instruction, 40% of our families decided to remain virtual. Many of them noted that their children had gotten into a routine and were doing well with the virtual platforms. Others noted that they had already set up childcare and arranged their work schedules to make virtual learning work for their families.

Analysis of School Nutrition

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

The Vacaville Unified School District made it a priority to ensure that students had access to nutritious meals throughout the entire pandemic. From the first day of the shutdown, meals were served and continued to be served all summer long and into the start of the 2020-2021 school year. Once the 2020-2021 school year began, Grab-n-Go meals were continuously served at Fairmont every day, Monday - Friday, and included lunch and a breakfast for the next day. At Fairmont, we decided our virtual learning schedule around meal service times and families also had the opportunity to pick up weekly meal boxes from a number of school sites in Vacaville. The weekly meal boxes included a week's worth of breakfast and lunch options and were also available over school breaks. Throughout the pandemic, the District's Student Nutrition Department remained committed to providing students with fresh, healthy, and delicious food - prepared from scratch whenever possible. The work of this Department has been a true success in a year full of challenges. We are grateful for all of the food they have provided our students and their families this year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Parent Communication Platform	\$11,200	\$10,234	Yes
N/A	Parent Communication Platform	\$4,800	\$4,386	No
N/A	Extra Duty Time for Staff to Support Chromebook Distribution, Extended Office Hours, and Childcare	\$45,992	\$15,100	No
N/A	Additional Air Purifiers	\$0	\$28,310	No

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

We did not utilize as much Extra Duty time for staff as anticipated due largely to the fact that we were able to meet student needs during the school ay and provide targeted instruction within contracted hours. In addition, our office continued shortened hours throughout the fall and remained in cohorts to ensure continuity of operations in case quarantining was needed. As we prepared for a return to in-person learning and learned more about the spread of COVID-19, funds were allocated to purchase additional air purifiers as classroom windows at Fairmont do not open to the outside and we wanted to ensure the highest air quality possible.

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.

Making connections with students and families was always important, but COVID-19 helped educators remember just how important it is. Building relationships and fostering communication were key during the full-time virtual and hybrid-learning. In addition, supporting the social-emotional needs of students was vital to a child's engagement and success at school. These will continue to be important focus areas as we return to full-time in-person instruction. Students (and staff) have experienced the collective trauma of COVID-19 and will need resources moving forward. Both SEL and trauma-responsive pedagogy are goals and action items in the 2021-24 LCAP.

Additionally, the 2021-2024 LCAP identifies the Multi-Tiered Systems of Support that are needed to meet students (and their families) where they are and address any barriers to success. During full-time virtual learning and hybrid learning, students benefited from multiple opportunities to check-in with staff and the variety of services that were providing - whether it was a 1:1 session with our

school counselor, a home visit by a staff member, or a small group intervention. In the 2021-2024 LCAP, specific goals and actions outline how staff will work collaboratively and systematically to identify the needs of students and provide appropriate supports.

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

Prior to the pandemic, students were regularly assessed at Fairmont to inform and guide instructional decision making. Specifically, students in grades K-2 were assessed 1:1 by teachers and school staff to identify learning growth and needs. Students in grades 2-6 took regular online benchmark reading and math assessments throughout the year. These assessments continued during virtual learning and once students returned to in-person instruction. Additionally online learning programs (Lexia for English Language Arts and DreamBox for Math) provided data on student learning and areas of need; the programs also provided additional resources for classroom and intervention teachers to target instruction. Many of our students with special needs were unable to access these programs and new materials were purchased to support their learning. These online programs and the assessments will continue next year to measure progress.

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.

Fairmont made decisions about funding in our Learning Continuity Plan with a focus on increasing or improving services for students with unique needs.

