



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 |
|-------------------------------------|-------------------------------|--------------------------------|
| Laytonville Unified School District | Joan Potter Superintendent | jvpotter@mcn.org 7079846414 |

Plan Summary [2021-22]

General Information

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

Laytonville Unified School District is located in rural Northern California and has a student population of 341 students (TK-12). The district is comprised of one comprehensive High School with 111 students (9-12) ; one Continuation School with 1 student (10-12); one elementary school with 225 students (TK-8); and one necessary small school with 5 students (TK-3). The student demographic includes 14% Hispanic; 12% American Indian, 0 .27% black; 60.1% white; and multiple 10.9%. Other sub groups include English Learners 6.01% (22 students), Gifted and Talented 9.53% (38 students), Special Education 9.01% (33 students) and a Socio-economically disadvantaged rate of 69.7% (266 students) and Foster Youth 0 .82% (3 students). The town of Laytonville, population 2,000, is a federally designated Frontier community. Overall a pioneer spirit pervades the community and an independent pride asserts itself in the personality of the local population. This spirit is reflected through the efforts that the school district and community have dedicated to spending considerable time and effort to restructuring the schools in order to better serve the needs of the students, staff, parents, and community. The goal of the school community is to create an environment that nurtures healthy students involved in choice and ownership of their education and who see purpose through hands-on learning and real life application. In this Local Control Accountability Plan "all" students refers to all students within our current demographic. Due to our small Hispanic population the district does not currently have a DLAC however, meetings with parents of Hispanic

students are held annually and conducted in both English and Spanish to elicit feedback to include in the LCAP. Meetings are held with all school community groups individually (Site Councils, teacher's union, classified union, the American Indian community, students, Family Resource Center) a District Advisory Committee (DAC) comprised of members from the aforementioned groups, meets monthly to discuss, review, and revise the LCAP

Reflections: Successes

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

When reviewing and analyzing data successes included the following: An increase in the numbers of fully credentialed, teachers, 100% sufficient instructional materials for all core subjects for all students including English Learners and students with exceptional needs; all facilities' are in "good" condition as noted on FIT inspections; an Increase in CTE courses and the numbers of students completing pathways; the focus of parent communication shifted as a result of COVID resulting in more communication with parents through phone calls, text messaging, and emails. Systems for using mass emails were increased and improved. Text messaging is now being used more fully as this proved to be an effective way to get more responses from parents.. The reading Intervention program student data noted increases in student reading skills. Students continued enrolling in college courses; an increased number of students meeting CTE and A-G requirements;. increases in ELA in all grades. a decrease in Chronic Absenteeism though the rate is still high. CTE pathway completion is improving and more pathways have been created; an overall decrease in the number of suspensions at the elementary school as a result of a Positive Behavior intervention Program and increased playground supervision; more counseling support and school wide PBIS services were instrumental in implementing the new program.

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.

As a result of reviewing data the areas needing significant improvement include the following:

Chronic Absenteeism continues to be a focus for improvement especially in the Native American and EL population. The hiring of an Attendance Liaison helped improve chronic absenteeism in some cases though not as significantly as hoped. Additional staff will be hired to focus on Native American and EL students attendance.

There was a suspension rate increase at the high school that is primarily attributed to students involved with vaping. A campus supervisor will be added to staffing in the 2021 school year in efforts to have more robust monitoring of student actions. Additionally educational programs will focus on the negative effects of vaping. Staff development will focus on Restorative Justice practices as a strategy for decreasing the suspension rate on all campuses.

In English Language Arts, students in grades 3-8 exceeded the target of a 10 point increase (Increase of 17.2), → however we remain 41.6 below the target overall. Current English Learners were 102.4 points below the standards while English only students were 38.5 below standard. American Indian students were 134.6 points below the standard with white students being 10.1 points below the standard. All sub groups are further below the standard than the white subgroup aby 40 points or more.

