



Flournoy Union Elementary School District

PO Box 2260; 15850 Paskenta Rd. Flournoy, CA 96029

www.flournoyelementary.org 530-833-5331; 530-833-5332 fax

BOARD MEETING AGENDA

Tuesday, June 22, 2021 at 6:15 pm

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

DATE: Tuesday, June 22, 2021 at 6:15 pm

TYPE: Public Hearing Board Meeting

LOCATION: Via web conference.

To participate in the live meeting click on the link below.

Join Zoom Meeting

<https://us04web.zoom.us/j/76189952111?pwd=Vmc0UmpONTd4RVVGSlQ3ZuSUlsUT09>

Meeting ID: 761 8995 2111 BPasscode: 5D9f62

PUBLIC HEARING NOTICE POSTED: 06/11/2021 Flournoy School, Flournoy Store and Paskenta Store

BOARD MEETING AGENDA POSTED: 06/18/2021 Flournoy School, Flournoy Store and Paskenta Store

1. PUBLIC MEETING CALL TO ORDER BY PRESIDING OFFICER _____, at _____ p.m.

Roll call

Patrick Archer	_____
Cathy Bjornestad-Tobin	_____
Tyson Carter	_____
Sara Valoroso	_____
Vacancy	_____

PUBLIC COMMENT PERTAINING TO AGENDA

Comments on Closed Session Agenda Items, (below). Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.

Comments from the Floor: At this time, any person wishing to speak to any item not on the Agenda will be granted three minutes to make a presentation. No action may be taken at this meeting on items addressed during these comments.

Comments on Agenda Items: At this time, any person wishing to speak to any item on the Agenda will be granted three minutes to make a presentation.

2. PLEDGE OF ALLEGIANCE

Recognize staff present:

Rachel Davis, Superintendent	_____
Melinda Flournoy, Business Manager	_____
Amanda Taylor, Teacher	_____
Cody Weston, Custodian	_____
Mei Vance, Instructional Aide	_____
Erin Murphy, Instructional Aide	_____
Maria Herrera	_____
Deborah Hammons	_____



Flournoy Union Elementary School District

PO Box 2260; 15850 Paskenta Rd. Flournoy, CA 96029

www.flournovschool.org 530-833-5331; 530-833-5332 fax

BOARD MEETING AGENDA Tuesday, May 11, 2021 at 6:15 pm

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

DATE: Tuesday, May 11 at 6:15 pm

TYPE: School Board Meeting

LOCATION: Via web conference.

To participate in the live meeting click on the link below.

Join Zoom Meeting

<https://us04web.zoom.us/j/76189952111?pwd=Vmc0UmpONTd4RVVGSFlsQ3ZuSUlsUT09>

Meeting ID: 761 8995 2111

Passcode: 5D9f62

POSTED: 05/07/2021 Flournoy School, Flournoy Store and Paskenta Store

1. PUBLIC MEETING CALL TO ORDER BY PRESIDING OFFICER ____SV____, at __6:16__ p.m.

Roll call

Patrick Archer	__X__
Cathy Bjornestad-Tobin	__X__
Tyson Carter	_____
Sara Valoroso	__X__
Vacancy	_____

PUBLIC COMMENT PERTAINING TO AGENDA

Comments on Closed Session Agenda Items, (below). Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.

Comments from the Floor: At this time, any person wishing to speak to any item not on the Agenda will be granted three minutes to make a presentation. No action may be taken at this meeting on items addressed during these comments.

Comments on Agenda Items: At this time, any person wishing to speak to any item on the Agenda will be granted three minutes to make a presentation.

2. PLEDGE OF ALLEGIANCE

Recognize staff present:

Rachel Davis, Superintendent	__X__
Melinda Flournoy, Business Manager	__X__
Amanda Taylor, Teacher	_____
Cody Weston, Custodian	_____
Mei Vance, Instructional Aide	_____
Erin Murphy, Instructional Aide	_____
Maria Herrera	_____
Deborah Hammons	_____

3. ADOPTION OF AGENDA

PA/_CT_ _3_/_0_/_0_
Motion/Second Ayes/Noes /Abstain

4. APPROVAL OF MINUTES FROM THE MEETING OF:

Tuesday, April 13, 2021

CT/_PA_ _3_/_0_/_0_
Motion/Second Ayes/Noes /Abstain

5. COMMENTS

1. From members of the Board of Education
2. From the Superintendent and Business Manager **R. Davis talked about completing the state testing.**
3. From the Staff/Teachers

6. GENERAL FUNCTION CONSENT ITEMS

1. Bills and warrants for **April 2021**
2. MOUs/Agreements: **None**

CT/_PA_ _3_/_0_/_0_
Motion/Second Aye/Noes /Abstain

7. DISCUSSION/ACTION ITEMS (Attachments)

1. Consider approval of Superintendent Contract for Rachel Davis for the 2021-22 School Year.
CT/_PA_ _3_/_0_/_0_
Motion/Second Aye/Noes /Abstain
2. Consider approve the Resolution for the 2020-21 Year End Closing
PA/_CT_ _3_/_0_/_0_
Motion/Second Aye/Noes /Abstain
3. Consider approval of the TCDE Plan for the Education of Expelled and At-Risk Students
CT/_PA_ _3_/_0_/_0_
Motion/Second Aye/Noes /Abstain
4. Consider approval of the final reading of the following updated board policies.
 - AR 0430 Comprehensive Local Plan for Special Education
 - BP/AR 1312.3 Uniform Complaint Procedures
 - BP/AR 4119.25/4219.25/4319.25 Political Activities of Employees
 - BP/AR 5126 Awards for Achievement
 - BP/AR 5141.31 Immunizations
 - BP 6170.1 Transitional Kindergarten
 - BB 9320 Meeting and Notices

CT/_PA_ _3_/_0_/_0_
Motion/Second Aye/Noes /Abstain

8. DISCUSSION ON NEXT BOARD MEETING

1. Next meeting date: **Tuesday, June 22 & 23, 2021 at 6:15 p.m.**
2. Possible items for action/discussion
 - Budget/LCAP Public Hearing and Public Adoption
 - School Plan
 - Updated Policies

9. FURTHER COMMENTS

1. From members of the Board of Education
2. From the Superintendent

Adjournment at 6:50 p.m.

3. **ADOPTION OF AGENDA**

_____/_____/_____
Motion/Second Ayes/Noes /Abstain

4. **APPROVAL OF MINUTES FROM THE MEETING OF:**

Tuesday, May 11, 2021

_____/_____/_____
Motion/Second Ayes/Noes /Abstain

5. **COMMENTS**

1. From members of the Board of Education
2. From the Superintendent and Business Manager
3. From the Staff/Teachers

6. **GENERAL FUNCTION CONSENT ITEMS**

1. Bills and warrants for **May 2021**
2. MOUs/Agreements: **21/22 SARB Program Participation Contract with TCDE**
21/22 Information Technology Support Service with TCDE

_____/_____/_____
Motion/Second Aye/Noes /Abstain

7. **PUBLIC HEARING (Procedural Item)** (Attachments)

1. Update to the 2019/20 Local Control and Accountability Plan (LCAP) and Update to the 2020/21 Learning Continuity and Attendance Plan.
2. Discuss the 2021/2022 Budget for the Flournoy Union Elementary School District
3. Discuss the 2021/2022 Local Control and Accountability (LCAP for FUESD)
4. Discuss the Budget Overview for Parents (BOP)
5. Discuss the LCAP Local Performance Indicator Self Reflection

8. **DISCUSSION ON NEXT BOARD MEETING**

1. Next meeting date: **Wednesday, June 23, 2021 at 6:15 p.m.**
2. Possible items for action/discussion
 - Budget/LCAP Public Adoption

9. **FURTHER COMMENTS**

1. From members of the Board of Education
2. From the Superintendent

Adjournment at _____ p.m.

Checks Dated 05/03/2021 through 05/31/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Comment	Expensed Amount	Check Amount
40215488	05/07/2021	Mike's Repair Shop	01-5600	Lawn Mower Repair		887.23
40215489	05/07/2021	AT&T/Calnet	01-5901	Phone Bill		85.88
40215490	05/07/2021	Basic Laboratory, Inc.	01-5502	Drinking Water Monitoring		194.00
40215491	05/07/2021	Coastal Business Systems Inc.	01-5600	Copier Lease		219.49
40215492	05/07/2021	Green Waste	01-5506	Elkins Garbage Bill	170.87	
				Garbage Bill	239.68	
40215493	05/07/2021	J.M. Distributing Dairy Prod.	13-4700	Milk		410.55
40215494	05/07/2021	McCoy's Hardware & Farm Supply	01-4300	Grass Seed		495.50
40215495	05/07/2021	Pacific Gas & Electric Co	01-5503	Electricity		93.93
				Elkins Electricity	817.96	
40215496	05/07/2021	Michael D. Butler	01-5502	CCR Report	493.64	1,311.60
40215497	05/07/2021	Tehama Co Dept of Education	01-5800	3rd QTR Lan Support Jan-Mar	260.00	150.00
			01-5901	AT&T Elkins Service Charges	4,166.97	4,426.97
40215498	05/07/2021	US Bank	01-4300	Various	1,667.64	
			13-4300	Various	103.50	
			13-4700	Various	901.34	2,672.48
Total Number of Checks					11	10,947.63

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL	10	9,447.29
13	CAFETERIA SPEC REV	2	1,500.34
Total Number of Checks		11	10,947.63
Less Unpaid Tax Liability			.00
Net (Check Amount)			10,947.63

6.1

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



Tehama County Department of Education

6.2

Richard DuVarney
Tehama County
Superintendent of
Schools

1135 Lincoln Street Red Bluff CA 96080 | 530.527.5811 | www.tehamaschools.org

SARB PROGRAM PARTICIPATION CONTRACT 2021-2022

This agreement is entered into on this date, **July 1, 2021**, by and between the **Tehama County Department of Education**, herein referred to as DEPARTMENT, and the trustees of the **FLOURNOY SCHOOL DISTRICT**, herein referred to as DISTRICT, for the **2021-2022** fiscal year.

You will be invoiced in May of 2022 for the amount below.

The annual contract includes cost for services provided by the DEPARTMENT to the DISTRICT for the 2021-2022 school year. The cost for services is **\$865**. The DEPARTMENT will provide an employee(s) who will be assigned to perform the activities outlined below:

1. Truancy contacts by telephone, home visits, and/or conferences.
2. Preparation and mailing of District Attorney warning letter and letters to parents for attendance at SARB hearing.
3. Liaison with law enforcement agencies and District Attorney's Office.
4. Local and county SARB coordination.
5. Process and respond to Requests for Investigation and SARB Referrals.
6. SARB Contract/Agreement monitoring and follow-up conferences and visits.
7. Coordinates filing of charges against parents for SARB violations with the District Attorney's Office.
8. Support for school administrators and nursing personnel with potentially dangerous home visits and conferences.
9. Providing consultation and liaison to law enforcement on school safety, security, and crisis response planning.

The provisions of this agreement are agreed to by both parties as certified by the signatures below:



RICHARD DUVARNEY, Superintendent
Tehama County Department of Education

CLERK/AUTHORIZED AGENT
Flournoy School District

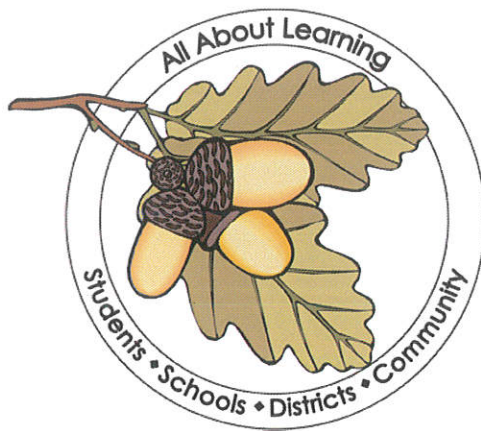
5-25-21

Date

Date

Information Technology Support Services

Transparent Technical Support for the 21st Century Learning



Prepared by Tehama County Department of Education

May 18, 2021

Memorandum of Understanding

Between the Tehama County Department of Education and Floumoy Union Elementary School District regarding the Implementation of Information Technology Support Services

1. **SUMMARY.** Tehama County Department of Education ("TCDE") agrees to provide Information Technology support services for the Floumoy Union Elementary School District ("DISTRICT"). The TCDE Information Technology department will plan, organize, and coordinate with the DISTRICT Superintendent or his/her designee to direct overall IT operations in school operations including purchasing, coordinating technology functions, and oversight of IT contracts in select IT categories.
2. **EFFECTIVE DATE AND TERM.** This agreement is effective **July 1, 2021** and ends **June 30, 2022**.
3. **DESCRIPTION OF SERVICES.** This agreement covers support for the DISTRICT's Information Technology requirements including but not limited to the services outlined in Attachment A.
4. **COST FOR SERVICES.** The cost below shows all items that will be needed for support. An estimate is provided of the number of days required for LAN support. If the DISTRICT needs less hours, the DISTRICT will be billed only for the actual amount of time worked. All other services are fixed costs.