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 COVID-19 pandemic has provided many challenges and has taught all of us many important lessons that will help us support students moving forward. These lessons have informed the development of the 2021-2024 LCAP. Most notably, the LCAP reflects our belief that students must develop both academic and social-emotional skills to be successful at school and beyond. Additionally, our LCAP identifies the importance of addressing all barriers to learning by implementing Multi-Tiered Systems of Support to ensure that all students can learn at high levels. Our 2021-2024 LCAP also documents the importance of working in partnership with families and community members to address the needs of all students and to create a welcoming and inclusive learning environment. As part of our plan, we will build on the use of technology from this past year as part of our school-wide focus on Science, Technology, Engineering, the Arts, and Mathematics and we will continue to utilize online learning platforms to engage students and their families.

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

- 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	368,150.00	897,235.00
	0.00	0.00
Base	1,250.00	0.00
Supplemental	366,900.00	671,638.00
Title I	0.00	225,597.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	368,150.00	897,235.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	186,200.00	452,998.00
2000-2999: Classified Personnel Salaries	27,000.00	207,705.00
3000-3999: Employee Benefits	58,750.00	155,233.00
4000-4999: Books And Supplies	39,000.00	73,619.00
5000-5999: Services And Other Operating Expenditures	0.00	7,680.00
5800: Professional/Consulting Services And Operating Expenditures	57,200.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	368,150.00	897,235.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,000.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	185,200.00	297,033.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	155,965.00
2000-2999: Classified Personnel Salaries	Supplemental	27,000.00	207,705.00
3000-3999: Employee Benefits	Base	250.00	0.00
3000-3999: Employee Benefits	Supplemental	58,500.00	111,225.00
3000-3999: Employee Benefits	Title I	0.00	44,008.00
4000-4999: Books And Supplies	Supplemental	39,000.00	53,160.00
4000-4999: Books And Supplies	Title I	0.00	20,459.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	2,515.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	5,165.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	57,200.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	147,150.00	193,783.00
Goal 2	14,000.00	405,441.00
Goal 3	207,000.00	298,011.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$90,127.00	\$130,830.00
Distance Learning Program	\$229,323.00	\$139,327.00
Pupil Learning Loss	\$23,500.00	\$55,735.00
Additional Actions and Plan Requirements	\$61,992.00	\$58,030.00
All Expenditures in Learning Continuity and Attendance Plan	\$404,942.00	\$383,922.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$60,727.00	\$46,920.00
Distance Learning Program	\$88,885.00	\$63,398.00
Pupil Learning Loss	\$7,050.00	\$7,050.00
Additional Actions and Plan Requirements	\$50,792.00	\$47,796.00
All Expenditures in Learning Continuity and Attendance Plan	\$207,454.00	\$165,164.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$29,400.00	\$83,910.00
Distance Learning Program	\$140,438.00	\$75,929.00
Pupil Learning Loss	\$16,450.00	\$48,685.00
Additional Actions and Plan Requirements	\$11,200.00	\$10,234.00
All Expenditures in Learning Continuity and Attendance Plan	\$197,488.00	\$218,758.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fairmont Charter Elementary School, Vacaville Unified School District	Greg Moffitt Principal	gmoffitt@vacavilleusd.org (707) 453-6240

Plan Summary [2021-22]

General Information

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

Fairmont Charter Elementary School, a dependent charter within the Vacaville Unified School District, integrates science, technology, engineering, art, and mathematics into an engaging and exploratory curriculum for students in Transitional Kindergarten to 6th grade. At Fairmont, students are celebrated for their strengths and talents, and develop the academic, social, and emotional skills needed to succeed.

Home of the Falcons, Fairmont serves approximately 600 students of which 54% identify as Hispanic/Latino, 19.9% as White, 8.2% as Black or African American, 7.7% as Asian/Filipino/Pacific Islander, and 9.2% as two or more races. 59.63% of students at Fairmont are eligible for free/reduced lunch, 16.7% are identified as English Learners, 12.2% are students with disabilities, and 2.9% are identified as homeless or foster youth.

Mission

It is the mission of Fairmont Charter Elementary School to work in partnership with families and community members to prepare students to be compassionate, thoughtful, creative, and responsible citizens of an ever-changing global society.

Goals

1. All students will meet or exceed state standards in English Language Arts and Mathematics.
2. Students will develop an understanding of the world around them and how they can make the world a better place by: Working hard, Including others, Not giving up, Going out and making a difference, and Showing kindness.

