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
Kit Carson Union Elementary School District	Robin Jones Superintendent/Principal	rjones@kitcarsonschool.com (559) 582-2843 Ext. 102

Plan Summary [2021-22]

General Information

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

Kit Carson Union School District serves approximately 380 students in a rural community, east of the city of Hanford in Kings County, California. The campus was built in 1952 on land donated by local dairy farmers, the Giacomazzi family. Since then, Kit Carson School has served as the hub of the community for multiple generations of families. The district houses two schools which service students in Transitional Kindergarten through Eighth grade. Mid Valley Alternative Charter School has approximately 30 students enrolled, all from outside the district.

The student population is representative of the surrounding community. Our community has recently lost several families due to the High Speed Rail being built while spanning over several miles within district boundaries. As of February 2021 on CALPADS, 75% of the students qualified for the free or reduced meal program this school year, 24% of the students are identified English Learners, and four foster youth attend the school. 70% of our students are Hispanic, 9% are students with disabilities, and 35% are white/non-Hispanic.

Kit Carson has high teacher retention with an average of 11 years of service, while the average number of years of experience for highly qualified teachers is at 13 years.

Our community has recently lost several families due to the High Speed Rail being built while spanning over several miles within district boundaries.

LCAP goals to support our students include fundamental student support, implementation of California standards, maintenance of a positive school climate, maintenance of a high level of stakeholder engagement, and providing access to a broad course of study.

Reflections: Successes

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

According to the 2019 California school dashboard:

Math -Socioeconomically Disadvantaged Students by Performance Level: Maintained

Chronic Absenteeism rate for White students has declined by 0.6%

Suspension rate for White students has declined by 0.7%

*100% of the classrooms have access to Chromebooks within the rooms
1 to 1 ratio of Chromebooks in all classrooms 1st through 8th grades

Facilities
Office renovation: Grant application for emergency repair for office overhang
Classrooms: Paint and flooring for 5 of our 17 classrooms (Kindergarten and the 10's wing), with new furniture for 3 of our classes.

Social-emotional support
Students: schoolwide expectations with positive discipline (PAWS)

The LEA plans to maintain or build upon these success by:
- Implementation of the Latchkey program which includes after school tutoring, homework help, and social emotional support.
- Based on teacher request, a part-time TOSA was added to help with teacher planning and lesson delivery. Currently, this is being paid through other funding.
- Due to social distancing, we have seen more assistance from aides and smaller cohort groups which has lead to a more favorable social structure and less suspensions.
- The additional counseling services have proven to also support with behavior issues and support a favorable learning environment.
- Facilities are still being prioritized. We have completed all painting, flooring and purchased furniture for these facilities.

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.

Following is a description of any areas that need significant improvement based on a review of Dashboard data:
- All Students: Chronic Absenteeism, Orange, 2 years
- Socioeconomically Disadvantaged: Chronic Absenteeism, Orange to Red, 2 years

- Students with Disabilities: Chronic Absenteeism, Orange, 2 years
- Hispanic: Chronic Absenteeism, Orange, 2 years
- Hispanic: Suspension Rate, Orange, 2 years
- 2019, all students were Orange status for ELA and Math
- English Learner Progress: 48.6% making progress towards English Language proficiency

The folowing steps will be taken to address the following areas of need:
1) Chronic Absenteeism
2) Suspension rates for Hispanics
3) Improvement for English Learner Progress
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LCAP Highlights

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

The one and only key feature that will be emphasized is that "STUDENTS COME FIRST". Student learning loss will be a key feature of the LCAP. Students were unable to be in school from March 2020-September 2020 which caused a huge loss of learning among students. Teachers and paraprofessionals will be provided professional development opportunities to learn techniques and strategies to support students. The district will provide before, during, and after school supports for students and families. The district will provide social emotional supports to students.

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.

Kit Carson Elementary does not have any schools eligible for CSI status.

Support for Identified Schools

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

Kit Carson Elementary does not have any schools eligible for CSI status.

Monitoring and Evaluating Effectiveness

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

Kit Carson Elementary does not have any schools eligible for CSI status.

Stakeholder Engagement

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

The LEA used the following modes to engaged stakeholders and recieved input prior to finalizing the LCAP as follows:
- Parent survey was distributed Spring 2021.
- Student survey was distributed Februray 2021.
- Staff (teachers (Local Bargaining Units), classified staff and administration) survey was distributed Spring 2021.
- SELPA: feedback was discussed monthly at County-wide meetings.
- SSC & ELAC meetiings were held quarterly (except fro 1st quarter due to COVID). Participants include: teachers, parents, classified and administration.
- Teacher (Local Bargaining Units) meetings are also held each Monday.
- Individual contact to parents (via phone and/or SchoolWise SIS system) was made weekly to follow up on student/family needs which also fed into the writing of this LCAP.

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback provided by specific stakeholder groups are as follows:

1) Students
Student Survey -
95% of student report teachers help them with their school work when needed.
86% of students report teachers give students a chance to take part in classroom discussions or activities.
89% of students report school is supportive and a motivating place to learn
62% of students report adults at this school encourage me to work hard so I can be successful
50% of students report that students get into trouble for breaking small rules.