Service	Charge
DocStar	
Destiny	
Aeries Software	
Aeries Support	
Escape	649.00
Server Hosting	1,400.00
LAN Support	5,200.00
Total	\$7,249.00

*Indicates estimated cost based on the prior year

5. **BILLING.** Billing for LAN / Desktop Support services rendered will be done on a quarterly basis. All other services will be included on the 4th quarter billing. Payment shall be made by the DISTRICT within thirty (30) days of billing.
6. **SERVICE AVAILABILITY.** TCDE will respond to the following emergency situations within 4 business hours of notification by DISTRICT if the situation is related to any of the following incidents:
 - Network Server down
 - Student Information System down
 - Local Area Network down
7. **GOVERNING LAW.** This Agreement, and the rights and obligations of the parties, shall be governed by and construed in accordance with the laws of the State of California.
8. **ENTIRE AGREEMENT.** This Agreement contains the entire agreement and understanding between the parties. It supersedes and replaces any prior agreement between the parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

9. **ALTERATION OF AGREEMENT.** This Agreement may be modified or terminated only by mutual agreement of the parties where the changes are in writing and is signed by both parties.

10. **INDEMNIFICATION.** The DISTRICT agrees to indemnify, defend, and hold harmless TCDE, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on TCDE arising out of the DISTRICT's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of TCDE, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless DISTRICT under this Agreement, the DISTRICT shall reimburse TCDE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The DISTRICT shall seek TCDE approval of any settlement that could adversely affect TCDE, its officers, agents or employees.

TCDE agrees to indemnify, defend, and hold harmless the DISTRICT, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on the DISTRICT arising out of TCDE's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of DISTRICT, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless TCDE under this Agreement, TCDE shall reimburse the DISTRICT for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. TCDE shall seek the DISTRICT's approval of any settlement that could adversely affect the DISTRICT, its officers, agents or employees.

11. **ATTORNEY'S FEES.** Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees.

SIGNATURES

TCDE, Information Technology

By: Richard R. DuVarney

RICHARD DUVARNEY
Tehama County Superintendent of Schools

Date: 06 / 03 / 2021

Floumoy Union Elementary School District

By: Rachel Davis

Rachel Davis
Superintendent

Date: 06 / 04 / 2021

Notice may be sent to:

Tehama County Department of Education
1135 Lincoln Street
Red Bluff, CA 96080
530-527-5811
Fax 530-529-4120

Attachment "A" Description of Services

Tehama County Department of Education provides the following services related to LAN (Local Area Network) and Desktop Support.

LAN / Desktop Support

TCDE provides the following Services in this category:

- Personal computer setup / installation / maintenance
- Local desktop software installation and configuration
- Operating system setup and installation
- Network based software installation and configuration
- Local printer installation and setup
- Server based printer installation
- Individual staff technology in-service
- Project management and purchasing recommendations
- Troubleshoot PC hardware problems
- Routine PC replacement
- Installation and configuration of LAN switching equipment
- DHCP server(s)
- Network troubleshooting
- Microsoft Active Directory administration
- Microsoft File Server installation and configuration
- Microsoft Active Directory support
- Microsoft Server installation and configuration
- Management of backup software / hardware
- Google Apps setup and configuration / support
- Food service software setup and configuration / support
- Projector / media system design and support
- Wireless network design, installation, and support
- Testing and assessment system support
- Autodialer software support
- Data integration and automation with SIS systems

TCDE will provide service as defined under the summary and terms section of this contract. A day of service will be defined as 8 hours of work.

TCDE and the DISTRICT will schedule a standard time and day of the week that TCDE staff will be on-site for contracts greater than 22 estimated days.

Travel time to the DISTRICT at any location will be included in the total contract time. Any additional travel on behalf of the DISTRICT will also be included in the total contract time.

SERVER HOSTING

TCDE provides the following Services in this category:

- Hosting of district servers on colocation or in a virtual environment located at the TCDE datacenter
- Backup of district servers at TCDE

Hosting Microsoft core services at TCDE requires a district internet connection speed of 50 Mbps or greater. TCDE will use and maintain appropriate daily backups of your Virtual Servers within the TCDE Datacenter. Although routine maintenance of backups and reports are monitored, TCDE cannot be held responsible for any data loss, alteration, and corruption of any software, data or files. This also includes data corruption due to database problems, lapse in time from a previous restore point, software bugs, hardware failures, malicious attacks, or natural disaster.

STUDENT INFORMATION SYSTEM SUPPORT

TCDE provides the following Services in this category:

- Student Information System Support provided by TCDE staff
- Management and configuration of all Aeries related software and servers
- Aeries software licensing, if the DISTRICT is a part of the original licensing consortium
- CALPADS/ State reporting assistance

Aeries licensing cost is based on selected features. The DISTRICT is responsible for all annual software licensing and support, billable as outlined in the district's Aeries contract.

LIBRARY MANAGEMENT SOFTWARE SERVICES

TCDE agrees to provide the following Services in this category:

- Hosting of the Follett Destiny software
- Configuration support
- Software updates
- Annual school year preparation and rollover
- Backup and storage of all Destiny related data

Destiny licensing cost is based on selected features. The DISTRICT is responsible for all annual software licensing for library management software services.

ESCAPE FINANCIAL SYSTEM DATA PROCESSING SERVICES

The annual contract includes cost for services provided by the TCDE to the DISTRICT relative to the provision of a financial accounting, budget, and payroll system. The contract fee is determined by allocating the total cost among all districts using each district's pro-rata share of total expenses and P2 ADA from fiscal year 2017-18.

Data Processing Services will include the following:

- Annual Escape Technologies Agreement which includes enhancements/change requests with Escape – for all Escape users, Escape web-based training, costs associated with participation in Escape Statewide User Group, local user groups and training.
- Any overtime costs incurred by the Superintendent, as a direct result of district actions shall result in a bill back to the district. When possible, district will be notified prior to incurring overtime costs.

DOCSTAR DOCUMENTIMAGING

Shared software licensing includes actual shared costs provided by TCDE to the DISTRICT for software licensing of the following products:

TCDE agrees to provide the following Services in this category:

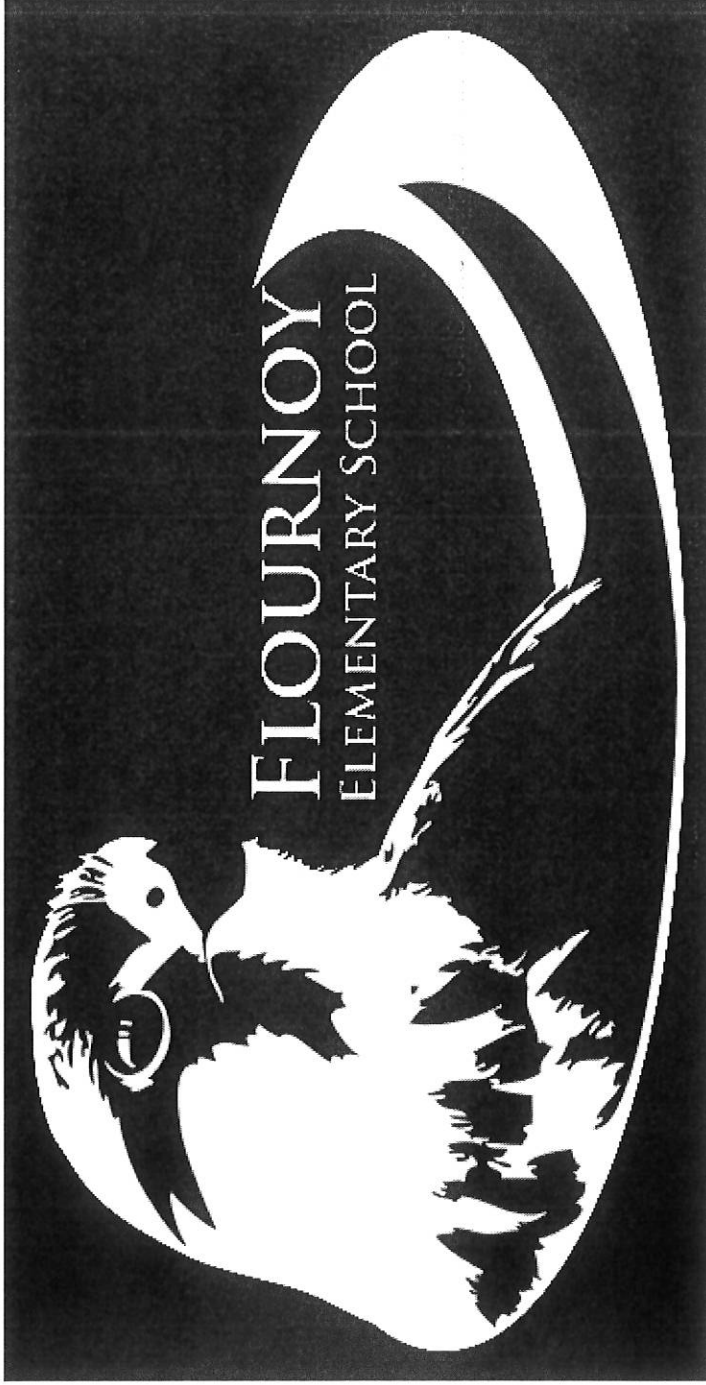
- Hosting of the DocStar imaging software
- User configuration and template creation
- Data storage of scanned images
- Support and training provided by Coastal Business Systems

DocStar licensing is billed annually and the total cost is determined by using each participating district's pro-rata share of total expenses from fiscal year 2017-18.

DISCOVERY EDUCATION STREAMING

Shared licensing of Discovery Education Streaming is provided by TCDE on an opt-in basis. This service provides standards aligned multimedia content for Students and Teachers.

TCDE agrees to access district participation and renew the software licensing agreement annually. District cost is based on Student P2 ADA.



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
Flournoy Union Elementary School District	Rachel Davis Superintendent	rdavis@flournoyschool.org 530-833-5331

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).