Fairmont became a district-dependent charter school in 2007 and was renewed in 2016. In 2021, Fairmont staff submitted a petition to renew the Charter for another five years. The updated Charter reflects the beliefs and vision of parents, staff, and community members to support student success and identifies the school's educational program and philosophy, including:

- > Fully integrating science, technology, engineering, art, and mathematics
- > Providing social-emotional learning and support

- > Ensuring dedicated time for intervention and enrichment - before school, during school, and after school
- > Maintaining small class sizes designed for optimal learning
- > Utilizing 1:1 technology for every student in every classroom
- > Providing time for staff collaboration, planning, and ongoing professional learning
- > Partnering with families and community members to create a welcoming, supportive, and inclusive school community

Fairmont has been recognized as a Gold Ribbon School by the California Department of Education and received a Gold Implementation Award from the California Positive Behavior Intervention and Support (P.B.I.S.) Coalition. In addition, Fairmont is located in the first L.E.E.D. Silver school building in Solano County for Leadership in Energy and Environmental Design.

At Fairmont, we believe in collaboration and community. As our motto says: "Together, we soar!"

Reflections: Successes

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

Fairmont Charter Elementary School continues to foster a welcoming and caring school community. Based on recent school-wide survey data, families identified the friendly and supportive staff as the thing they valued most about the school. In addition they noted communication and collaboration with families and the support services for students and families as the most successful features of the school. The most recent California School Dashboard shows Chronic Absenteeism has improved by 3.4%. In addition, 64.8% of English Learners are making progress towards English Language proficiency with 27% of English Learners being reclassified in 2019-2020. Fairmont continues to offer a variety of programs and services to help all students succeed.

Reflections: Identified Need

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

Based on the most recent California School Dashboard, academic achievement in both English Language Arts and Mathematics is a school-wide priority as student performance in both areas on 2018-2019 state tests declined from previous years. 37% of students met or exceeded standards in English Language Arts and all sub-groups scored below the state average; African American students, students with disabilities, and English Learners received the lowest scores. In Math, 29% of students met or exceeded standards on the most recent state-wide assessments with all sub-groups scoring below the state average; Hispanic students, White students, students with disabilities, and English Learners received the lowest scores.

During the 2019-2020 school year and in developing this LCAP, staff at Fairmont have identified student engagement and English Language Development as priorities for addressing academic achievement. Additionally, staff want to strengthen the school's existing Multi-Tiered Systems of Support to ensure that all students are identified for the help and support they need.

While student attendance has improved and 89.5% of students indicate that they feel safe at school student, suspensions have increased based on California School Dashboard data. 78.2% of students also indicated a strong connection to school and a majority of families identified stronger school-wide events, activities, and student clubs as an area that would make Fairmont better. Families also identified providing stronger academic programs and support services as areas of need.

LCAP Highlights

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

The LCAP for Fairmont Charter Elementary School is guided by three overarching goals that will guide actions and services over the next three years:

1. Ensure that students are future ready, both academically and social-emotionally, and prepared for secondary and post-secondary success.
2. Address all barriers to learning by implementing Multi-Tiered Systems of Support, so that all students can achieve at high levels.
3. Foster a safe and welcoming environment for learning and an inclusive school community for all students, families, and staff.

These goals were developed collaboratively by the Fairmont School Site Council, Parent Leadership Team, English Learner Advisory Committee and align with the goals of our authorizer, the Vacaville Unified School District.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The 2021-2024 LCAP was developed while Fairmont staff worked in partnership with stakeholders to renew the school's Charter. This process involved a series of meetings and focus groups with all families, the school's Site Council and Parent Leadership Team, and the Fairmont English Learner Advisory Committee, along with all staff members at the school. Families were also surveyed in the spring of 2021 to identify areas of need and focus. Additionally, during the 2019-2020 and 2020-2021 school years, monthly parent meetings were held to gather input and feedback on school-wide programs. As a district-dependent charter, Fairmont staff and families were also able to participate in District-wide surveys to identify District-wide priorities. District and community input was also provided via the District's English Learner Advisory Community, Equity Task Force, at District Board Meetings, and via online surveys and platforms to gather feedback.