2) Parents / Parent Advisory Committee/ SSC -
Parent Survey:
50% of parents report that their child does not feel safe at school.
81% of parents believe that the school is setting their child up for success in high school.
25% of parents would like additional support for their student beyond the classroom; such as before or after school tutoring.
50% of parents would like their child to attend summer school.

3) Principals and Administrators / Other School Personnel / Teachers/Local Bargaining Units -
Staff Survey (teachers (Local Bargaining Units), classified staff and administration):
The need to purchase ELA curriculum with an ELD component in grades TK-5th.
The need for mathematics professional development.

The need for curriculum coaching.
The need for a part time intervention teacher.
The need for ELD coaching.
The need for new bells and clocks along with new cabling.

4) English Language Parent Advisory Committee - appreciate the support/communication via phone calls to check on and coordinate services. They also appreciate the opportunity to get to know staff as they followed up with famililes weekly. They were apprciative of the Latchkey help, classroom support and additional transportation for activities.

5) Special Education Local Plan Area Administrator - Push to communicate with families and provide services. Priortizing Special Education students for in-person learning. They were supportive in providing counseling for all students.

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

- Goal 2, Action 1: Purchase professional development, training, materials and release time for teachers to: improve student engagement strategies, improve EL strategies and curriculum, participate in instructional rounds, implement early literacy intervention, math professional development and coaching, new curriculum training. This was provided due to feedback from Parents / Parent Advisory Committee/ SSC, Principals and Administrators / Other School Personnel / Teachers/Local Bargaining Units, and English Language Parent Advisory Committee.

- Goal 2, Action 5: Materials and/or subscriptions for social studies, science, math, ELA, intervention, technology: This was provided due to feedback from Parents / Parent Advisory Committee/ SSC, and Principals and Administrators / Other School Personnel / Teachers/Local Bargaining Units.

- Goal 3: Maintain a Positive School Climate via: 1) Award programs and supporting materials, 2) Field Trips, 3) TOSA support to promote a positive school climate, encourage attendance and support social-emotional needs of students, 4) LVN for health and social-emotional support, 5) Learning director to promote positive school climate, encourage attendance and support social-emotional needs of students, 6) SRO to promote a positive school climate, encourage attendance and support social-emotional needs of students and relationships with families. This was provided due to feedback from Parents / Parent Advisory Committee/ SSC, Students, and Principals and Administrators / Other School Personnel / Teachers/Local Bargaining Units.

- Goal 4: Provide Access to a Broad Course of Study via: 1) Sports Equipment/PE teacher, 2) Art, 3) Music 4) Drama 5) Stipends for athletic director, coaches, and student council, yearbook, garden. This was provided due to feedback from Parents / Parent Advisory Committee/ SSC, Students, and Principals and Administrators / Other School Personnel / Teachers/Local Bargaining Units.

Goals and Actions

Goal

Goal #	Description
1	Fundamental Student Support

An explanation of why the LEA has developed this goal.

The district believes there are supports that are fundamental to student success including facilities, credentialed staff, and technology. Based on stakeholder feedback which requested to maintain facilities, 100% of teachers are appropriately assigned and fully credentialed and access to 100% sufficiency of instructional materials we have added supporting actions to maintain or increase the baseline. Action 1 will support facilitiy maintainance improvements. Action 2 will support teacher credentialling and missasignements. Action 3 will support instructional material access.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities inspection tool	Rating of good				Rating of exemplary
Percent of teachers appropriately assigned and fully credentialed.	100% of teachers are appropriately assigned 85% are fully credentialed				100% of teachers are appropriately assigned 100% are fully credentialed
Percent of students with instructional materials	100% sufficiency of instructional materials				100% sufficiency of instructional materials
Foundational Social Emotional Monitoring (Check and Connect)	Year 1: set baseline				Improve overall Foundational Social Emotional Monitoring by10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilites	Maintain facilities in good repair. Provide a well maintained, safe and secure facility.	$50,000.00	Yes
2	Teacher credentialing	Teachers hired with preliminary credentials will be required to enroll in an Induction program at the expense of the district. A mentor will also be provided at the district expense. Induction Program Cost $6,000. Mentor $2,376	$39,675.00	Yes
3	Technology	Purchase additional technology devices for unduplicated students to access supplemental curriculum including associated formative and summative assessments; Chromebook Lab and/or I-pads, software, TV, document cameras and hardware for unduplicated students.	$99,575.00	Yes
4	Technology and PLC support (REAP)	Purchase chromebooks and books and supplies for supplemental instruction and assessments for the support of low-performing/At-promise students. REAP Indirect cost of $1759	$14,111.00	No
5	Technology and PLC support (Title II Part A: Improving Teacher Quality)	Purchase books and supplies for use for professional learning for the support of low-performing/At-promise students. Curriculum coach salary and benefits. Indirect costs $635 (Title II Part A: Improving Teacher Quality).	$13,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Implementation of California Standards

An explanation of why the LEA has developed this goal.