For Math, grades 3-8 did not increase in Math performance but maintained placement which is below the standard by 70.8 points. Current English Learners were 141.3 points below the standard while English only students were 65.7 below standard. American Indian students were 151.5 points below the standard with white students being 37.3 points below the standard. All sub groups are further below the standard than the white subgroup aby 50 points or more.

EL students: 41.2% making progress toward English proficiency keeping us in the LOW range of progress.

In order to address these areas of low performance and significant learning gaps we will be hiring to Intervention Teachers to the staff to focus on these needs. Additionally a Native American And EL parent liaison will be employed to help address the areas of need.

LCAP Highlights

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

The LCAP includes three broad goals with specific metrics and actions related to those goal. The goals were created with the input and participation of all stakeholders after reviewing and analyzing district data related to the state priorities. . Key features include the addition of staff members to focus on the needs of our unduplicated students, specifically the low- income Native American and Hispanic subgroups. LCFF funds will be principally directed to meet the needs of these unduplicated students. Key features include a focus on improving attendance, improving academic skill attainment; mental health supports and improved communication and engagement with parents. Additional staff will be added in order to provide additional supports to our unduplicated student population including students with special needs, Native American students, EL students, foster youth and low income 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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

All stakeholders have been involved in the planning, annual review and analysis of the 2019/20 LCAP and the 2020/2021 Local Continuity and Attendance Plan through virtual meetings throughout the school year.

Surveys have been conducted at least annually and during the 19/20 and 20/21 school years surveys reflected needs arising through Distance Learning and Hybrid instruction. The Superintendent was a liaison in each group. Information gained in the annual reviews created a framework for creating the 2021-2024 LCAP.. All meeting were held virtually during the 2020/2021 school year.

Specific stakeholder groups included:

- School Site Councils- Parents, students, and staff from each school site discussed and provided input in regards to the District's LCAP goals.
- District Advisory Committee- Community members, Administration, members of the Cahto Tribe, students, Classified and Certificated staff, and school board members make up this shared decision making body. Members elicit input from their constituent groups and share this information at monthly meetings. Additional meetings were held to focus specifically on the LCAP:
- Healthy Start Family Resource Center-A community based group that focuses on many community support and intervention activities including mental health support services and Foster youth support. This group is comprised of community members from a variety of businesses and district staff
- Certificated and Classified Staff Bargaining Units
- English Learner parents- English Learners make up less than 10% of the student population.
- LUSD Board of Trustees (including a student member) meetings

Advisory Committee. The following topics were addressed in meetings:

- Information regarding LCFF and the LCAP including the eight state priorities and how the LCFF and LCAP integrate.
- Forum(s) for reviewing current District goals, what is working, what is not, and how these relate to the eight state priorities.
- Forum(s) for eliciting input in each of the eight state priorities in relation to local results of quantitative and qualitative data shared. All information was charted and made available for viewing at monthly LUSD Board meeting.
- Review of the draft LCAP and review of the annual update to provide feed back and/or suggestions for revision
- Presentations and discussions regarding the annual update

A summary of the feedback provided by specific stakeholder groups.

The feedback provided has been integrated into the LCAP as this was all a collaborative process. Main ideas that came out of feedback after analysis included hiring parent liaisons to work with both the Native American and Hispanic families in providing all necessary supports to address the discrepancy in performance when compared to other subgroups; adding additional teachers at the K-8 level to provide academic support, providing staff development in areas such as working with EL students in the classrooms and strategies for working with a

broad variety of academic and social emotional needs; focusing on strategies for improving attendance especially in relation to Chronic Absenteeism; and to continue providing access to a broad course of study with proper support in place so that ALL students can access it.

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

The annual update process for both the 2019/2020 and 2020/2021 LCAPs had a large influence on all goals and actions. Some goals and actions were maintained while additional goals were created such as those motioned above and throughout the LCAP.

The decision to use three "Broad Goals" in the LCAP was a result of the consensus of stakeholders wanting to consolidate the seven goals from the previous LCAP in order to better integrate specific actions. The three broad goals were created to include the state priorities in a way that would provide a clear roadmap for the LEA to address needed improvements.