7.1

Goal 1

All Flourney students will advance toward proficiency on an annual basis in both ELA and Math as measured by state and local assessments.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC Scores i-Ready DIBELS CELDT Scores Reclassification Rights Williams Reports Professional Develop Records/CCSS implementation. Parent Surveys-Broad course of study satisfaction, parent participation Student technology access	Priority 1: 100% of Flourney teachers and paraprofessionals are highly qualified instructional staff; no teacher mis-assignments There are sufficient textbooks for all students Priority 2: CCSS/NGSS professional development included curriculum trainings/webinars for Stem Scopes, Jump Math, Google Classroom and Class Dojo Priority 3: Beginning in March 2020, staff started a series of phone communication with families during the school closures. Staff contacted all families at Flourney School via phone calls on the following dates; March 24th, April 3rd, May 4th, May 21st, June 24th, and August 3rd. The first phone contact conversation revolved around how families were doing and if there was anything we could do to help. In addition, we surveyed families needs for internet availability, devices, collected parent emails, their

Expected	Actual
19-20 Priority 1: 100% highly qualified instructional staff; no teacher mis-assignments Sufficient textbooks for all students Facilities improved as budget allows Priority 2: CCSS professional development records CCSS aligned instructional materials inventories CCSS teacher lessons are provided to all students via our full inclusion teaching model including English Learners for the purpose of gaining academic content knowledge and English language proficiency. Priority 3: Flourney School will promote parental participation for all students including unduplicated pupils and individuals with exceptional needs through the monthly calendar, invitation flyers, district wide all calls, the parent handbook, Flourney School events and teacher conferences. Priority 4: All students will advance at a minimum one year's growth in ELA and Math as measured by state and local assessments Intervention support effectiveness will be measured by student progress monitoring scores CELDT/ELPAC scores and reclassification rates will be monitored Priority 7: Walk throughs focused on technology integration into instruction Parent survey results addressing a broad course of study Because Flourney utilizes a full-inclusion teaching model, all activities addressed in priority 7 are available to all students including unduplicated pupils and individuals with exceptional needs. Priority 8: Teacher lessons indicating college and career readiness.	preference to receive online instruction or packets, and provided them with staff contact information. On the July 24th phone call, we went through the main points of the Tehama County Schools' Reopening Plan. After summarizing the important points of the plan to parents, we asked for questions and input. During the week of August 3rd-7th we contacted all parents at our school, to tell them the specific details of our school's reopening plans. It is important to note that at the end of all of six phone conversations, families were asked to give their input or ask questions on the topics that were discussed. Parent feedback, questions, and input to all phone communication contact were documented to help with the planning and development of our LCAP. Priority 4: SBAC Scores, ELPAC (Formerly CELDT) Scores :On March 18, 2020, California issued an emergency order suspending standardized testing for 2019-2020, meaning students in grades three to eight and 11 were not required to take Smarter Balanced tests in math and English language arts, the California Science Test, or the English Language Proficiency Assessments for California (ELPAC) for English learners. As a result, we do not have California assessment data to report on the measurable outcomes toward this metric. However local data using i-Ready shows 42% of students achieved one years typical annual growth in Reading and 29% achieved one years typical annual growth in Math. Easy CBMs is now used instead of DIBELS for reading fluency measures: In 19/20 data shows that 70% of students enrolled demonstrated sufficient growth in reading fluency to remain at, or increase their percentile ranking or remained above the 50th percentile compared to other U.S. students at the same grade level. Electronic surveys were sent to all stakeholders on July 28, 2020, to seek feedback regarding the reopening of our school. An automated call was sent to stakeholders regarding our survey and options to access that survey. Completion of the survey could be done via a text message link or visiting our Flourney School

Expected	Actual
Baseline When comparing our students (including SPED) with two years of SBAC Data (14/15,15/16), all students demonstrated growth in Math and 67% of students demonstrated growth in ELA. There were no Williams reports for 2016-17 Parent survey results indicated the need for more science instruction. The one English learner is making progress on the CELDT but is too young to reclassify. Professional development needs continue. One to one technology access No middle school dropouts Need for CCSS implementation professional development.	families that did not have access to the survey electronically were contacted by staff members to complete the survey over the phone, or families were able to utilize the school's devices to complete the survey on campus. Priority 7: Families have completed an input survey in order to determine the need for internet connectivity within our student population. 38.7% of our families have adequate WiFi and 19.4% have no WiFi. Families that are in need of access to devices and connectivity, and families with unique circumstances will be provided with Chromebooks and a solution to lack of internet availability. We are in the process of determining possible internet providers or hot spots that we can purchase for families in order to ensure connectivity for all of our students. If internet accessibility or hot spots are unattainable based on our rural location, we will provide students access to the internet on our school campus or a community site, consistent with social distancing guidelines. Priority 8: Due to the March 18th, 2020 school closures the college career readiness field trips and activities did not occur as scheduled.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All instructional staff will be highly qualified, appropriately assigned and receive appropriate professional development, support and materials necessary to implement CCSS/NGSS and the full inclusion instructional model. To better serve our students we increased our FTE to 2 teachers.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base 112,814 Benefits 3000-3999: Employee Benefits Base 35,612	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base 128,643 Benefits 3000-3999: Employee Benefits Base 39389

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All students will be provided sufficient CCSS aligned instructional materials. Science and Social Studies will serve as core subjects and CCSS ELA and Math standards will be integrated into the instruction.	Supplies and Materials 4000-4999: Books And Supplies Lottery 1047	Supplies and Materials 4000-4999: Books And Supplies Lottery 1582
Establish a MOU with the Tehama SELPA to provide a 0.2 FTE of resource specialist..	MOU with TCDE 0.2 Resource Specialist 5000-5999: Services And Other Operating Expenditures Base 8,213	MOU with TCDE 0.2 Resource Specialist 5000-5999: Services And Other Operating Expenditures Base 2,317
Parents will be engaged through home-school communication and participation in Site Council. Parents will be included in teacher professional development when appropriate. Parent Conferences will occur in the fall; school programs will be scheduled in accordance to school calendar. Communication methods may include: *Website *Monthly calendar *Weekly student work and grade reports *Blackboard Connect Autodialer *Common Goal Teacherease	5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 100 Supplies and Materials 4000-4999: Books And Supplies Supp/Conc 717	Website 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 748 Supplies and Materials 4000-4999: Books And Supplies Supp/Conc 324
All Flourney students will have access to academic and social enrichment opportunities both within and outside the school day. Opportunities to include: *College Options activities *Field trips *Small Schools Consortium activities (Art Celebration, Science Fair, 8th Grade Career Day)	Transportation and Van Maintenance 5000-5999: Services And Other Operating Expenditures Supp/Conc 250 Field Trip Admission Fees 5000-5999: Services And Other Operating Expenditures Supp/Conc 500	Transportation and Van Maintenance 5000-5999: Services And Other Operating Expenditures Supp/Conc 350 Field Trip Admission Fees 5000-5999: Services And Other Operating Expenditures Supp/Conc 140

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Instructional staff will integrate technology into daily lessons, assessments and student projects. Internet access to be provided through a MOU to TCDE; desktop support to be included. *Software purchases may include: *Assessment software *Read Live *Typing program *i-Ready *Mystery Science *Reflex Math *Technology devices will be upgraded and/or replaced as need and budget allow.	Software for student/tech 4000-4999: Books And Supplies Base 3,270	Software for student/tech 4000-4999: Books And Supplies Base 3,669
Flournoy students needing academic interventions will receive intervention support for both ELA and Math. Interventions to be provided through: *Individualized Skills Practice *Full inclusion certificated instruction and Resource Teacher time *After school tutoring as necessary *SERRF	Supplies and Materials 4000-4999: Books And Supplies Supp/Conc 1,500	Supplies and Materials 4000-4999: Books And Supplies Supp/Conc 1,500
paraprofessionals will be highly qualified, and receive appropriate professional development, support and supplemental materials necessary to implement CCSS/NGSS and the full inclusion instructional model.	Paraprofessionals 2000-2999: Classified Personnel Salaries Supp/Conc 14,746 3000-3999: Employee Benefits Supp/Conc 7,876 Supplies/Materials 4000-4999: Books And Supplies Supp/Conc 3,000	Paraprofessionals 2000-2999: Classified Personnel Salaries Supp/Conc 14,915 Benefits 3000-3999: Employee Benefits Supp/Conc 13,859 Supplies/Materials 4000-4999: Books And Supplies Supp/Conc 2,058

Goal Analysis

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

Goal 1 actions/services implementation went as previously planned with no challenges.

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

Even though we were only able to attend school in person until March we had positive data results in reading. For example, 70% of our students demonstrated growth in reading fluency and 42% showed a typical annual growth rate in other reading skills. One of the largest challenges was the school closure and having to transition to distance learning. Providing support to students that struggle academically or didn't have Internet access was challenging.

Goal 2

Flourney School will provide a safe, welcoming school environment and culture.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Metric/Indicator	Expected	Actual
Attendance Rates/Chronic absenteeism rates Bullying reports Suspension and expulsions reports FIT reports Middle school dropout rates		Priority 1: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Facilities overall rating remains in good condition as measured annually by the Facilities Inspection Tool (FIT) Priority 3: Parent Communication documentation includes a monthly calendar/lunch menu, website postings, flyers and parent outreach (all call) for reminders. Parent Communication documentation includes a monthly calendar/lunch menu, website postings, flyers and parent outreach (all call) for reminders and annual parent conferences. Priority 5: Attendance was monitored daily; target = 95%; actual rate at P1 = 98% Chronic absentee monitoring includes 5 students; no SARB referrals at this time. Priority 6: Safety drill logs indicate regular fire drill and lock down practice. Staff safety professional development documentation includes Mandated Reporting,

Expected	Actual
19-20 Priority 1: Facilities in good to excellent condition Parent survey results indicating safe school Priority 3: Parent Communication documentation Priority 5: Attendance target = 95% No chronic absenteeism No suspensions No expulsion No SARB referrals Priority 6: 100% compliance with safety drills and staff safety professional development No negative social interaction and/or bullying reports Baseline FIT good repair status. 100% participation in staff safety training; 100% compliance with safety drills NCSIG annual inspection status positive. Parent satisfaction for student safety and school environment. P1 Attendance for 2016-17 = <u>22.71</u>__ 0 suspensions; 0 expulsions 0 SARB reports 0 negative social interaction and bullying reports	Sexual Harassment and Blood-borne Pathogens training. No reporting of negative social interaction and/or bullying information was documented on the website. Safety drill logs indicate regular fire drill and lock down practice. Staff safety professional development documentation includes Mandated Reporting, Sexual Harassment, Blood-borne Pathogens

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain facilities in excellent condition; provide custodial and maintenance staff and supplies. Professional development will be provided to ensure compliance and knowledge base is up to date.	Custodial/Maintenance salary 2000-2999: Classified Personnel Salaries Base 16,460 Benefits 3000-3999: Employee Benefits Base 5,364 Supplies and Materials 4000-4999: Books And Supplies Base 3,000 Travel/Training 5000-5999: Services And Other Operating Expenditures Base 250	Custodial/Maintenance salary 2000-2999: Classified Personnel Salaries Supplemental 22,177 Benefits 3000-3999: Employee Benefits Base 6,866 Supplies and Materials 4000-4999: Books And Supplies Base 5,890 Travel/Training 5000-5999: Services And Other Operating Expenditures Base 0
Maintain daily attendance and discipline records using Common Goal software; notify families of excessive absences and discipline concerns. Refer to SARB as appropriate.	Position related expense in Goal one Action one	Position related expense in Goal one Action one
Staff will implement the Flourney Safety Plan and ensure monthly student safety drills (to include intruder, fire, rattlesnakes). Staff will provide instruction related to appropriate social interactions and bullying prevention. Updates will be posted on the website and in the monthly calendar for parent information.	Position related expense in Goal one Action one	Position related expense in Goal one Action one
Staff will participate in mandated training annually (using Keenan Safe Schools).	Position related expense in Goal one Action one	Position related expense in Goal one Action one
Contract with Elkins School District for cafeteria food services (lunch only) and transporting.	Cafeteria MOU with Elkins 5800: Professional/Consulting Services And Operating Expenditures Base 13500	Cafeteria MOU with Elkins 5800: Professional/Consulting Services And Operating Expenditures Base 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.

MOU with Elkins was not implemented. Our district Highered a cook.

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

A success for the 19/20 school year was that the staff was able to maintain regular communication with parents and students even during the school closure. There are minimal changes to Goal 2 actions/services. Facility safety upgrade suggestions will be addressed as funding permits.