The basis for student learning is for the students to have access to the California academic standards. Based on Priorities 2 and 4, we have added supporting actions to maintain or increase the baseline. All Actions will support overall student progress in academics. The metrics below will be used to measure student progress and guide changes to support student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of EL students reclassified	5.62% of students were reclassified this year based on the ELPAC assessment results				10% of students will reclassified each year based on the ELPAC assessment results
English Learner growth	ELPAC: 17.57% Proficient/ LEVEL 4 Well Developed 41.89% LEVEL 3 Moderately Developed 32.43% LEVEL 2 Somewhat Developed 8.11% LEVEL 1 Minimally Developed English Learner Progress - 48.6% making progress				ELPAC: 30% Proficient/ LEVEL 4 Well Developed 55% LEVEL 3 Moderately Developed 10% LEVEL 2 Somewhat Developed 5% LEVEL 1 Minimally Developed English Learner Progress - 65% making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	towards English language proficiency				towards English language proficiency
Statewide assessments administered	ELA: • All Students: 36.7 points below standard, Declined 5.8 Points, Orange • English Learners, 64.8 points below standard, Declined 4.9 Points, Orange • Socioeconomically Disadvantaged, 46.8 points below standard, Declined 9.3 Points • Foster Youth, No Performance Color, Less than 11 students - data not displayed for privacy				ELA: • All Students: 0 points below standard • English Learners, 25 points below standard • Socioeconomically Disadvantaged, 15 points below standard • Foster Youth, No Performance Color, Less than 11 students - data not displayed for privacy • Hispanic and White - Yellow Math: All Students: 30 points below standard • English Learners, 50 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic & White - Orange Math: All Students: 63 points below standard, Declined 5.5 Points, Orange • English Learners, 79.2 points below standard, Increased 5.4 Points, Orange • Socioeconom ically Disadvantag ed, 67 points below standard, Maintained - 2.2 Points, Orange • Foster Youth, No Performance Color, Less than 11 students - data not displayed for privacy				• Socioeconom ically Disadvantag ed, 35 points below standard • Foster Youth, No Performance Color, Less than 11 students - data not displayed for privacy • Hispanic & White - Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic & White - Orange				
STAR growth	Through implementation of the academic content and performance standards 40% of students showed at least 1 year growth in GE according to the STAR Reading assessment. English learners: 36% of students showed at least 1 year growth in GE according to STAR Reading assessment. Socially economically disadvantaged: 37% of students showed at least 1 year growth in GE according to STAR Reading assessment. Foster Youth: 32% of students showed at least 1 year growth in GE according to STAR Reading assessment.				Through implementation of the academic content and performance standards 75% of students showed at least 1 year growth in GE according to the STAR Reading assessment. English learners: 70% of students showed at least 1 year growth in GE according to STAR Reading assessment. Socially economically disadvantaged: 70% of students showed at least 1 year growth in GE according to STAR Reading assessment. Foster Youth: 65% of students showed at least 1 year growth in GE according to STAR Reading assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL data interim CAASPP listening assessments	50% of EL students showed at least 1 growth level on listening interim assessments				100% of EL students will score at least 1 growth level on listening interim assessments
Percent of students identified as 'prepared for high school' on stakeholder survey (College and Career readiness)	90 % of stakeholders identified students as prepared for high school on stakeholder survey				100% of stakeholders will identify students as prepared for high school on stakeholder survey
AP Exams and CTE programs	AP level Exams and CTE are not administered at the elementary level				AP level Exams and CTE are not administered at the elementary level
EAP and A-G	EAP and A-G are not administered at the elementary level				EAP and A-G are not administered at the elementary level

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	(a) Purchase professional development, training, materials and release time for teachers to: improve student engagement strategies, improve EL strategies and curriculum, participate in instructional rounds, implement early literacy intervention, math professional development and coaching, new curriculum training	$38,846.00	Yes
2	Specialist	Retain a Subgroup Support Specialist to monitor the progress of students in significant subgroups and coordinate and implement applicable interventions (1 FTE).	$77,955.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Librarian	Retain a classified librarian to provide students access to a wide range of leveled reading material (1FTE). Books and supplies	$58,186.00	Yes
4	Materials for instruction	Materials and/or subscriptions for social studies, science, math, ELA, intervention, technology	$91,810.00	Yes
5	Instructional Support Aides (Title I Part A: Basic Grants Low-Income and Neglected)	Low Performing/At-Risk Students will receive additional instructional support through the implementation of Instructional Aide Support (Title I Part A: Basic Grants Low-Income and Neglected) Indirect cost $5798	$114,928.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Maintain a Positive School Climate