A summary of the feedback provided by specific stakeholder groups.

Both families and staff at Fairmont have repeatedly shared that a school-wide focus on science, technology, engineering, the arts and mathematics is important for engaging and inspiring student success. Additionally, both families and staff have identified the importance of addressing the social and emotional needs of students and providing all students with necessary support. Families and staff also value the interventions and enrichment opportunities provided to students and the strong sense of community at Fairmont. To implement these programs, staff have noted the need for ongoing and continued professional learning opportunities.

The Fairmont English Learner Advisory Committee and the District's English Learner Advisory Committee continue to note the importance of communication and collaboration with families to a child's success at school. At recent meetings, both groups have celebrated the progress made in both areas at both Fairmont and schools across the Vacaville Unified School District.

The District's recently created Equity Task Force also provided input on the need to provide greater outreach to families and additional professional learning opportunities to staff, especially in the areas of trauma-informed strategies that are culturally responsive and sustaining.

All stakeholders have continued to identify the need for students to develop and practice future ready skills, specifically: critical thinking, creative problem solving, communication, collaboration, citizenship, and character.

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

Family and staff input directly influence the development of the three overarching goals in the Fairmont LCAP and the following action items:

- 1.1 - Increase opportunities for science, technology, engineering, the arts and mathematics (STEAM) - both during the school day and before/after-school
- 1.2 - Increase opportunities for Social Emotional Learning (SEL)
- 1.3 - Utilize strategies to integrate English Language Development
- 2.1 - 2.6 - Strengthen the Multi-Tiered Systems of Support through the collaboration and coordination of multiple staff members

- 3.1 - Provide ongoing communication, information, and resources to families
- 3.2 - Sponsor more school-wide events and activities
- 3.4 - Continue to provide for a Bilingual Family Liaison

Each goal area also includes action items for continued and ongoing professional learning, specifically in the areas of: Next Generation Science Standards, Social Emotional Learning, English Language Development, Trauma-responsive Strategies, Universal Design for Learning, Restorative Practices, and Culturally Sustaining Pedagogy.

Goals and Actions

Goal

Goal #	Description
1	<p>Ensure that students are future ready, both academically and social-emotionally, and prepared for secondary and post-secondary success.</p> <p>State Priorities: 1, 2, 4</p>

An explanation of why the LEA has developed this goal.