Metrics reflect the statutorily required metrics purposefully though local metrics are also reviewed regularly. Creating a plan that staff could follow and meet the needs of was an important considerations to stakeholders.

In order to determine the desired outcomes for the metrics, stakeholders reviewed baseline data and created outcomes that would address continuous improvement for our students.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Provide basic services including clean, safe and functional facilities; fully credentialed teachers; and standards aligned instructional materials in order to support the implementation of state standards and access to a broad course of study for all students including increased and improved services that are principally directed to meet the needs of special needs, foster youth, EL and low income students. |

An explanation of why the LEA has developed this goal.

This goal addresses the state priorities of the implementation of state standards, course access and basic services.. Central to creating and achieving this goal is to employ an excellent teaching force. In order to achieve this the district has committed to providing all necessary supports and funding to ensure proper professional development to ensure that teachers are not only fully credentialed, but have the skills and materials needed to implement the state standards and provide a broad course of study for ALL students. Providing safe, clean environments for employees and students to thrive in is foundational to all activities.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|--|
| Facility Inspection Tool (FIT) | 2020-2021 all school are in "Good" repair | | | | All facilities in Good to Exemplary |
| California Statewide Assignment Accountability System | 2019-2020-Three misassignments: Special Education, PE, EL | | | | All fully credentialed teachers and no misassignments |
| Board certification of Standards aligned instructional materials | 2020-2021- All students had access to standards aligned instructional materials | | | | All students have access to standards aligned instructional materials |
| CDE Reflection Tool for Implementation of State Academic standards | 2020-2021- LHS Professional Learning Opportunities-1.9-2.2 | | | | Evidence of implementation of all standards and Full implementation and sustainability for |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|--|
| | Instructional Materials-2.3-2.7 Program Improvement policies-1.6-2.1 Standards' Implementation-2.2-3.7 Professional Learning-3.6 LES Professional Learning Opportunities-2.5-3.5 Instructional Materials-2.7-4.5 Program Improvement policies-2.75-3.5 Standards' Implementation-2.5-3.6 Professional Learning-3.1-3.3 | | | | standards that were adopted prior to 2020 |
| College/Career Indicator | 2019-2020 92% CTE Pathway completion CCI 2020 Prepared 74.1% Approaching Prepared- 22.2% Not prepared 3.7% | | | | 100% of graduating seniors meet College Career readiness |
| K-2, 3-5, 6-8, 9-12 annual review of student access | All students and subgroups have access however, data | | | | Increased participation of all |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|-----------------------------|
| including disaggregated data to reflect subgroups | reflects that Hispanic and Native American populations do not participate in all programs even when provided the opportunity. Additional SPED staff hired to support SPED needs | | | | subgroups in all programs |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| 1 | Provide and maintain clean, safe and functional school facilities | Provide adequate staffing to maintain all school sites, increase access to outdoor learning by creating useable outdoor spaces for student use- umbrellas, shade structures, whiteboards, rolling carts, plantings/trees in rolling pots, outdoor hand washing station, out door water filling stations, coverings for glass doors/windows that don't have it. | \$382,304.00 | No |
| 2 | Recruit and retain fully credentialed teachers | Fund participation in induction programs, participate in recruitment activities, 403B incentive, upgrade website and communications to attract employees (Edjoin, Apptegy)., attend recruitment fairs, restructure collaborative teacher time, summer orientation for new teachers with team members and/or support staff | \$2,053,824.00 | No |
| 3 | Provide Standards Aligned instructional materials for all students including supplemental instructional | Participate in textbook/materials adoption processes- Biology, physics, CPM Math, LHS Social Science, K-8 Health curriculum, Budget to support ongoing instructional material needs- Math, ELA, Science, Spanish, EL support materials, Intervention materials and materials specific to student with exceptional needs, College Books and Supplies (S and C); a variety of reading programs with a focus on | \$84,424.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| | programs that support adopted programs. | comprehension, fluency and writing to supplement the adopted programs, | | |
| 4 | Support the Implementation of state standards for all | Professional Development: K-8 Health standards and framework, paid staff time for summer planning (ESSER 36K), Accelerated Learning, Intervention strategies, Trauma Informed practices, SEL Permission to Feel,(Expanded Learning 22655K), Support Staff, Outdoor Education, Project Based Learning Team meetings-Team Leaders (Stipend?) Travel and Conference; EL strategies | \$89,505.00 | Yes |
| 5 | Provide a broad course of study to all with necessary supports including intervention teachers and parent liaisons to support unduplicated student groups. | Strategies for ensuring equal access and participation for all subgroups. SPED staffing Classified and Certificated, EL Parent Liaison; ELL teacher, CTE, Counseling, Intervention Teachers, Credit Recovery, ISOP, Healthy Start, Youth project counseling , Health Tech, Some Paras | \$1,633,021.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | Optimize student engagement through creating positive school climates and using a variety of strategies for involving parents and engaging families. while providing a safe environment in which our young people can achieve the knowledge, skills and attitudes necessary for success now, and in the future, recognizing that varied needs require varied programs; All student needs will be addressed through this goal including the appropriation of funds that are principally directed to students with exceptional needs, low-income, EI, and foster youth. |