An explanation of why the LEA has developed this goal.
The district believes positive social-emotional supports are fundamental to student achievement. Based on stakeholder feedback which requested to increase staff, students, and parents survey data surrounding safety. Chronic Absenteeism and Suspension rates are a focus area of our needs section as well. All actions in this goal were strategically added to positively affect the following metrics: Attendance rates, Chronic absenteeism rates, Suspension rates and Surveys of students, parents, and teachers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates	96.54% attendance rate				98% attendance rate
Chronic absenteeism rates CA Indicator	- All Students: 9.5% chronically absent, Increased 1.6% - English Learners, 8.5% chronically absent, Increased 7.3% - Socioeconomically Disadvantag				- All Students: 8% chronically absent - English Learners, 7% chronically absent - Socioeconomically Disadvantaged, 10.5% chronically absent - Foster Youth, No

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ed, 11.8% chronically absent, Increased 3.2% • Foster Youth, No Performance Color Less than 11 students - data not displayed for privacy				Performance Color Less than 11 students - data not displayed for privacy
Middle school dropout rates	0% middle school dropout rate				0% middle school dropout rate
High school dropout rates	High school dropout rates are not measured at the elementary level				High school dropout rates are not measured at the elementary level
High school graduation rates	High school graduation rates are not measured at the elementary level				High school graduation rates are not measured at the elementary level
Suspension rates	• All Students: 2.5% suspended at least once, Maintained 0% • English Learners, 3.2% suspended at least once,				• All Students: 1% suspended at least once • English Learners, 2% suspended at least once • Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Increased 3.2% • Socioeconomically Disadvantaged, 2.5% suspended at least once, Maintained -0.2% • Foster Youth, No Performance Color Less than 11 students - data not displayed for privacy				Disadvantaged, 1% suspended at least once • Foster Youth, No Performance Color Less than 11 students - data not displayed for privacy
Expulsion rates	Continue an expulsion rate of 0%				0% expulsion rate
Surveys of students, parents, and teachers	85% of staff, students, and parents reported that students feel safe according to survey data 84% of staff, students, and parents reported that students feel connected according to survey data				95% of staff, students, and parents will report that students feel safe according to survey data 95% of staff, students, and parents reported that students feel connected according to survey data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positivity	Continue citizenship awards program (6 times per year) , Continue Trimester awards program (3 times per year), Support of Kit Carson School District materials	$5,000.00	Yes
2	Field Trips	Staff will plan, coordinate and implement field trips aligned with curriculum objectives and field trips as student rewards. Majority of field trips funded with student council funds	$14,540.00	Yes
3	TOSA	TOSA positive school climate, attendance and support social-emotional needs of students	$112,575.00	Yes
4	LVN	Retain LVN Health Aide to provide access to licensed health care services. Health care supplies	$73,542.00	Yes
5	Learning Director	Learning director .60 FTE positive school climate, attendance and support social-emotional needs of students	$63,478.00	Yes
6	SRO	SRO positive school climate, attendance and support social-emotional needs of students and relationships with families	$65,775.00	Yes
7	Learning Director (Title VI Part B: Rural Education	Learning Director .20 FTE to provide administrative support for student assessment and professional development for teachers who are serving Low-Performing/ At-Promise Students. (Title VI Part B: Rural Education Achievement Program)	$21,536.00	No

Action #	Title	Description	Total Funds	Contributing
	Achievement Program)			

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Maintain a High Level of Stakeholder Engagement

An explanation of why the LEA has developed this goal.

The district believes it is necessary to maintain a high level of Stakeholder Engagement. Based largely on survey stakeholder feedback which seeks parent input in decision making actions have been designated to support this focus area.
All Actions are strategically included to foster healthy and consistent parent communication. These areas will be monitored via surveys and meeting attendance as shown in the Measuring and Reporting Results section.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts to seek parent input in decision making	13% of parents/guardians completed the LCAP stakeholder survey. 80% of parents reported school connectedness.				90% of parents/guardians will complete the LCAP stakeholder survey. 95% of parents reported school connectedness.
Promotion of parent participation in programs for unduplicated pupils and special needs subgroups	100% of PAC/SSC & ELAC/DELAC meetings had a quorum				100% of PAC/SSC & ELAC/DELAC meetings will have a quorum
Attendance at IEP team meetings	100% of parents attended				100% of parent attendance
A. The efforts the school district makes	A. B. and C.Status of Met on 2021 LCAP				A. B. and C.Status of Met on 2021 LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to seek parent input in making decisions for the school district and each individual school site B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for students with disabilities	Local Performance Indicator Self-Reflection, Priority 3				Local Performance Indicator Self-Reflection, Priority 3

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication	Continue communication, including social media sites, text messaging and weekly newsletter, school reach and website hosting.	$3,400.00	Yes
2	Parent Involvement	Promote parent involvement by hosting events: back-to-school night, 3 family nights, monthly parent club meetings, pee wee track meet, grandparents day, open house, spring carnival, parent-teacher conferences, pancakes with parents, PAC/SSC & ELAC/DELAC m	$2,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Provide Access to a Broad Course of Study

An explanation of why the LEA has developed this goal.