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
Technology-Devices: Flournoy purchased additional Chromebooks in order to ensure every student has a Chromebook. Every student needs a device so they access online curriculum and assessments that will be utilized by students during in-person instruction.	2000.00	3011.00	Yes
Flournoy purchased additional cleaning and disinfecting materials to assure the safety for staff and students. We ordered free-standing hand-sanitizing stations and cleaning materials that are approved cleaners for school and cleaners that are for killing viruses.	4000.00	5148.00	No
Learning Loss Support/intervention: Classified and certified instructional staff will provide small group or one-on-one support to students that have experienced learning loss. Our instructional staff will be providing and delivering intervention to students that are need of support. They will use supplemental curriculum programs to deliver intervention and track growth/development.	253043.00	29698.00	Yes
Curriculum: In order to provide intervention, learning loss support, standards based assessments, and standards based curriculum we have purchased the following programs; Simplify Writing, StemScopes, i-Ready, Easy CBM, Formative Loop, Reflex, Read Live, and Jump Math.	8202.00	8202.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Attendance/Grade Reporting/Communication Flourney purchased a Student Management System called TeacherEase. This program is a grade reporting, attendance tracking, and lunch program system. Parents have access to the program with personalized log-ins to track their child's attendance and current grades within all subject areas.	737.00	737.00	No
Professional Development: To provide teacher support with delivering intervention programs and supplemental curriculum programs we have provided staff professional development in the following programs; Jump Math, Simplify Writing, Distance Learning, TeacherEase, and StemScopes professional development were completed by certified and classified staff.	100.00	100.00	Yes
COVID-19 Supplies: Personal protective equipment, signage, and thermometers have been purchased in order to ensure the safety for students and staff and in order to follow the guidelines of COVID-19 requirements. Face masks, face shields, disposable gloves, and disposable aprons have been purchased for our school. We provide students with a face mask/face shield when they are need of one. Also, all staff have been provided with face shields and face masks. Disposable personal protective equipment will be purchased on a regular basis throughout the school year. Also, social distancing markers have been placed on the floor in classrooms, and social distancing and hand washing signage have been hung throughout the school. We have purchased thermometers to use for health screenings.	5000.00	3020.08	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Special Education Student Support Flournoy School has an MOU with TCDE for Resource Specialist Program Services. TCDE provides resource specialist program during the 2020/2021 school year based on student needs.	2,317.00	2317.00	Yes
MOU with TCDE Title III Consortium Title III Consortium provides professional development targeted to meet the specific needs, based on data analysis, of English Learners in the school or school district. They will provide up to 200 hours of professional development/coaching. Also, they will reimburse costs for additional materials and equipment for trainings for EL assistance to "catch-up" EL students during their school closures.	0.00	0.00	Yes
MOU with TCDE IT Department: TCDE will provide support services for Flournoy School. TCDE technology support services will provide desktop support, server hosting, student information system support, library management of software services, Escape financial system data processing services, and Docstar document imaging.	7601.00	7601.00	Yes
TCDE MOU Speech Services: TCDE will provide speech support services for the 2020/2021 school year. Speech services will be provided to our qualified students on a weekly basis via online during in-person learning or distance learning.	600.00	600.00	No
Substitute Teacher Costs: Throughout the school year we will be utilizing substitute teachers for educational and professional development purposes. Substitute teachers will assist in assessment data collection, intervention support, and providing instruction to allow teachers time for professional development opportunities.	11250.00	14,375.00	No

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

Planned actions we had was purchasing Chromebooks for all of the students. Due to the covid, there is a shortage of devices, and the Chromebooks we are ordered are backordered. Another difference, that was not planned, was an upgrade in our attendance reporting system. We were able to purchase Aeries.

Analysis of In-Person Instructional Offerings

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

One of our greatest successes this school year, is the fact that we have been open for in-person learning since the first day of school, August 12, 2020. Students have greatly benefited from in-person learning for several reasons; social/emotional support, academic support, increased student engagement, and learning loss intervention. Of course we have had challenges as well with in-person instruction. It has been challenging for our students to wear masks and to adhere to the physical distancing guidelines. It has really limited our options for recess and PE activities. But luckily, our students and staff have been very positive with these challenges and are doing their best. Another challenge, is the inability for our two cohorts to interact. Flourney School is unique in the fact that we are so small, and that our upper graders and primary grade students usually are able to build positive relationships. We have been able to be creative and we conduct zoom meetings between the cohorts.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
WiFi Hotspots: We are currently working with our TCDE IT staff to look into the possibility of purchasing WiFi hotspots for families in need of internet. If we were to transition to distance learning, it would be essential for all of our families to have access to internet.	0.00	0.00	Yes

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

WiFi Hotspots were ordered in the event we needed to transition to distance learning however WiFi hotspots were not available and were back ordered.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The challenge of distance learning for Flourney School is internet availability to our families. We worked towards acquiring hotspots for our families but were unable to find providers for our rural area. Fortunately, we had very few students participate in distance learning, and it was only for a short period of time. Also, all students that were put on distance learning had internet services in place. When distance learning did occasionally happen for individual students, staff was able to provide learning opportunities in English Language Arts, Mathematics, Science, Social Studies, P.E., Art, and social/emotional support. Even though we were unable to order new Chromebooks, we do have enough devices for every student. Students were supplied with a Chromebook while on distance learning in order to participate in synchronous and asynchronous learning opportunities. Pupil participation was consistent, and students on distance learning attended on a regular basis. There were no attendance issues. Staff was able to assess pupil progress through live contacts and synchronous instructional minutes, and formative and summative assessments. In order to support staff with distance learning, professional development was provided on minimum days. Professional development included Simple K-12, Stemscopes Science Training, and Jump Math webinar. In addition, resource support services were provided to students with unique needs via zoom and speech services via Pearson.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning Loss Support/intervention: Classified and certified instructional staff will provide small group or one-on-one support to students that have experienced learning loss. Our instructional staff will be providing and delivering interventional to students that are need of support. They will use supplemental curriculum programs to deliver intervention and track growth/development.	See In-Person Learning	See In-Person Learning Loss	Yes
Curriculum: In order to provide intervention, learning loss support, standards based assessments, and standards based curriculum we have purchased the following programs; Simplify Writing, StemScopes, i-Ready, Easy CBM, Formative Loop, Reflex, Read Live, and Jump Math.	See In-Person	See In-Person	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.

With the CARES funding, we were able to improve our plan of intervention support for our students. We hired a long-term sub that provides reading and math intervention to our students that are in need of learning loss support. The substitute assesses and supports students with Easy CBM's, Read Live, SIPPS, math tutoring, homework assistance, and support to students with classroom assignments within ELA/Math/Social Studies/Science.

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.

Our biggest success with addressing pupil learning loss in the 2020/2021 school year is the additional staffing to conduct progress monitoring and intervention to our students. The CARES funding focuses on using funds to support student learning loss. We felt that biggest benefit our students could be provided is an additional staff member that can provide that one-on-one support. The long-term substitute we hired is a fully qualified credentialed teacher.

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.

Being able to provide in-person learning for the entire year has been a success for the mental health and social and emotional well-being of our students and staff. The struggles we have faced this school year are the COVID rules and regulations make it very difficult for interactions with parents and within our two cohorts. Flournoy School is small and personable. When there is a play or fundraiser event, the whole community is involved. With many of our regular school events being altered or cancelled, it made it difficult to stay positive for students, staff, parents, and community members. Ways we have tried to overcome these obstacles included; parent conferences, zoom meetings between cohorts, Christmas program following covid rules, Distance Learning orientation for parents, kindergarten orientation, and a spaghetti feed drive-thru dinner. Our school community thrives on our school's events and family-like atmosphere, and these alternative events help support our school community's social/emotional well-being.

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.

Our distance learning participation was positive. Our instruction was all in-person learning for the school year, with the exception of quarantine restrictions that forced students to distance learn. Distance learning was documented on a daily basis, and we had no issues with student attendance. Certified staff completed weekly engagement records that verified daily participation and tracked assignments for students. There was phone communication and zoom meetings on a daily basis for students that were participating in distance learning.

Analysis of School Nutrition

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

For the 2020/2021 school year, Flournoy School has provided free nutritional breakfast and lunch meals for all students at Flournoy. A huge success is that a majority of our student population utilizes the breakfast and lunch programs, and that our students are being provided with healthy a meal twice a day. With the many covid requirements, our kitchen staff has been able to prepare and serve well-balanced meals while continuing to follow national, state, and local health and safety guidelines.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. For in-person learning now, kitchen staff have been provided with a supply of disposable hair nets, aprons, and rubber gloves to use when serving food. Disposable personal protective equipment for the kitchen will be purchased on a regular basis throughout the year.	1000.00	1000.00	No
Mental Health and Social and Emotional Well-Being	Positive behavior intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs. Current programs include Second Step and Character Counts. Professional development for staff to ensure support and connectedness for students during distance learning.	1000.00	1000.00	Yes
Mental Health and Social and Emotional Well-Being	TCDE MOU Psychological Services: TCDE will provide our school with psychological services for the 2020/2021 school year. Our district will be invoiced based on the actual usage of services. Students that are need of this type of support will be provided psychological support.	3028.00	3028.00	Yes
Mental Health and Social and Emotional Well-Being	TCDE MOU School Nursing Services: TCDE will provide a full-time 0.025 equivalent of school nursing for the 2020/2021 school year. Our assigned nurse supports our staff and students with student vaccination requirements, hearing/vision	2670.00	2731.00	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	screenings, social/emotional support, and any other health concerns that might arise at our school.			
Pupil Engagement and Outreach	SARB Program Participation Contract: The department will provide an employee(s) who will be assigned to perform activities related to student attendance issues. The contract assists and supports our staff with the appropriate steps to follow when dealing with truancy issues with our students. This contract will help us keep students and families participating and attending on a regular basis during in-person learning and distance learning.	967.00	967.00	Yes
Pupil Engagement and Outreach	Catapult CMS was purchased by Flournoy School. We manage our website through this program. Our school website is a tool to communicate to our students, staff, parents, and community about important information regarding our school. Examples of important information our websites posts include; stakeholder surveys, emergency closure information, and upcoming events at the school.	1069.20	1069.20	Yes
Pupil Engagement and Outreach	Flournoy School purchased Catapult Connect. This all-call system is used to communicate to families about our school events or school emergency situations. For example; School Fundraiser Details, Stakeholder surveys, or emergency school closure information.	1170.00	1170.00	Yes

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

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

Overall Analysis

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

One very important lesson we have learned is that our students academically, socially, and emotionally benefit best from in-person learning. An in-person learning program has been implemented for our entire 2020/21 school year. Flourney has not had to transition to a distance learning program. The lessons we learned with our in-person learning program are that it is essential to continue our goals and actions for the 2021/24 LCAP. Our goals and actions will continue to be implemented for the 2021-24 LCAP because we want to see students show growth academically in the areas of English Language Arts and Mathematics, deliver a strong standards-based curriculum, conduct student assessments, collect and interpret student academic data, provide intervention, and develop learning programs based on identified needs.

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

We will continue to assess student needs and develop learning programs based on identified needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

One difference is the fact that we were unable to find a provider for internet connectivity to our families in need of Wi-Fi. Connecting our students to Wi-Fi has been attempted, but we have been unsuccessful. Based on our rural location internet availability is very challenging to receive. Fortunately, our school has been in-person learning for the entire school year, and hotspots were not needed by our families. We did have a few students do distance learning on a temporary basis in order to fulfill quarantine requirements. Those students were all provided a Chromebook to use at home, and had internet availability at their homes.

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.

There were positive data results for our students in the areas of English Language Arts and Mathematics for the 2019/2020 school year. 70% of students demonstrated sufficient growth in reading fluency to remain at, or increase their percentile ranking or remained the 50th percentile compared to other U.S. students at the same grade level. Reading fluency is an area we have been working on improving for our student population. There has been much focus in this area with the purchase of the programs Read Live and Easy CMB. Our students' i-Ready diagnostic results for the 2019/2020 school show 42% of our students achieved one year's typical annual growth. Math i-ready diagnostic results were slightly lower than the reading results with 29% of students achieving one year's typical annual growth. It is also important to realize that students only attended half of the school year due to the school closure in March 2020. During the 2020/21 school year, student progress has been positive as well with the added support and intervention we have been able to provide to our students. With the CARES act, we were able to hire a consistent substitute that provides English Language Arts and Mathematics support to our students that have experienced learning loss or struggling academically. Pupil and family engagement and outreach is another important element that will be continued into the 21-24 LCAP as well. With the many restrictions of COVID this school year, we have been able to connect with our families with distance learning orientations, parent conferences, a COVID-compliant Christmas program, and a drive-thru spaghetti feed and online auction. Our school community thrives socially, emotionally, and academically with these personal connections. Based on our analysis and reflection of student outcomes of our 2019 LCAP and 2020-21 LCP we will be transferring and continuing these ideas and goals into our 21-24 LCAP as well.