The mission of Fairmont Charter Elementary School is to prepare students to be compassionate, thoughtful, creative, and responsible citizens of an ever-changing global society. To achieve this mission, students must develop both the academic and social-emotional skills needed for secondary and post-secondary success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 1A 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p>	<p>2020-2021 100% of teachers are appropriately assigned and fully credentialed in the subject area for the students they are teaching.</p>				100% of teachers are appropriately assigned and fully credentialed in the subject area for the students they are teaching.
<p>Priority 1B 100% of students have sufficient access to standards-aligned instructional materials.</p>	<p>2020-2021 100% of students have access to standards-aligned instructional materials.</p>				100% of students have access to standards-aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1C 100% of facilities are well maintained and in good repair.	2020-2021 100% of facilities are well maintained and in good repair.				100% of facilities are well maintained and in good repair.
Priority 2A Implementation of Common Core State Standards for all learners, including English Learners	2020-2021 Utilizing the self reflection tool, Fairmont "Met Standards" in providing professional development and instruction that is aligned with the Common Core State Standards.				"Met Standards" in providing professional development and instruction that is aligned with the Common Core State Standards.
Priority 2B All programs and services will enable English Learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	2020-2021 100% of English Learners have access to English Language Development standards				100% of English Learners have access to English Language Development standards
Priority 4A	2018-2019				Overall ELA performance level for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase overall California Assessment of Student Performance of Progress (CAASPP) performance in English Language Arts (ELA) for all students using the metric from the California School Dashboard by moving to a performance level of Green or Blue by 2024.	ELA for all students = Orange				CAASPP is Green or Blue
Priority 4A Increase overall CAASPP performance in ELA for all student groups using the California School Dashboard by moving up a performance color every year until all student subgroups are in Green, with the ultimate goal to reach Green or Blue by 2024.	2018-2019 English Learners = Orange Hispanic = Orange Socioeconomically Disadvantaged = Orange				Overall ELA performance level for CAASPP for all students groups is Green or Blue
Priority 4A Increase overall CAASPP performance in Math for all	2018-2019 Math for all students = Orange				Overall Math performance level for CAASPP is Green or Blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students using the metric from the California School Dashboard by moving to a performance level of Green or Blue by 2024.					
Priority 4A Increase overall CAASPP performance in Math for all student groups using the California School Dashboard by moving up a performance color every year until all student subgroups are in Green, with the ultimate goal to reach Green or Blue by 2024.	2018-2019 English Learners = Orange Hispanic = Orange Socioeconomically Disadvantaged = Orange				Overall Math performance level for CAASPP for all students groups is Green or Blue
Priority 4A Increase percentage of students meeting or exceeding standards as measured by the California Science Test by 5 percentage points each year.	2018-2019 19% of students met or exceeded standards compared to 30% of students statewide.				34% of will meet or exceed state standards as measured by the California Science Test.
Priority 4D Increase the percentage of English	2018-2019 64.8% making progress towards				Increase to at least 73.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learners Demonstrating at least one year of progress toward English proficiency as measured by state assessments by 3 percentage points each year.	English language proficiency				
Priority 4E Increase the percentage of English Learners being reclassified by at least 1 percentage point per year	2018-2019 21% reclassified				Increase to at least 24%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase STEAM	Implement Science, Technology, Engineering, Arts, and Mathematics (STEAM) education by: <ul style="list-style-type: none"> Providing materials, supplies, and curriculum to ensure STEAM is fully integrated into the curriculum Sponsoring before/after- school programs and activities, including Robotics and Science Saturdays Purchasing and maintaining updated technology 	\$5,000.00	Yes
2	Increase SEL	Implement Social Emotional Learning (SEL) program by: <ul style="list-style-type: none"> Providing materials, supplies, and curriculum to ensure SEL is fully integrated into the curriculum 	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Sponsoring school-wide activities and programs to support student well-being 		
3	Increase ELD	Increase the English language acquisition of students by: <ul style="list-style-type: none"> Utilizing integrated and designated English Language Development strategies Reviewing curriculum and identify imbedded English Language Development standards Identifying school-wide English Language Development strategies to use and implement Providing ongoing training and support to staff 	\$1,000.00	Yes
4	PD for Future Ready Skills	Provide Professional Learning opportunities for all staff in the following areas: <ul style="list-style-type: none"> Next Generation Science Standards and STEAM Social Emotional Learning English Language Development 	\$2,000.00	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	Address all barriers to learning by implementing Multi-Tiered Systems of Support so that all students can achieve at high levels. State Priorities: 8

An explanation of why the LEA has developed this goal.