The district believes it is necessary to maintain Provide Access to a Broad Course of Study. This is based largely on survey stakeholder feedback and the opportunity to increase attendance as well as decrease behaviorial incidents.
All Actions are strategically included to increase student engagement. These areas will be monitored via course participation and student performance indicators as shown in the Measuring and Reporting Results section.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Areas of study English, math, social science, science, art, health, physical education, foreign language (7-8)	100% of students are enrolled in a broad course of study that includes, English, math, social science, science, art, health, foreign language, and physical education				100% of students will enroll in a broad course of study that includes, English, math, social science, science, art, health, foreign language, and physical education
Broad course of study (1-6)	100% of students are enrolled in a broad course of study that includes, English, math, social science, science, art, health, physical education				100% of students will enroll in a broad course of study that includes, English, math, social science, science, art, health, foreign language, and physical education
Student performance indicators	49% of 1st -3rd grade students have an				95% of 1st -3rd grade students will have an

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	average of "exceeds or meets standards" for their grade level, 59% of students in grades 4 through 8 have a grade point average of 2.0 or higher				average of "exceeds or meets standards" for their grade level, 95% of students in grades 4 through 8 have a grade point average of 3.0 or higher
Priority 7: Course Access Addresses the extent to which pupils have access to and are enrolled in: A. a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable; B. programs and services developed and provided to low income, English learner and foster youth pupils; and C. programs and services developed and provided to students with disabilities.	A. 100% of students have course access B. 100% of unduplicated pupils have course access and access to services C. 100% of students with disabilities have course access and access to services (Local Indicators 2020-21)				A. 100% of students have course access B. 100% of unduplicated pupils have course access and access to services C. 100% of students with disabilities have course access and access to services (Local Indicators 2020-21)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad Access to Courses	1) Sports Equipment/PE teacher - Extracurricular sport equipment 2) Technology Support Specialist - Part-Time Classified Technology Support Specialist to support a broad range of curricular and extracurricular instruction with technology. (50%) There are no benefits associated with position. 3) Art Teacher - Retain a part time art teacher to provide standards based art program in grades TK-8 (.5 FTE). There are no benefits associated with position. Additional Art Supplies 4) Music - Retain extracurricular music teacher to provide standards based music. Music Materials/Supplies & Repairs 5) Drama - Retain extracurricular drama teacher. Drama Materials/Supplies & Repairs 6) Extra duty stipends - Stipends for athletic director, coaches, and student council, yearbook, garden	$197,066.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
28.57%	962,317

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Goal 1, Action 1 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners and Low Income students, we learned: 1) the SARC indicates a rating of "good" on their Facilities inspection tool, 2) Suspension rates show: - All Students: 2.5% suspended at least once, Maintained 0%
- English Learners, 3.2% suspended at least once, Increased 3.2% - Socioeconomically Disadvantaged, 2.5% suspended at least once, Maintained -0.2%. Additionally, we are basing our needs on an evidence-based document from The Center for Cities + Schools in the Institute of Urban and Regional Development at the University of California, Berkeley. This study outlines the Correlation between Unduplicated Pupil Count and Facilities Spending and urges schools to adequately maintain their existing facilities to ensure equality for unduplicated students: https://files.eric.ed.gov/fulltext/ED586248.pdf. In order to address this condition we will ensure that all LEA facilities are in good repair for English Language learners and Low Income students through a deferred maintenance fund. This will help to reach an exemplary rating on the FIT in order to provide a safe facility for unduplicated students. Measurable Outcome: This action is being provided on an LEA-wide basis and we expect to measure social-emotional progress using a new metris: Foundational Social Emotional Monitoring (Check and Connect). For Year 1: we will set a baseline, however we expect to improve overall Foundational Social Emotional Monitoring by 10% and FIT outcomes will increase to exemplary.

Goal 1, Action 2 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners, Foster Youth, and Low Income students, we learned: only 85% of teachers are fully credentialed. Additionally, we are basing our needs on an evidence-based document from Learning Policy Institute. This study reports, "A growing body of research across states and countries has shown that teacher qualifications matter for teaching quality and student achievement.": https://files.eric.ed.gov/fulltext/ED603398.pdf . In order to address this condition we will provide the means to contract to support to the LEA's new teachers through the Induction program. This supports all students, including English Language learners, Foster Youth, and Low Income are taught by teachers appropriately assigned.

Measurable Outcome: This action will be measured by Priority 1, the amount of fully credentialed teachers. Ultimately, our 3-year goal is 100% fully credentialed teachers.

Goal 1, Action 3 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners, Foster Youth, and Low Income students, we learned: 100% of students have access to both basic and supplemental instructional materials. Additionally, we are basing our needs on an evidence-based document from UCLA -Williams Watch Series: Investigating the Claims of Williams v. State of California. This article states, "Results from recent studies of the conditions in California schools also reveal that problems with the supply and quality of textbooks, curriculum materials, instructional equipment, and technology are significantly worse at schools that enroll the State's most vulnerable students": file:///C:/Users/genevieve.almanzar/Downloads/eScholarship%20UC%20item%204ht4z71v.pdf . In order to address this condition we will provide for the purchase of additional technology devices, for all LEA students including English Language learners, Foster Youth, and Low Income. The district goal is to have 1-1 updated chromebooks for all unduplicated students. Measurable Outcome: This action will be measured by Priority 1, sufficiency of instructional materials. The goal is to maintain 100%sufficiency of instructional materials.