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	228,219.00	244,427.00	
Base	198,483.00	186,774.00	
Lottery	1,047.00	1,582.00	
Supp/Conc	28,689.00	33,894.00	
Supplemental	0.00	22,177.00	

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

2020-21 Annual Update for the 2021-22 Local Control and Accountability Plan

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	228,219.00	244,427.00
1000-1999: Certificated Personnel Salaries	112,814.00	128,643.00
2000-2999: Classified Personnel Salaries	31,206.00	37,092.00
3000-3999: Employee Benefits	48,852.00	60,114.00
4000-4999: Books And Supplies	12,534.00	15,023.00
5000-5999: Services And Other Operating Expenditures	9,213.00	2,807.00
5800: Professional/Consulting Services And Operating Expenditures	13,600.00	748.00
	13,600.00	748.00

* 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	228,219.00	244,427.00
1000-1999: Certificated Personnel Salaries	Base	112,814.00	128,643.00
2000-2999: Classified Personnel Salaries	Base	16,460.00	0.00
2000-2999: Classified Personnel Salaries	Supp/Conc	14,746.00	14,915.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	22,177.00
3000-3999: Employee Benefits	Base	40,976.00	46,255.00
3000-3999: Employee Benefits	Supp/Conc	7,876.00	13,859.00
4000-4999: Books And Supplies	Base	6,270.00	9,559.00
4000-4999: Books And Supplies	Lottery	1,047.00	1,582.00
4000-4999: Books And Supplies	Supp/Conc	5,217.00	3,882.00
5000-5999: Services And Other Operating Expenditures	Base	8,463.00	2,317.00
5000-5999: Services And Other Operating Expenditures	Supp/Conc	750.00	490.00
5800: Professional/Consulting Services And Operating Expenditures	Base	13,500.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supp/Conc	100.00	748.00

* 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	189,645.00	209,494.00
Goal 2	38,574.00	34,933.00

* 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	\$690,850.00	\$74,809.08
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$10,904.20	\$10,965.20
All Expenditures in Learning Continuity and Attendance Plan	\$701,754.20	\$85,774.28

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$417,587.00	\$23,880.08
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$1,000.00	\$1,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$418,587.00	\$24,880.08

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$273,263.00	\$50,929.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$9,904.20	\$9,965.20
All Expenditures in Learning Continuity and Attendance Plan	\$283,167.20	\$60,894.20

Flournoy Union Elementary School
2021-22 Budget Board Comparison Report

7.2

COMPARISON - Unrestricted Revenues

	<i>Estimated Actuals</i>	<i>Budget</i>	<i>Difference</i>
LCFF Sources	\$ 447,058.00	\$ 447,082.00	\$ 24.00
Federal Revenue	\$ -	\$ -	\$ -
Other State Revenue	\$ 7,001.00	\$ 7,395.00	\$ 394.00
Other Local Revenue	\$ 49,108.00	\$ 49,108.00	\$ -
Total Revenues	\$ 503,167.00	\$ 503,585.00	\$ 418.00

COMPARISON - Unrestricted Expenditures

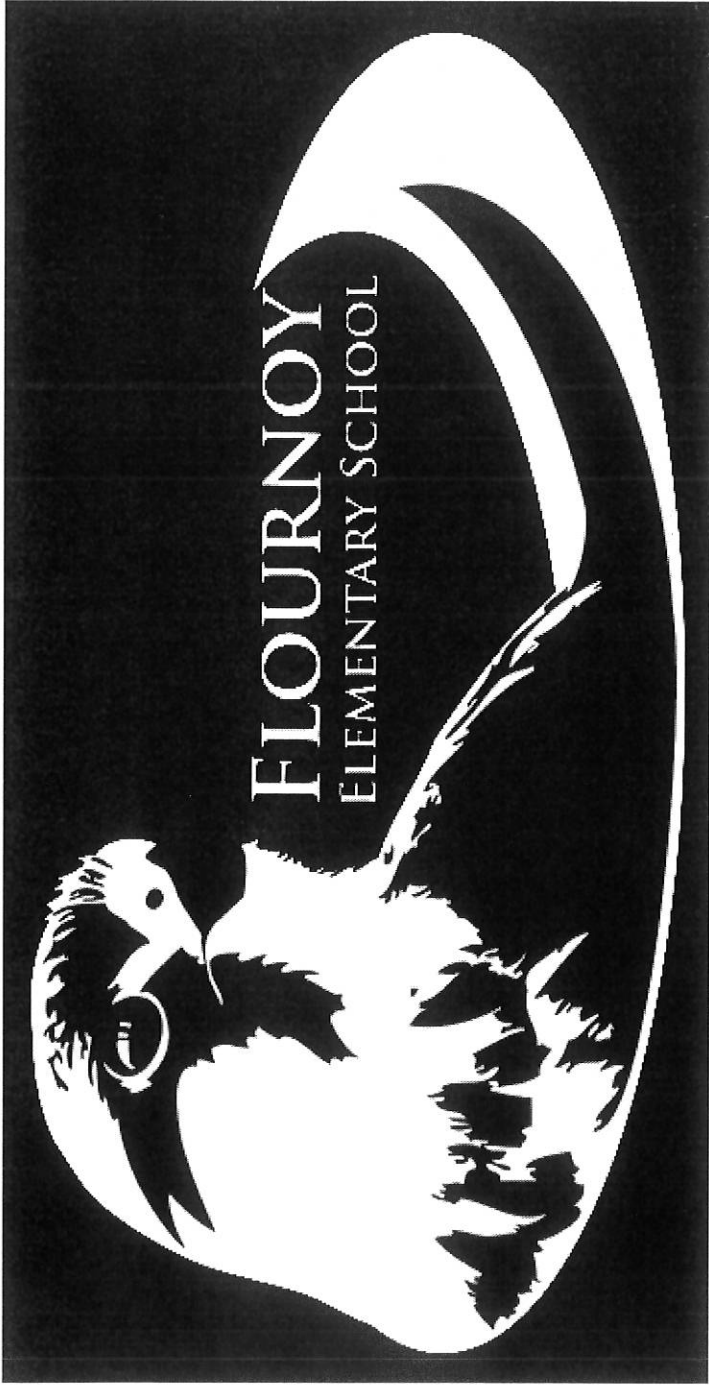
Certificated Salaries	\$ 149,755.00	\$ 152,638.00	\$ 2,883.00
Classified Salaries	\$ 87,726.00	\$ 80,137.00	\$ (7,589.00)
Employee Benefits	\$ 85,589.00	\$ 89,997.00	\$ 4,408.00
Books & Supplies	\$ 25,709.00	\$ 13,014.00	\$ (12,695.00)
Services	\$ 180,468.00	\$ 172,702.00	\$ (7,766.00)
Capital Outlay	\$ -	\$ -	\$ -
Other Outgo/Transfers of Indirect Costs	\$ 2,796.00	\$ 100.00	\$ (2,696.00)
Total Expenditures	\$ 532,043.00	\$ 508,588.00	\$ (23,455.00)
	\$ (28,876.00)	\$ (5,003.00)	\$ 23,873.00
Transfers Out	\$ 1,791.00	\$ 24,614.00	\$ 22,823.00
Net Increase/Decrease in Fund Balance	\$ 186,722.00	\$ (22,823.00)	\$ (209,545.00)

COMPARISON - Fund Balance, Reserves

Beginning Fund Balance	\$ 407,755.00	\$ 594,477.00	
Ending Fund Balance	\$ 594,477.00	\$ 571,654.00	
Net Increase (Decrease) In Fund Balance	\$ 186,722.00	\$ (22,823.00)	\$ (209,545.00)
Prepaid Expenses		\$ -	
Revolving Cash		\$ 1,500.00	
Reserve for Economic Uncertainties		\$ 71,000.00	
Other Assignments		\$ 499,154.00	
Total Reserves		\$ 571,654.00	

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget		Total Fund col. D + E (F)	% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)		
A. REVENUES									
1) LCFF Sources		8010-8099	447,058.00	0.00	447,058.00	447,082.00	0.00	447,082.00	0.0%
2) Federal Revenue		8100-8299	0.00	54,401.00	54,401.00	0.00	45,584.00	45,584.00	-16.2%
3) Other State Revenue		8300-8599	7,001.00	11,840.00	18,841.00	7,395.00	41,573.00	48,968.00	159.9%
4) Other Local Revenue		8600-8799	49,108.00	50,675.00	99,783.00	49,108.00	53,574.00	102,682.00	2.9%
5) TOTAL, REVENUES			503,167.00	116,916.00	620,083.00	503,585.00	140,731.00	644,316.00	3.9%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	149,755.00	3,125.00	152,880.00	152,638.00	19,000.00	171,638.00	12.3%
2) Classified Salaries		2000-2999	87,726.00	58,760.00	146,486.00	80,137.00	68,147.00	148,284.00	1.2%
3) Employee Benefits		3000-3999	85,589.00	43,771.00	129,360.00	89,997.00	50,727.00	140,724.00	8.8%
4) Books and Supplies		4000-4999	25,709.00	44,496.00	70,205.00	13,014.00	18,825.00	31,839.00	-54.6%
5) Services and Other Operating Expenditures		5000-5999	180,468.00	(15,614.00)	164,854.00	172,702.00	(37,056.00)	135,646.00	-17.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,796.00	8,728.00	11,524.00	100.00	14,294.00	14,394.00	24.9%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	(704.00)	704.00	0.00	0.0%
9) TOTAL, EXPENDITURES			532,043.00	143,266.00	675,309.00	507,884.00	134,641.00	642,525.00	-4.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(28,876.00)	(26,350.00)	(55,226.00)	(4,299.00)	6,090.00	1,791.00	-103.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,791.00	0.00	1,791.00	24,614.00	0.00	24,614.00	1274.3%
2) Other Sources/Uses									
a) Sources		8930-8979	226,117.00	13,571.00	239,688.00	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(8,728.00)	8,728.00	0.00	6,090.00	(6,090.00)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			215,598.00	22,299.00	237,897.00	(18,524.00)	(6,090.00)	(24,614.00)	-110.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget		Total Fund col. D + E (F)	% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			186,722.00	(4,051.00)	182,671.00	(22,823.00)	0.00	(22,823.00)	-112.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	407,755.00	4,051.00	411,806.00	594,477.00	0.00	594,477.00	44.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			407,755.00	4,051.00	411,806.00	594,477.00	0.00	594,477.00	44.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			407,755.00	4,051.00	411,806.00	594,477.00	0.00	594,477.00	44.4%
2) Ending Balance, June 30 (E + F1e)			594,477.00	0.00	594,477.00	571,654.00	0.00	571,654.00	-3.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,500.00	0.00	1,500.00	1,500.00	0.00	1,500.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	521,977.00	0.00	521,977.00	499,154.00	0.00	499,154.00	-4.4%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	71,000.00	0.00	71,000.00	71,000.00	0.00	71,000.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%



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
Flournoy Union Elementary School District	Rachel Davis Superintendent	rdavis@flournoysschool.org 530-833-5331

Plan Summary [2021-22]

General Information

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

Flournoy School is a tiny, rural school in western Tehama County. Started in 1922, it was a one room schoolhouse that filled the need for a ranching community school, Flournoy today serves 42 children, K through grade 8. Student demographics include 64.3% Free/Reduced, 16+% Special Education, 88.10% White, and 9.52% Hispanic. Flournoy currently has no Foster students enrollment and no Reclassified

English Learners. During 2020/21, Flournoy staff consisted of 1 Superintendent/Teacher, 1 Teacher, 3 part time paraprofessionals, a part time business manager, a part time cook/manager and a part time custodian.

Reflections: Successes

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

Due to COVID-19, state law suspended the reporting of state and local indicators in the 2020 Dashboard. Based on Flournoy's small school size, we typically do not have indicators on our dashboard. It only shows our 0% suspension rate. So, it is routine for our small school to review with our stakeholder groups to analyze and discuss our local data. In order to prepare for the 2021-2024 LCAP we reviewed goals and data from 2017-2020 LCAP and the 2020-2021 Learning Continuity Plan. We are proud of what we accomplished in spite of the Covid-19 pandemic. We were able to maintain communication and learning with our families during the Spring 2020 School Closure. (LCAP 2019-2020 Goal #2) A huge success this 2020/2021 School year was the fact that we opened for in-person learning in August and stayed open the entire school year.

In March 2020, state standardized testing was suspended, so based on our local data we saw positive advancement toward proficiency for our students in both ELA and math. For example; i-Ready shows 42% of students achieved one year's typical annual growth in Reading and 29% achieved one year's typical annual growth in Math. Easy CBMs is now used instead of DIBELS for reading fluency measures: In 19/20 data shows that 70% of students enrolled demonstrated sufficient growth in reading fluency to remain at, or increase their percentile ranking or remained above the 50th percentile compared to other U.S. students at the same grade level. (LCAP 2019-2020 Goal #1)

We were able to maintain the school in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. The facility's overall rating remains in good condition as measured annually by the Facilities Inspection Tool (FIT). Parent communication was strong with parent conferences, all-call reminders, website postings, flyers, parent outreach, and a distance learning seminar for parents and students in the Fall. (LCAP 2019-2020 Goal #2)

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.