Fairmont Charter Elementary School staff believe that all students can achieve at high levels and that it is important to implement a systematic approach to address academic and social emotional needs in order to provide necessary supports. The following actions will support all students, but especially those who are identified as English Learners, Foster/Homeless Youth, students with disabilities, and socioeconomically disadvantaged students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Other Pupil Outcomes Increase the percentage of K-6 students meeting or exceeding benchmarks in English Language Arts by 5 percentage points when comparing first trimester to third trimester data.	2020-2021 Waiting for current data				TBD
Priority 8: Other Pupil Outcomes	2020-2021				TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of K-6 students meeting or exceeding benchmarks in Math by 5 percentage points when comparing first trimester to third trimester data.	Waiting for current data				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Content Specialist / Data Coach	Provide for a Content Specialist / Data Coach to implement academic assessments and coordinate interventions.	\$121,128.00	Yes
2	Response to Intervention Coordinator	Provide for a Response to Intervention Coordinator to collaborate with grade-level teams and provide small group instruction.	\$102,035.00	Yes
3	School Counselor	Provide for an Elementary School Counselor to implement social emotional interventions and supports.	\$105,085.00	
4	Intervention Teachers	Provide for Intervention Teachers to support student learning during embedded intervention time.	\$105,342.00	Yes
5	Paraeducators	Provide for paraeducators to support student learning during embedded intervention time.	\$248,632.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Student Support Assistant	Provide for a Student Support / Behavior Assistant to support student learning and behavior needs.	\$42,030.00	Yes
7	English Language Development Teacher	Provide for an English Language Development Teacher to support student language acquisition.	\$86,046.00	Yes
8	Before/After School Intervention and Enrichment	Provide before/after school intervention and enrichment opportunities to students, including: <ul style="list-style-type: none"> • 1:1 and small group tutoring • Student Clubs and activities 	\$5,000.00	Yes
9	PD for Multi-Tiered Systems of Support	Provide professional learning opportunities about Multi-Tiered Systems of Support for all staff, including: <ul style="list-style-type: none"> • Trauma-response approaches • Universal Design for Learning 	\$2,000.00	Yes
10	Contribution to Shared Services	Provide funds for shared District-wide services to implement and monitor Title 1 goals and objectives.	\$26,873.00	

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	Foster a safe and welcoming environment for learning and an inclusive school community for all students, families, and staff. State Priorities: 3, 5, 6

An explanation of why the LEA has developed this goal.

Fairmont Charter Elementary School staff believe that all students should be celebrated for their strengths and talents. Working in partnership with families and members of the community, Fairmont will provide opportunities to support student success. This goal was developed to ensure that all members of the Fairmont community feel welcome and appreciated for their contributions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5A Increase school attendance rates by 0.2 percentage points annually.	2019-2020 95.1%				95.7%
Priority 5B Decrease the percentage of all students who are chronically absent (more than 10% absentee rate) using the metric from the CA School Dashboard by moving to performance level of	2018-2019 Green				Chronic Absenteeism Rate for all students is in the Green or Blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Green or Blue by 2024.					
Priority 5B Decrease the percentage of student groups who are chronically absent (more than 10% absentee rate) by moving up a performance color every year until they reach Green, with the ultimate goal to reach Green or Blue by 2024.	2018-2019 African American = Orange Students with Disabilities = Orange English Learners = Yellow Hispanic = Green Socioeconomically Disadvantaged = Green Two or More Races = Green White = Green				Chronic absentee rate for all student groups is in the Green or Blue
Priority 6A Improve the suspension rate for all students using the metric from the CA School Dashboard by moving to performance level of Green or Blue by 2024.	2018-2019 Orange				Suspension rate for all students is in the Green or Blue
Priority 6A Improve the suspension rate of student groups by moving up a performance color	2018-2019 Students with Disabilities = Red African American = Orange Hispanic = Orange				Suspension rate for all student groups is in the Green or Blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
every year until they reach Green, with the ultimate goal to reach Green or Blue by 2024.	Two or More Races = Orange Socioeconomically Disadvantaged = Orange English Learners = Yellow White = Green				
Priority 6B Maintain the current rate of expulsions	2019-2020 0%				0%
Priority 6C Increase the percentage of students reporting that feel safe or very safe at school by 2% percentage points each year.	2018-2019 89.5%				95.6%
Priority 6C Increase the percentage of students reporting school connectedness by 3% percentage points each year.	2018-2019 78.2%				87.2%
Priority 3A Fairmont will survey families at least twice annually to gather perception data,	2019-2020 Annual School Climate Survey administered				At least two surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
identify needs, and assist in site planning and direction.					
Priority 3B Fairmont will meet with families of unduplicated students to gain their feedback.	2019-2020 Four English Learner Advisory Committee Meetings Held Monthly Parent Meetings Held				Maintain current rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Communication and Education	Provide ongoing communication and information, resources, and support for families by: <ul style="list-style-type: none"> • Sending home a weekly newsletter in multiple languages • Meeting monthly with all parents • Meeting four times annually with members of the English Learner Advisory Committee 	\$2,561.00	Yes
2	Family Events and Activites	Provide regular family events and activities such as: <ul style="list-style-type: none"> • Family Math Night • Family Literacy Night • Family Movie Night • Family Game Night • Family STEAM Night 	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Volunteer Opportunities	Provide volunteer opportunities for families and partner with community organizations to support student success.	\$500.00	Yes
4	Bilingual Family Liaison	Provide for a Bilingual Family Liaison to support home/school connections.	\$16,021.00	Yes
5	PD for Positive School Culture	Provide professional learning opportunities for all staff, including: <ul style="list-style-type: none"> • Restorative Practices • Culturally Sustaining Pedagogy 	\$3,250.00	