Goal 2, Action, 1 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners and Low Income students, we learned:
ELA:
- All Students: 36.7 points below standard, Declined 5.8 Points, Orange
- English Learners, 64.8 points below standard, Declined 4.9 Points, Orange
- Socioeconomically Disadvantaged, 46.8 points below standard, Declined 9.3 Points
Math:
- All Students: 63 points below standard, Declined 5.5 Points, Orange
- English Learners, 79.2 points below standard, Increased 5.4 Points, Orange
- Socioeconomically Disadvantaged, 67 points below standard, Maintained -2.2 Points, Orange
In order to address this condition we will provide professional development for certificated and classified staff for English Language learners and Low Income to show growth on CAASPP ELA and Math assessments. Staff needs ongoing professional learning opportunities to support unduplicated students and show growth on CAASPP. Measurable Outcome: This action will be measured by a monitoring growth towards a minimal overall 3-year growth of:
ELA:
- English Learners, 25 points below standard
- Socioeconomically Disadvantaged, 15 points below standard
Math:
- English Learners, 50 points below standard
- Socioeconomically Disadvantaged, 35 points below standard

Goal 2, Action 2 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners and Low Income students, we learned:
ELA:
- All Students: 36.7 points below standard, Declined 5.8 Points, Orange

- English Learners, 64.8 points below standard, Declined 4.9 Points, Orange
- Socioeconomically Disadvantaged, 46.8 points below standard, Declined 9.3 Points
Math:
- All Students: 63 points below standard, Declined 5.5 Points, Orange
- English Learners, 79.2 points below standard, Increased 5.4 Points, Orange
- Socioeconomically Disadvantaged, 67 points below standard, Maintained -2.2 Points, Orange
ELPAC:
17.57% Proficient/LEVEL 4 Well Developed
41.89% LEVEL 3 Moderately Developed
32.43% LEVEL 2 Somewhat Developed
8.11% LEVEL 1 Minimally Developed
In order to address this condition we will provide a Subgroup Support Specialist principally directed for English Language learners and Low Income to provide support for staff in the area of student achievement, ELPAC testing, and student data monitoring. Measurable Outcome: This action will be measured by a monitoring growth towards a minimal overall 3-year growth of:
ELA:
- English Learners, 25 points below standard
- Socioeconomically Disadvantaged, 15 points below standard
Math:
- English Learners, 50 points below standard
- Socioeconomically Disadvantaged, 35 points below standard
ELPAC:
30% Proficient/LEVEL 4 Well Developed
55% LEVEL 3 Moderately Developed
10% LEVEL 2 Somewhat Developed
5% LEVEL 1 Minimally Developed

Goal 2, Action 3 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners and Low Income students, we learned:
- All Students: 40% showed at least 1 year growth in GE according to the STAR Reading assessment.
- English learners: 36% showed at least 1 year growth in GE according to STAR Reading assessment.
- Socially economically disadvantaged: 37% showed at least 1 year growth in GE according to STAR Reading assessment.
- Foster Youth: 32% showed at least 1 year growth in GE according to STAR Reading assessment.
In order to address this condition we will retain the services of a LEA librarian, supplemental books and materials for the LEA library. This will support academic achievement and access for English Language learners, Foster Youth, and Low Income and allow them to continue showing growth on STAR reading assessments.
Measurable Outcome: This action will be measured by a monitoring growth towards a minimal overall 3-year growth of:
- English learners: 70% showed at least 1 year growth in GE according to STAR Reading assessment.
- Socially economically disadvantaged: 70% showed at least 1 year growth in GE according to STAR Reading assessment.
- Foster Youth: 65% showed at least 1 year growth in GE according to STAR Reading assessment.

Goal 2, Action 4 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners and Low Income students, we learned:
ELA:
- All Students: 36.7 points below standard, Declined 5.8 Points, Orange
- English Learners, 64.8 points below standard, Declined 4.9 Points, Orange
- Socioeconomically Disadvantaged, 46.8 points below standard, Declined 9.3 Points
Math:
- All Students: 63 points below standard, Declined 5.5 Points, Orange
- English Learners, 79.2 points below standard, Increased 5.4 Points, Orange
- Socioeconomically Disadvantaged, 67 points below standard, Maintained -2.2 Points, Orange
In order to address this condition we will provide supplemental materials for instruction for English Language learners and Low Income students to support growth on CAASPP ELA and Math assessments. Measurable Outcome: This action will be measured by a monitoring growth towards a minimal overall 3-year growth of:
ELA:
- English Learners, 25 points below standard
- Socioeconomically Disadvantaged, 15 points below standard
Math:
- English Learners, 50 points below standard
- Socioeconomically Disadvantaged, 35 points below standard