Due to its extreme small size, Flournoy does not receive LCFF Evaluation Rubrics data as posted on the Fall Dashboard. Staff must rely on local data and student-by-student analysis of state mandated test scores. Staff have identified the following needs based on local analysis:

~ Academics - In ELA students greater than 50 points above level three scores will increase by two or more points. Students less than 50 points above level three will increase by five or more points. Students less than 100 points below level three will increase by 40 or more points. Students greater than 100 points below level three scores will increase by 50 or more points.

In Math, students greater than 50 points above level three scores will increase by two or more points. Students less than 50 points above level three will increase by five or more points. Students less than 100 points below level three scores will increase by 40 or more points. Students greater than 100 points below level three scores will increase by 50 or more points.

~ Due to the Special Education enrollment increasing, there is a need to continue with additional paraprofessional assistance and specialized equipment.

~ Professional Development - Standards implementation; how to address the challenge of the multiple-aged classroom

To address these areas for improvement Flournoy Elementary School is purchasing Chromebooks to support assessment and intervention. Flournoy Elementary School will continue with individualized instruction and planning.

LCAP Highlights

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

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

Flournoy's LCAP goals address student achievement for all Flournoy students and providing a safe, welcoming school environment for families and children. Flournoy has a large percentage of Special Education students, which present challenges for a small, rural school district. Staff work closely with the Tehama SELPA to provide IEP services while Flournoy teachers address learning and social-emotional needs. Our instructional model is "full inclusion" which means Special Needs students are fully included in all Flournoy lessons and activities. Both teachers share responsibility to provide specialized and individualized instruction. Parent participation is important to our program and staff work closely with all families daily. Based on this information our two LCAP goals are custom fit to our small school's special needs and family-like atmosphere. Flournoy Union Elementary School District will strive to achieve these two goals from 2021-2024:

LCAP Goal #1- All Flournoy students will advance toward proficiency on an annual basis in both ELA and Math as measured by state and local assessments.

LCAP Goal #2- Flournoy School will provide a safe, welcoming school environment and culture.

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.

Flurnoy Elementary School District was not identified for CSI.

Support for Identified Schools

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

Flurnoy Elementary School District was not identified for CSI.

Monitoring and Evaluating Effectiveness

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

Flurnoy Elementary School District was not identified for CSI.

Stakeholder Engagement

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

Stakeholder involvement at Flornoy includes the following:

- *Families - notification through the website, Catapult Connect mass communications and monthly calendar
- *Regular staff discussions and feedback
- *Flyer/Poster distribution to community members during school events
- *Parent Conferences
- *Annual Parent survey
- *Reopening Plans Survey
- *Distance Learning Survey
- *Learning Continuity and Attendance Plan Review/Survey

Since our school size is so small, 42 students, we are not required to have a School Site Council and we do not receive Title I funding. The avenue we used for a parent advisory committee was checking in and gathering feedback from parents, staff, and community members via phone communication six times between March and August 2020. Since Spring 2020, our school surveys have been centered around Covid-19 and reopening plans for the 2020/2021 school year. Beginning in March 2020, staff started a series of phone communication with families during the school closures. Staff contacted all families at Flornoy School via phone calls on the following dates; March 24th, April 3rd, May 4th, May 21st, June 24th, and August 3rd. The first phone contact conversation revolved around how families were doing and if there was anything we could do to help. In addition, we surveyed families' needs for internet availability, devices, collected parent emails, their preference to receive online instruction or packets, and provided them with staff contact information.

On the July 24th phone call, we went through the main points of the Tehama County Schools' Reopening Plan. After summarizing the important points of the plan to parents, we asked for questions and input. During the week of August 3rd-7th we contacted all parents at our school, to tell them the specific details of our school's reopening plans. It is important to note that at the end of all of six phone conversations, families were asked to give their input or ask questions on the topics that were discussed. Parent feedback, questions, and input to all phone communication contact were documented and recorded to help with the planning and development of our LCAP.

Our staff has been involved with providing input and feedback through this process as well. We have had staff meetings on the following dates to provide input to the Learning Continuity and Attendance Plan; July 22nd, August 8th, August 21st, and August 28th. Staff members were also sent the electronic survey on July 28th, and the Learning Continuity and Attendance Plan summary input survey on September 1st. Electronic surveys were sent to all stakeholders on July 28, 2020, to seek feedback regarding the reopening of our school. An automated call was sent to stakeholders regarding our survey and options to access that survey. Completion of the survey could be done via a text message link or by visiting our Flornoy School website. Families that did not have access to the survey electronically were contacted by staff members to complete the survey over the phone, or families were able to utilize the school's devices to complete the survey on campus. On September 1st a google form with a summary of the Flornoy School Learning Continuity and Attendance Plan was sent to all stakeholders.

A summary of the feedback provided by specific stakeholder groups.

Some of the parent comments regarding the Tehama County Schools' Reopening plan were; You have to allow parents the ability to access campus, even if they have to follow the health check procedures. Kids should not wear masks, it is unhealthy. I do not want my child wearing a mask. I don't believe in masks.

I hope they will not be required to wear masks.

I do not believe masks will be effective.

I am not sure I will send my student if masks are a requirement.

I work in the health field and believe masks cause more risk of infection.

I don't want my kids to wear masks. I just want everything to go back to normal.

I hope there is SERRF because I don't know how I will be able to pick them up from school at the normal time.

During this phone conversation, we also asked families if they planned on letting their student return to school for in-person learning in August. 93.3% of families said that their student would be returning for in-person instruction in August. The overall consensus we received from families was the concern of masks being a requirement for students. The majority of families do not believe that wearing a mask is beneficial. The phone call that took place on August 3, 2020 discussed Flourney School Reopening Plan Appendices. Most parents again were concerned with students wearing masks. Parents asked about the health screening procedures and if students would be disciplined for not wearing their mask correctly. Also, they were concerned that students would have to wear their mask during recess and P.E. Some parents did not agree that older students were being required to wear masks and younger students were not being required to wear masks. Parents were very disappointed and concerned that there would be no sports at Flourney School due to the COVID-19 restrictions.

We had 100% of our families participate in our Flourney School Re-opening Input Survey that was sent out on July 29, 2020. Results for a learning model preference for the 2020/2021 school year were; 98.6% In-person instruction, 2% distance learning, and 6.5% independent study. Results for access to WiFi at home included; 44.9% of the families have adequate WiFi at home, 38.7% have limited WiFi, and 19.4% have no access to WiFi.

Answers to parents' concerns about their child returning to the school campus for in-person instruction was based on a scale of 1-5, 1 being the lowest concern and 5 being the highest concern. 0% of the parents selected 5, 9.7% selected 4, 22.6% selected 3, 22.6% selected 2, and 45.2% selected 1. Learning loss concerns were also answered using the same scale as mentioned above. 45.2% selected 5, 38.7% selected 4, 0% selected 3, 12.9% selected 2, and 3.2% selected 1. 18% of families indicated that their students are in need of academic counseling services, and 2% felt their child would benefit from social-emotional counseling. A written summary of the Learning Continuity and Attendance Plan was posted on our website and there were also paper versions available for those that do not have access to the internet. In addition, stakeholders were sent a google form with a summary of the plan in order for them to read and provide feedback. They were asked for input or additional services that were needed in the plan.

A summary of the Learning Continuity and Attendance Plan was sent to stakeholders on September 1st and September 14th, 2020 on a google form. Stakeholders were encouraged to provide input, questions, and feedback on the plan. Some of the stakeholder responses were as follows;

“The plan is tailor to what we are needing to keep the school open ensuring the safety of the students and staff, the plan also give us a clear template to follow if we need to go distance learning.

Good job Flournoy.”

“I truly hope Flournoy school remains opened because I believe children need social interaction and direct learning.

Everything in this plan appears fine, and I know its not by choice. Not all communities are the same. My hope is that Mr. Newsom identifies rural communities as less impacted by covid-19 and allows their schools to remain open.

Thank You to all the staff that work hard to give our children a chance at normality in our "new normal".

“I appreciate all that is being done to keep our children safe. I would like to see more physical activity included in the plan.”

“It looks like a good plan. We will just have to see how it works and make adjustments as necessary.”

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

The biggest message we received from stakeholder input was that students need to be in-person for learning. Our parents, staff, board members, and students just wanted everything to be back to normal. We were able to provide that atmosphere for our school community to the best of our ability this school year by being in-person for the entire 2020/2021 school year. Our school community wants their students to learn academics in a safe, welcoming school environment. There was concern from our stakeholders of how their student was struggling during the school closure in the spring of 2020. Our two goals meet the most important needs our stakeholders; growing academically and learning in-person.

Goals and Actions

Goal

Goal #	Description
1	All Flournoy students will advance toward proficiency on an annual basis in both ELA and Math as measured by state and local assessments.

An explanation of why the LEA has developed this goal.

Based on stakeholder input staff, parents, and the community would like to see students have academic growth. The strong message that was received prior to the 2020/2021 school year was that they want their students in-person for learning. Majority of families communicated that in order for their students to advance towards proficiency in ELA and math they must be at school, and not at home to learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. SBAC Scores 2. i-Ready 3. Easy CBMs 4. ELPAC Scores 5. Williams Reports 6. Professional Development Records/CCSS implementation. 7. Parent Surveys- Broad course of study satisfaction, parent participation 8. Technology Access for students	1. SBAC Scores: ELA-38.6 below standard Math-72.8 below standard 2. i-Ready 2020/2021: 42% of students achieved one year's typical growth in Reading. 29% off students achieved one year's typical growth in math. 3. Easy CBMs: 70% demonstrated sufficient growth in reading fluency 4. ELPAC: Level 3				1. SBAC Scores: ELA- 32 below standard Math- 66 below standard 2. i-Ready: Reading- 48% of students will achieve one year's typical growth. Math- 35% of students will achieve one year's typical growth. 3. Easy CBMs: 76% will demonstrate sufficient growth in reading fluency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(moderately developed) 5. There were no Williams reports for 2020-21 6. Spring 2020: Jump Math Training, Stem scopes Staff Curriculum Training Webinar Fall 2021. 7. 2018/2019 Parent survey results: parents indicated strengths were Flournoy provides quality education and student's get individual attention. Areas of improvement: science standard implementation. 8. 2020/20201 School Year: 32/42 students at Flournoy have a Chromebook				4. ELPAC: Reclassify student by Year 1. 5. Continue with no Williams Reports complaints 6. CCSS professional development within ELA and Mathematics 7. Parent Survey: improve science curriculum and continue with parent survey results strengths. 8. 100% of students have a Chromebook

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Instructional Staff	All instructional staff will be highly qualified, appropriately assigned and receive appropriate professional development, support and	\$152,638.00	No

Action #	Title	Description	Total Funds	Contributing
		materials necessary to implement CCSS/NGSS and the full inclusion instructional model.		
2	Instructional Materials	All students will be provided sufficient CCSS aligned instructional materials. Science and Social Studies will serve as core subjects and CCSS ELA and Math standards will be integrated into the instruction.	\$31,839.00	No
3	Services for Special Needs students	Establish a MOU with the Tehama SELPA to provide a 0.2 FTE of resource specialist. Flournoy intends to continue it's full inclusion model.	\$2,400.00	No
4	Parent Engagement/Communication	Parents will be engaged through home-school communication. Parents will be included in teacher professional development when appropriate. Parent Conferences will occur in the fall; school programs will be scheduled in accordance to school calendar. Communication methods may include: *Website *Monthly calendar *Weekly student work and grade reports *Catapult Connect Autodialer *Aeries Student Information System	\$4,500.00	No
5	Academic and Social Enrichment Opportunities	All Flournoy students will have access to academic and social enrichment opportunities both within and outside the school day. Opportunities to include: *College Options activities *Field trips	\$250.00	No

Action #	Title	Description	Total Funds	Contributing
		*Small Schools Consortium activities (Art Celebration, Science Fair, 8th Grade Career Day)		
6	Technology	Instructional staff will integrate technology into daily lessons, assessments and student projects. Internet access to be provided through a MOU to TCDE; desktop support to be included. *Software purchases may include: *Assessment software *Read Live *Typing program *Formative Loop *i-Ready *Mystery Science *Reflex Math *Technology devices will be upgraded and/or replaced as need and budget allow.	\$18,632.00	No
7	Academic Interventions	Flournoy students needing academic interventions will receive intervention support for both ELA and Math. Interventions to be provided through: *Individualized Skills Practice *Full inclusion certificated instruction and Resource Teacher time *After school tutoring as necessary *SERRF	\$1,500.00	No
8	Highly Qualified Paraprofessionals	Paraprofessionals will be highly qualified, and receive appropriate professional development, support and supplemental materials necessary to implement CCSS/NGSS and the full inclusion instructional model.	\$92,924.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.29%	55,709.00

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.