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.04%	\$638,641

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.

As a result of stakeholder input, relevant needs assessments, and research related to meeting the needs all students, the following actions are principally directed to be implemented schoolwide but with a focus to ensure that these actions will first impact our foster/homeless youth, English Learners, and socio-economically disadvantaged students in order to support their growth and performance:

- 1.1 - Increase STEAM: Providing access to hands-on science, technology, engineering, art, and mathematics education to traditionally underserved groups ensures equity and fosters future ready skills. Additionally, STEAM education helps foster language acquisition while students learn content in an engaging and relevant way.
- 1.2 - Increase SEL: While students from traditionally underserved groups may need additional social emotional supports, it is important that they attend schools that are culturally responsive and inclusive. Social Emotional Learning helps all students develop the skills needed for self-awareness and collaboration.
- 1.4 - PD for Future Ready Skills: In order to support the needs of foster youth, English Learners, and low-income students, staff need opportunities for continued professional learning in the areas of Common Core Standards and English Language Development.
- 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 - Multi-Tiered Systems of Support Staffing: Providing staff to implement systematic interventions and supports, ensures that student needs are identified and addressed.
- 2.8 -PD for MTSS: In order to support the needs of foster youth, English Learners, and low-income students, staff need opportunities for continued professional learning in the areas of trauma-informed strategies and Universal Design for Learning.
- 2.9 - Before/After School Intervention and Enrichment: Before/after school programming provides opportunities for students to extend their learning time and meet identified learning needs.
- 3.1 - Communication and Family Resources: Strengthening home-school connections plays an important role in meet the needs of all students, specifically for students in traditionally underserved groups where families need access to information and resources.

3.2 & 3.3 - Family Events, Activities, and Volunteer Opportunities: Students from traditionally underserved groups come to school with diverse family experiences and Community Cultural Wealth (Yosso, 2005). It's important for schools to recognize the value of a family's Funds of Knowledge (Gonzalez, Moll, & Amanti, 2005) and invite families and community members to school.

3.6 - PD for Positive School Culture: In order to support the needs of foster youth, English Learners, and low-income students, staff need opportunities for continued professional learning in the areas of Restorative Practices and Culturally Sustaining Pedagogy.

References:

Yosso, T.J. (2005). Whose culture has capital? *Race, Ethnicity and Education*, 8(1), pp. 69–91

González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Lawrence Erlbaum Associates Publishers.

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

The following actions are principally directed towards our unduplicated student populations to support increased or improved services by at least 13.04%:

1.3 - Utilize English Language Development strategies: Integrated English Language Development provides English Learners with opportunities to practice language skills and access content through the day.

2.7 - ELD Teacher: Our ELD teacher provides designated English Language Development and helps monitor student growth and progress.