Goal 3, Action 1, Goal 3, Action 2, & Goal 3, Action 5 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners and Low Income students, we learned: Suspension rates show: - All Students: 2.5% suspended at least once, Maintained 0% - English Learners, 3.2% suspended at least once, Increased 3.2% - Socioeconomically Disadvantaged, 2.5% suspended at least once, Maintained -0.2%. In order to address this condition we will provide supplies for Kit Carson School's citizenship and trimester awards program, which provides incentives for English Language learners and Low Income to continue the improvement of behavior associated with suspension. Students need to be recognized for achievements to improve suspension rates. We will also provide for the planning and implementation of LEA field trips aligned with curriculum objectives and as student rewards. Additionally, we will be retaining services of a Learning Director to provide support for staff in the area of improving School Climate. Measurable Outcome: This action will be measured by a monitoring growth towards a minimal overall 3-year growth of: English Learners, 2% suspended at least once - Socioeconomically Disadvantaged, 1% suspended at least once.

Goal 3, Action 3 & Goal 3, Action 4 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners and Low Income students, we learned:
- All Students: 9.5% chronically absent, Increased 1.6%
- English Learners, 8.5% chronically absent, Increased 7.3%
- Socioeconomically Disadvantaged, 11.8% chronically absent, Increased 3.2%
In order to address this condition we will provide a teacher on special assignment (TOSA). The TOSA will work to improve student climate by providing attendance support and related services to improve atendance. Additionally, we will retain the services of a full-time licensed

vocational nurse. The nurse will improve the student climate by providing health related services provided to all students as needed. Students need access to licensed health care services to increase attendance rates. Measurable Outcome: This action will be measured by a monitoring an expected decrease in Chronic Absenteeism over 3-years, as follows:
- English Learners, 7% chronically absent
- Socioeconomically Disadvantaged, 10.5% chronically absent

Goal 3, Action 6 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners, Foster Youth and Low Income students, we learned:
- 85% of staff, students, and parents reported that students feel safe according to survey data
- 84% of staff, students, and parents reported that students feel connected according to survey data
Additionally, we are basing our needs on an evidence-based document from The Journal of School Health. This study reports, "These longitudinal and intervention studies provide evidence of the importance of school bonding for promoting healthy development of young people. School bonding promotes academic success, reduces barriers to learning, and reduces health and safety problems. School bonding receives strong support as an important causal element in healthy youth development from both theoretical and empirical evidence.":
https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.464.4284&rep=rep1&type=pdf . In order to address this condition we will provide a School resource officer (SRO) to promote positive school climate, assist with attendance and support social-emotional needs of students as well as relationships with families. Measurable Outcome: This action will be measured by a monitoring an expected increase in school safety and connectedness surveys over 3-years, as follows:
- 95% of staff, students, and parents reported that students feel safe according to survey data
- 95% of staff, students, and parents reported that students feel connected according to survey data

Goal 4, Action 1 & Goal 4, Action 2 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners, Foster youth and Low Income students, we learned: Local indicator for Priority 3 indicated "met". Additionally, we are basing our needs on an evidence-based document from The Journal of School Health. This study reports, "These longitudinal and intervention studies provide evidence of the importance of school bonding for promoting healthy development of young people. School bonding promotes academic success, reduces barriers to learning, and reduces health and safety problems. School bonding receives strong support as an important causal element in healthy youth development from both theoretical and empirical evidence.":
https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.464.4284&rep=rep1&type=pdf . In order to address this condition we will increase parent engagement by providing the means to contract for an all-call feature through our student information system vendor which is used in emergencies and to increase attendance at school/LEA wide events. There is a need to facilitate communication with families of unduplicated students as a key partner in the development of the LCAP. Measurable Outcome: This action will be measured by a monitoring Local indicator for Priority 3 as to support the "met" indicator.

Goal 5, Action 1 (LEA wide): After assessing the needs, conditions, and circumstances of our English Language learners, Foster youth and Low Income students, we learned: 100% of unduplicated pupils have course access and access to services. Additionally, we are basing our needs on an evidence-based document from The Jack Kent Cooke Foundation. This study reports, 1) Schools should remove barriers that prevent high-ability students from moving through coursework at a pace that matches their achievement level. 2) They should also ensure that all high-ability students have access to advanced educational services as well as, be accountable for the performance of highability students from ALL economic backgrounds. (https://files.eric.ed.gov/fulltext/ED569953.pdf) In order to address this condition we will provide

Broad Access to Courses to include, but not limited to: 1) Sports Equipment/PE teacher - Extracurricular sport equipment, 2) Technology Support Specialist - Part-Time Classified Technology, Support Specialist to support a broad range of curricular and extracurricular instruction with technology. (50%) There are no benefits associated with position. 3) Art Teacher - Retain a part time art teacher to provide standards based art program in grades TK-8 (.5 FTE). There are no benefits associated with position. Additional Art Supplies, 4) Music - Retain extracurricular music teacher to provide standards based music. Music Materials/Supplies & Repairs, 5) Drama - Retain extracurricular drama teacher. Drama, Materials/Supplies & Repairs, 6) Extra duty stipends - Stipends for athletic director, coaches, and student council, yearbook, garden. Measurable Outcome: This action will be measured by maintaing Priority 7, as 100% of unduplicated pupils have course access and access to services.