Flournoy Elementary School is very small, with a projection of only 43 students and a 2021-22 unduplicated percentage of 27% (64.3% three-year rolling average). Schoolwide use of supplemental and concentration funds is justified because students already receive very personalized and individual instruction based on their targeted needs, regardless of their background, income level, home/primary language, or familial status. The school is projected to spend \$55,709.00 for the 2021-22 school year for unduplicated low-income, foster youth, and English learner students. Flournoy has also implemented the full-inclusion model for Special Education students. We use a dually-certified teacher to allow for individualized and small group instruction for both general ed and special ed students. According to the FCMAT calculator, Flournoy must spend at least 14.29% (or \$55,709.00) on the specific subgroups of foster youth, low income pupils, and English learners. These funds are largely used for the support of instructional aide time and classroom teacher time to support the full-inclusion model for Special Education.

There are actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closures/distance learning context.

Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. During the spring closures, the district distributed Chromebooks to any student in need of a device, and will distribute devices again if forced to transition to distance learning. In addition, we are in the process of purchasing Wi-Fi for families that are need of internet.

School meals is another action that is being applied across the entire district, but is primarily intended for low-income students that are in need of consistent nutritional meals. Flourney School will be providing free nutritional meals to all students. Breakfast and lunch will be served during in-person learning and distance learning. As always, our Nutrition Services will continue to prepare and serve meals following national, state, and local health and safety guidelines. During distance learning, meal distribution procedures will ensure safe and effective meal delivery services.

The expanded learning program at Flourney, SERRF, is offered to all students at our school. In order to keep our cohorts during the day consistent, SERRF was able to hire an additional staff member to be in charge of our K-4 cohort. Without this staffing addition, our after school program would not of been possible for this school year. SERRF provides homework support, tutoring, academic enrichment and alignment, recreation, social skills development, healthy lifestyle choices and prevention activities. In addition, this after school program is especially beneficial to our low-income students, which provides them with physically and emotionally safe, healthy, enriching environment through expanded learning opportunities.

TCDE provides our school with support in the areas of curriculum coordinators, training specialists and professional development opportunities. They support our instructional staff in subject areas of Science, Mathematics, English Language Arts, History/Social Studies. For the past four years, our staff has participated in TCDE Summer Institute. Our instructional staff was able to focus on a subject area and create pacing guides, lesson plans, and assessments with the support of curriculum coaches. The lesson plans were also multi-subject areas. The social studies lesson plans incorporated Reading English Language Arts Common Core Standards. After the training in June, 2020-21 Learning Continuity and Attendance Plan for Flourney Union Elementary School District Page 21 of 22 three follow-up sessions were provided throughout the school year. Incorporated into the week like training was Universal Design for Learning (UDL). Our lesson plans we created incorporated UDL strategies in order to meet the needs of our students with special needs, low-income students, students performing below grade-level, and our EL students.

To support English Learners, Flourney School is part of Title III Consortium, part A, English Learner Student Program Sub-Grant Consortium. Within this, we may receive up to 200 hours of professional development and coaching. Also, costs will be reimbursed for additional materials and equipment, trainings for EL assistance to "catch-up" EL students during their school closures. Professional development activities may include; effective EL instructional practices to consortium teachers using ZOOM, distance learning techniques, PD targeted to meet the specific needs of English learners in the school or school district. Also, funding and/or support to provide further family involvement and education.

Special Education Student Support will be provided through support from TCDE. Flourney School has an MOU with TCDE for Resource Specialist Program Services. TCDE provides resource specialist program during the 2020/2021 school year based on student needs. Our resource specialist assigned to our school is responsible for, practicing and working towards individual student's IEP goals, assessments, progress monitoring, progress reports for parents on student's progress, planning and leading IEP meetings, and meeting the individual needs of the students on their caseload.

We will continue to offer Positive Behavioral Interventions and Support (PBIS) and Social-Emotional Learning for our students at Flourney School. Our current programs are Character Counts and Second Step. Additional support will also be provided through our MOU with TCDE Psychological Services. Our programs and support are intended to develop each individual's social and emotional capacity to be successful

in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. English Learners and Low-Income students are also more likely to be impacted by negative school culture and climate. These programs and systems of support, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. It will be important and essential to maintaining connectedness during distance learning in order to maintain a sense of belonging. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school-wide supports to build positive culture and climate.

Nursing services are provided through TCDE. Our assigned nurse supports our staff and students with student vaccination requirements, hearing/vision screenings, social/emotional support, and any other health concerns that might arise at our school. In addition, the nurse provides support and guidance to our students with special needs. Examples of support have included unduplicated students with special dietary needs. They helped with the process of making modifications within the school lunch program to meet the student's dietary needs.

Each year we interact with families several times throughout the year. For example; Back To School Night, Family Thanksgiving Feast Winter performance, Spaghetti Feed Fundraiser, and Open-House. Due to COVID-19 restrictions and requirements, those activities have been postponed until the following school year. Parent conferences will still be conducted following safety and health precautions. In place of the many other activities, we conducted a new student orientation at our school before the beginning of the school year. Families came at designated appointment times and followed all health and safety protocols. In order to prepare for distance learning, we will be providing a distance learning orientation for families. These engagement opportunities will not provide support for all of our families but especially our low-income and EL families. Families will get a hands-on experience of using all of our digital platforms that will be utilized during distance learning. Families will be explained the expectations and requirements of students. During the orientation, staff will communicate more opportunities for support and staff contact information.

Our instructional staff consists of three paraprofessionals and two full-time credentialed teachers. This school year we were able to add a paraprofessional staff member to our school community. With a strong and larger team, we are able to meet the academic needs of all of our students. We can provide extra support for our low-income students, students performing below grade level, EL students, students with special needs, and students that experienced learning loss during the closures. Examples of support will include intervention and increased one-on-support for students in need will be delivered by our instructional staff.

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

This entire plan addresses purchases and educational decisions that benefit our English learners and low income students. During in-person and distance learning, our main goal is to support our students academically, socially/emotionally, and nutritionally. To summarize, devices will be provided to all students that are need of one during distance learning and in-person learning. Free breakfast and lunch meals will be distributed on a daily basis during in-person and distance learning. A safe and academically supportive expanded learning program will be provided to all students to provide enrichment and homework support for our low-income and EL students. Curriculum support and professional development will help meet the needs of students that have experienced learning loss, special needs students, EL students, and low-income students. Title III Consortium will provide professional development and training to allow EL students to "catch-up" as a result of the school closures. We will continue our MOU with TCDE in the following; Resource Specialist Services, Nursing Services, and Psychological Services to support our unduplicated pupils, EL students, and students that are in need of additional social/emotional support. Our family engagement and social/emotional learning will continue to be priority even with the COVID-19 restrictions and requirements. We will continue to make connectedness a priority and meet/teleconference with families while following local health department guidelines and requirements. Our instructional staff will deliver standards based curriculum and support our students that our low-income, EL, special needs, and that experienced learning loss as a result of the school closures.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$267,580.00	\$77,138.00		\$57,768.92	\$402,486.92

Totals:	Total Personnel	Total Non-personnel
Totals:	\$324,023.92	\$78,463.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Instructional Staff	\$152,638.00				\$152,638.00
1	2	All	Instructional Materials	\$13,014.00	\$12,635.00		\$6,190.00	\$31,839.00
1	3	Students with Disabilities	Services for Special Needs students	\$2,400.00				\$2,400.00
1	4	All	Parent Engagement/Communication	\$4,500.00				\$4,500.00
1	5	All	Academic and Social Enrichment Opportunities	\$250.00				\$250.00
1	6	All	Technology	\$4,014.00	\$8,428.00		\$6,190.00	\$18,632.00
1	7	All	Academic Interventions	\$1,500.00				\$1,500.00
1	8	All	Highly Qualified Paraprofessionals	\$24,777.00	\$56,075.00		\$12,072.00	\$92,924.00
2	1	All	Maintain Facilities	\$20,689.00				\$20,689.00
2	2	All	Maintain Daily Attendance and Discipline	\$43,798.00				\$43,798.00
2	3	All	Safety					\$0.00
2	4	All	Staff Training					\$0.00
2	5	All	Healthy Meals				\$33,316.92	\$33,316.92

Contributing Expenditures Tables

Totals by Type		Total LCFF Funds	Total Funds
Total:		\$0.00	\$0.00
LEA-wide Total:		\$0.00	\$0.00
Limited Total:		\$0.00	\$0.00
Schoolwide Total:		\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve 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.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Flournoy Union Elementary School District
CDS Code:	52715300000000
LEA Contact Information:	Name: Rachel Davis Position: Superintendent Email: rdavis@flournoysschool.org Phone: 530-833-5331
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	\$447082.00
LCFF Supplemental & Concentration Grants	\$57234.00
All Other State Funds	\$48968.00
All Local Funds	\$102682.00
All federal funds	\$45584.00
Total Projected Revenue	\$644,316

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$642525.00
Total Budgeted Expenditures in the LCAP	\$402487.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$0.00
Expenditures not in the LCAP	\$240,038

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$28,689.00
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$24,439.00

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-57,234
2020-21 Difference in Budgeted and Actual Expenditures	\$-4,250

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).	

LCFF Budget Overview for Parents

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

CDS Code: 52715300000000

School Year: 2021-22

LEA contact information:

Rachel Davis

Superintendent

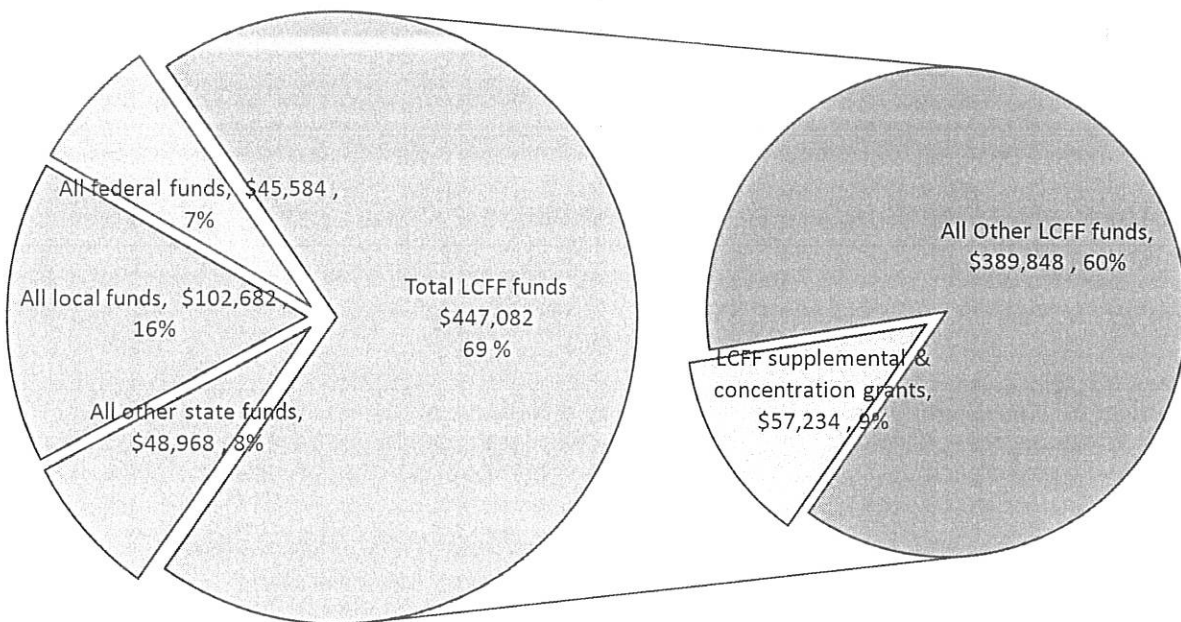
rdavis@flournoysschool.org

530-833-5331

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



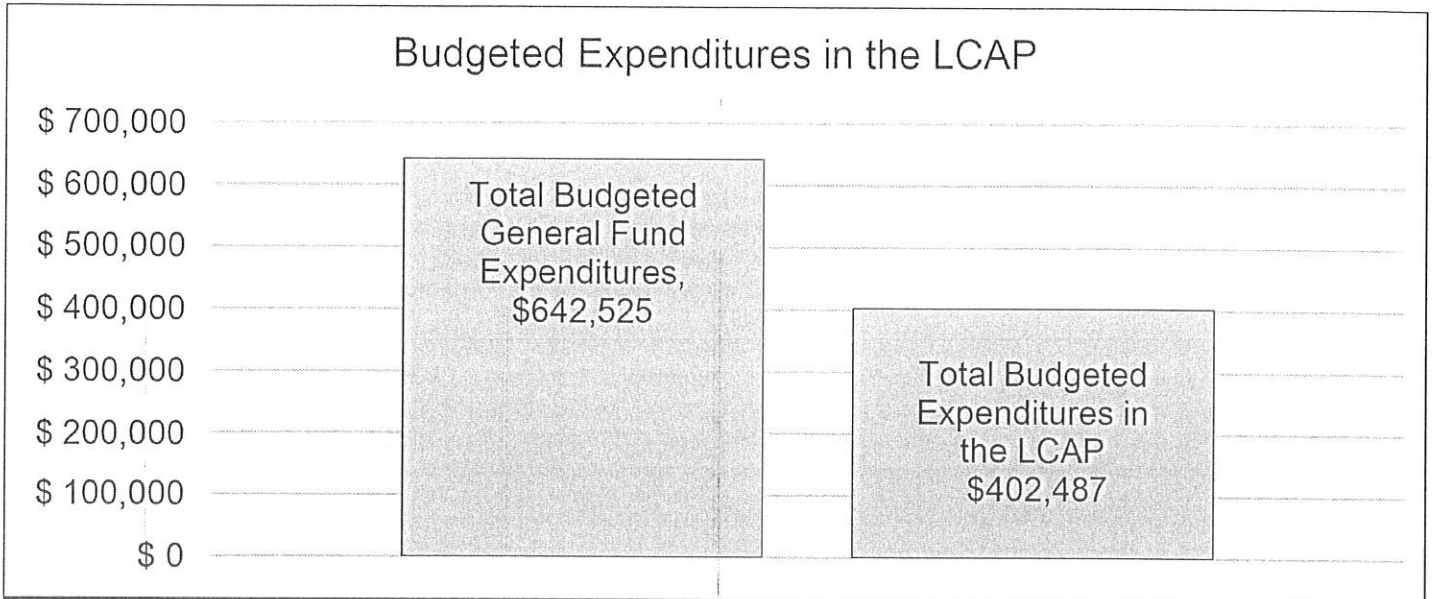
This chart shows the total general purpose revenue Flourney Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Flourney Union Elementary School District is \$644,316, of which \$447,082.00 is Local Control Funding Formula (LCFF), \$48,968.00 is other state funds, \$102,682.00 is local

funds, and \$45584.00 is federal funds. Of the \$447082.00 in LCFF Funds, \$57234.00 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 Flournoy Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

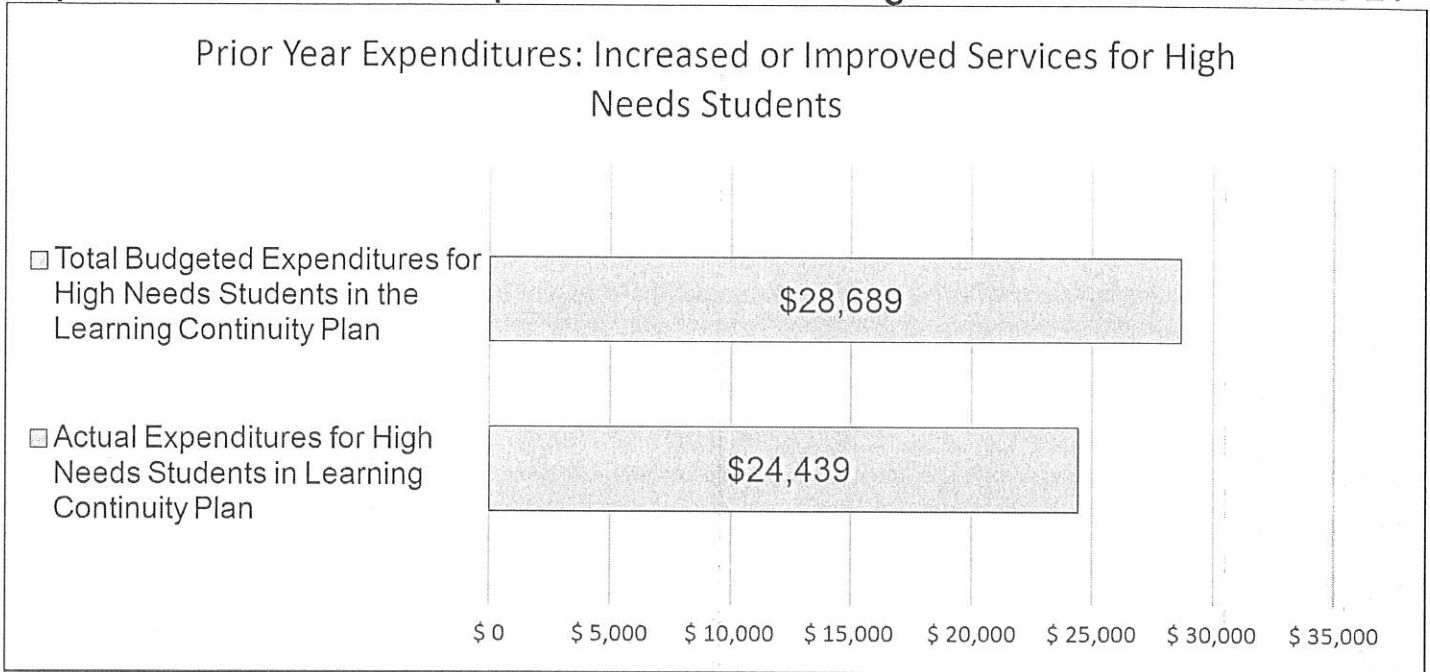
Flournoy Union Elementary School District plans to spend \$642,525.00 for the 2021-22 school year. Of that amount, \$402,487.00 is tied to actions/services in the LCAP and \$240,038 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Flournoy Union Elementary School District is projecting it will receive \$57,234.00 based on the enrollment of foster youth, English learner, and low-income students. Flournoy Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Flournoy Union Elementary School District plans to spend \$0.00 towards meeting this requirement, as described in the LCAP.

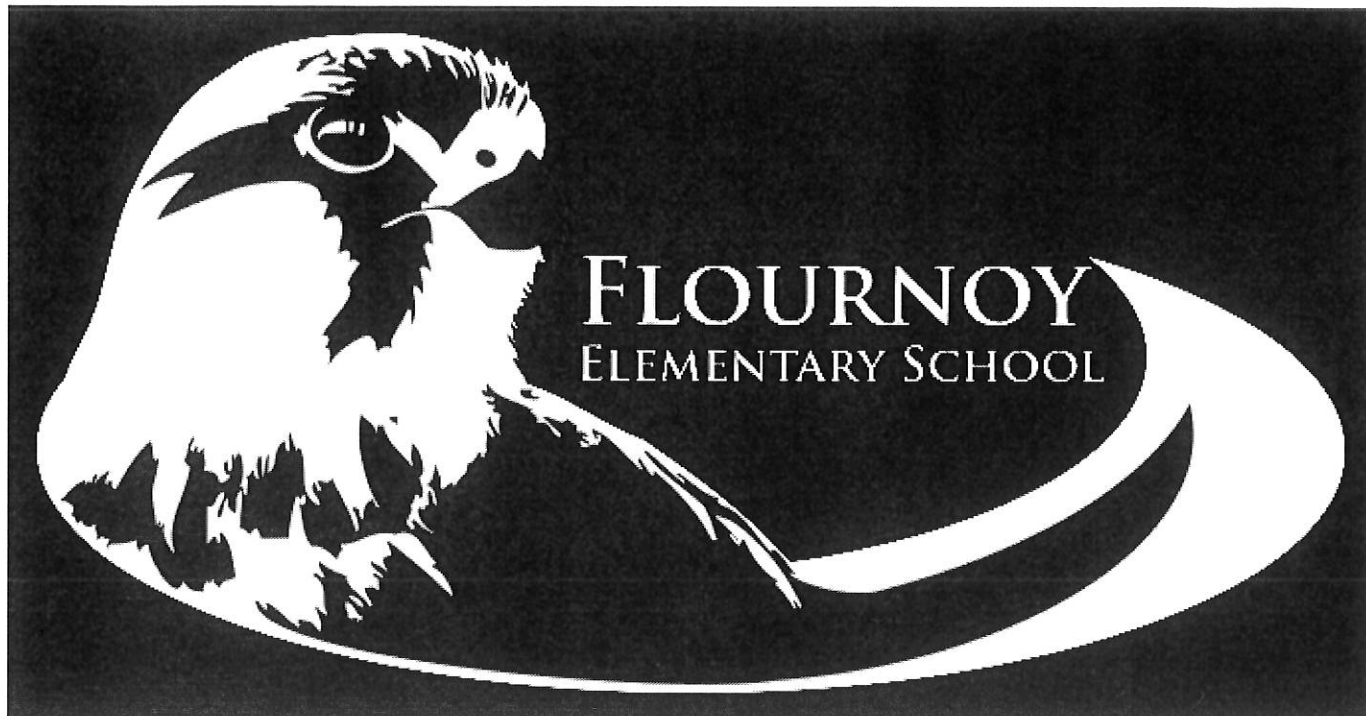
LCFF Budget Overview for Parents

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



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

In 2020-21, Flourney Union Elementary School District's Learning Continuity Plan budgeted \$28,689.00 for planned actions to increase or improve services for high needs students. Flourney Union Elementary School District actually spent \$24,439.00 for actions to increase or improve services for high needs students in 2020-21.



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Flournoy Union Elementary School District	Rachel Davis Superintendent	rdavis@flournoyschool.org 530-833-5331

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic

year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language	1				

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- 1. Building Relationships between School Staff and Families
- 2. Building Partnerships for Student Outcomes
- 3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

- 1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Our small school atmosphere is a strength for Flournoy School. Comments made from our families, staff, and community is that they love the family-like atmosphere of our little school. We conduct annual parent conferences, but parents are also encouraged to communicate with staff regarding goals or concerns for their children. Staff communicates with families on a daily basis on student academic and social/emotional progress. One area of focus, is learning more about each family's cultures and languages.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Flournoy's strength is it's family-like atmosphere that we create at our school. We meet with parents for annual parent conferences in the Fall. In addition, our staff is in constant communication with families about their student's progress and daily status. A focus area for improvement is to make sure we continue and also improve our engagement with underrepresented families.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	

Seeking Input	1	2	3	4	5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Based on our small size, it can be challenging to form advisory groups. We are not required to have a School Site Council because our school size is only 42 students. Ways that we seek input are through parent surveys, parent conferences, staff meetings, and school-community events. During the COVID-19 school closure in Spring 2020, school staff called families via phone on a bi-monthly basis to check in with students and parents. We believe we do well with engaging underrepresented families in our district, but we will continue to improve in this area by utilizing our all-call system, sending home school flyers, communicating to families verbally at drop-off and pick-up times, parent conferences, parent surveys, and staff phone communication to parents.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Due to our small size, (42 students k-8), and coupled with the need for confidentiality, our school has opted to utilize the results of our Extended Learning Survey to gather input regarding school connectedness and safety. Some of our grade levels have only one student and to publish results of student surveys that are supposed to protect individual student answers presents difficulty. Flournoy has 8 staff members (classified and certificated). As a result, our staff has extensive opportunities on a daily basis to interact with students. Our school has had no student referrals or suspensions over the past 2 years.

The 2018-2019 survey results are as follows:

I like to go to school.....80%

I am trying to do my best at school.....95%

I feel safe at school.....92%

My mom, dad, or another adult usually talks to me and helps me with my homework.....92%

At my school, there is a teacher or some other adult who really cares about me..97%

2020/2021 Parent Survey (Re-opening plans)

We had 100% of our families participate in our Flournoy School Re-opening Input Survey that was sent out on July 29, 2020. Results for a learning model preference for the 2020/2021 school year were; 98.6% In-person instruction, 2% distance learning, and 6.5% independent study. Results for access to WiFi at home included; 44.9% of the families have adequate WiFi at home, 38.7% have limited WiFi, and 19.4% have no access to WiFi.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					