3.4 - Bilingual Family Liaison: Our Bilingual Family Liaison ensures that families can communicate with school staff and have the resources and information needed to help their child succeed.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$638,642.00			\$239,861.00	\$878,503.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$836,319.00	\$42,184.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Increase STEAM	\$5,000.00				\$5,000.00
1	2	English Learners Foster Youth Low Income	Increase SEL	\$2,500.00				\$2,500.00
1	3	English Learners	Increase ELD	\$1,000.00				\$1,000.00
1	4	English Learners Foster Youth Low Income	PD for Future Ready Skills	\$2,000.00				\$2,000.00
2	1	English Learners Foster Youth Low Income	Content Specialist / Data Coach	\$121,128.00				\$121,128.00
2	2	English Learners Foster Youth Low Income	Response to Intervention Coordinator	\$102,035.00				\$102,035.00
2	3	English Learners Foster Youth Low Income	School Counselor				\$105,085.00	\$105,085.00
2	4	English Learners Foster Youth Low Income	Intervention Teachers				\$105,342.00	\$105,342.00

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	Paraeducators	\$248,632.00				\$248,632.00
2	6	English Learners Foster Youth Low Income	Student Support Assistant	\$42,030.00				\$42,030.00
2	7	English Learners	English Language Development Teacher	\$86,046.00				\$86,046.00
2	8	English Learners Foster Youth Low Income	Before/After School Intervention and Enrichment	\$5,000.00				\$5,000.00
2	9	English Learners Foster Youth Low Income	PD for Multi-Tiered Systems of Support	\$2,000.00				\$2,000.00
2	10		Contribution to Shared Services				\$26,873.00	\$26,873.00
3	1	English Learners Foster Youth Low Income	Family Communication and Education				\$2,561.00	\$2,561.00
3	2	English Learners Foster Youth Low Income	Family Events and Activites	\$1,500.00				\$1,500.00
3	3	English Learners Foster Youth Low Income	Volunteer Opportunitis	\$500.00				\$500.00
3	4	English Learners Foster Youth Low Income	Bilingual Family Liaison	\$16,021.00				\$16,021.00
3	5	English Learners Foster Youth Low Income	PD for Positive School Culture	\$3,250.00				\$3,250.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$635,392.00	\$743,295.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$635,392.00	\$743,295.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Increase STEAM	Schoolwide	English Learners Foster Youth Low Income		\$5,000.00	\$5,000.00
1	2	Increase SEL	Schoolwide	English Learners Foster Youth Low Income		\$2,500.00	\$2,500.00
1	3	Increase ELD	Schoolwide	English Learners		\$1,000.00	\$1,000.00
1	4	PD for Future Ready Skills	Schoolwide	English Learners Foster Youth Low Income		\$2,000.00	\$2,000.00
2	1	Content Specialist / Data Coach	Schoolwide	English Learners Foster Youth Low Income		\$121,128.00	\$121,128.00
2	2	Response to Intervention Coordinator	Schoolwide	English Learners Foster Youth Low Income		\$102,035.00	\$102,035.00
2	3	School Counselor		English Learners Foster Youth Low Income			\$105,085.00
2	4	Intervention Teachers	Schoolwide	English Learners Foster Youth Low Income			\$105,342.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Paraeducators	Schoolwide	English Learners Foster Youth Low Income		\$248,632.00	\$248,632.00
2	6	Student Support Assistant	Schoolwide	English Learners Foster Youth Low Income		\$42,030.00	\$42,030.00
2	7	English Language Development Teacher	Schoolwide	English Learners		\$86,046.00	\$86,046.00
2	8	Before/After School Intervention and Enrichment	Schoolwide	English Learners Foster Youth Low Income		\$5,000.00	\$5,000.00
2	9	PD for Multi-Tiered Systems of Support	Schoolwide	English Learners Foster Youth Low Income		\$2,000.00	\$2,000.00
3	1	Family Communication and Education	Schoolwide	English Learners Foster Youth Low Income			\$2,561.00
3	2	Family Events and Activites	Schoolwide	English Learners Foster Youth Low Income		\$1,500.00	\$1,500.00
3	3	Volunteer Opportunites	Schoolwide	English Learners Foster Youth Low Income		\$500.00	\$500.00
3	4	Bilingual Family Liaison	Schoolwide	English Learners Foster Youth Low Income		\$16,021.00	\$16,021.00
3	5	PD for Positive School Culture		English Learners Foster Youth Low Income		\$3,250.00	\$3,250.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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