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

Kit Carson School has calculated supplemental and concentration funds to be $962,317, based on the number of Low Income, Foster Youth, and English Learners per 5CCR 15496(a)(5). 27.34 of students are identifiable as unduplicated. Most actions will be utilized in a school-wide manner, based on student need, and stakeholder input. A high percentage of our students are low income and or english learners. Consequently, most of our students have suffered learning loss. The academic issues are compounded by increased risks of social emotional health issues. We have considered the needs, conditions and circumstances of our unduplicated pupils in the development of this plan with the additional need to respond to the COVID-19 pandemic. We have worked to provide increased and improved services to our highest need students as the challenges and impact of the pandemic have widened achievement and access gaps for our student population. Actions that were implemented in previous years have been analyzed and quality improvements have been made based on the identified needs of our students and stakeholder input. Due to the COVID-19 pandemic, school districts were held harmless to losses in K-12 funding levels. The additional funds we receive this year have allowed us to quantitatively grow services for students, staff and families. We have included most of the actions used to contribute to meeting the minimum proportionality, or increased improved services provision, within our Learning Continuity Plan. The actions not included are: learning director salary and benefits, librarian salary and benefits, and ongoing professional development. Some of the funds will be used in a targeted manner, or limited to unduplicated pupils. All actions were aligned to the areas within the plan, support the contextual need of our students, set foundations for the acceleration of learning, and include social emotional approaches that are evidence based.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$993,923.00			$163,575.00	$1,157,498.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$703,468.00	$454,030.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	Facilites	$50,000.00				$50,000.00
1	2	English Learners Foster Youth Low Income	Teacher credentialing	$39,675.00				$39,675.00
1	3	English Learners Foster Youth Low Income	Technology	$99,575.00				$99,575.00
1	4	All	Technology and PLC support (REAP)				$14,111.00	$14,111.00
1	5	All	Technology and PLC support (Title II Part A: Improving Teacher Quality)				$13,000.00	$13,000.00
2	1	English Learners Low Income	Professional Development	$38,846.00				$38,846.00
2	2	English Learners Low Income	Specialist	$77,955.00				$77,955.00
2	3	English Learners Foster Youth Low Income	Librarian	$58,186.00				$58,186.00
2	4	English Learners Low Income	Materials for instruction	$91,810.00				$91,810.00
2	5	All	Instructional Support Aides (Title I Part A: Basic Grants Low-Income and Neglected)				$114,928.00	$114,928.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Low Income	Positivity	$5,000.00				$5,000.00
3	2	English Learners Low Income	Field Trips	$14,540.00				$14,540.00
3	3	English Learners Low Income	TOSA	$112,575.00				$112,575.00
3	4	English Learners Low Income	LVN	$73,542.00				$73,542.00
3	5	English Learners Low Income	Learning Director	$63,478.00				$63,478.00
3	6	English Learners Foster Youth Low Income	SRO	$65,775.00				$65,775.00
3	7	All	Learning Director (Title VI Part B: Rural Education Achievement Program)				$21,536.00	$21,536.00
4	1	English Learners Foster Youth Low Income	Communication	$3,400.00				$3,400.00
4	2	English Learners Foster Youth Low Income	Parent Involvement	$2,500.00				$2,500.00
5	1	English Learners Foster Youth Low Income	Broad Access to Courses	$197,066.00				$197,066.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$993,923.00	$993,923.00
LEA-wide Total:	$915,968.00	$915,968.00
Limited Total:	$77,955.00	$77,955.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Facilites	LEA-wide	English Learners Low Income	All Schools	$50,000.00	$50,000.00
1	**2**	Teacher credentialing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,675.00	$39,675.00
1	**3**	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,575.00	$99,575.00
2	**1**	Professional Development	LEA-wide	English Learners Low Income	All Schools	$38,846.00	$38,846.00
2	**2**	Specialist	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$77,955.00	$77,955.00
2	**3**	Librarian	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,186.00	$58,186.00
2	**4**	Materials for instruction	LEA-wide	English Learners Low Income	All Schools	$91,810.00	$91,810.00
3	**1**	Positivity	LEA-wide	English Learners Low Income	All Schools	$5,000.00	$5,000.00
3	**2**	Field Trips	LEA-wide	English Learners Low Income	All Schools	$14,540.00	$14,540.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	TOSA	LEA-wide	English Learners Low Income	All Schools	$112,575.00	$112,575.00
3	4	LVN	LEA-wide	English Learners Low Income	All Schools	$73,542.00	$73,542.00
3	5	Learning Director	LEA-wide	English Learners Low Income	All Schools	$63,478.00	$63,478.00
3	6	SRO	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,775.00	$65,775.00
4	1	Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,400.00	$3,400.00
4	2	Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$2,500.00
5	1	Broad Access to Courses	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,066.00	$197,066.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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