An explanation of why the LEA has developed this goal.

This goal addresses the state priorities of pupil engagement, school climate, parent involvement and family engagement. Student engagement is key to skills attainment. If students are not attending school it is difficult to engage them thus actions related to this goal include specific strategies for improving attendance and strategies for involving parents in the process. Creating structures within the school campus to promote engagement such as Positive Behavior strategies, counseling supports, are integral to this goal. Native American and EL students will be a central focus in this goal as data reflects a higher need for these students.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|---|
| Attendance Rate | 2019/2020 P-2 Attendance Rate LES-90.01% LHS-93.81% Spyrock-86.08% | | | | An increase up to 95% attendance rate at all sites |
| Chronic Absentee Rate | 2019: 21.6% | | | | Decrease rate annually with ultimate goal below 10% |
| High School and Middle School dropout rate | 2019/2020-0% | | | | Continue to maintain at 0% |
| High School Graduation Rate | 2019/2020-100% | | | | Continue to maintain at least 95% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|--|
| Suspension Rates | 2019: 5.8% | | | | Continue decrease |
| Expulsion Rates | 2019-0% | | | | Continue 0% Expulsion rate |
| CHKS Survey (safety and School Connectedness) | CHKS Survey results 2018/2019: SAFETY LES Grades 3-5 -66% LES Grades 6-8 -53% LHS Grades 9-12 55.25% SCHOOL CONNECTEDNESS LES Grades 3-5-64% LES Grades 6-8- 54% LHS Grades 9-12 - 48.25% | | | | Increase percent of students feeling safe and high rate of school connectedness annually |
| CDE Family Engagement Toolkit Survey | 2020/2021: | | | | Increase rating to "4" or higher in all areas. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 1 | Improve attendance and chronic absentee rate by providing more venues for school connectedness and parent communication/engagement. | Hire Native American Attendance/Paraeducator Liaison (ESSER) to work with Native Families and students in improving home to school connection and attendance, Counseling staff to focus on districtwide attendance and SARB coordination with the county. All school sites will create attendance incentive programs. Parent and Family communication regarding absences will be conducted through a variety of venues (Edulink, Apptegy, AERIES, FB). Independent Study Options Program/Home School Guidance will be provided for students needing an off campus learning environment | \$32,250.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| | | | | |
| 2 | Improve Suspension rate by implementing Positive Behavior support programs in all campuses | PBIS, Restorative practice, staff development activities for SEL | \$10,000.00 | Yes |
| 3 | Increase students sense of safety and school connectedness by providing a wide variety of mental health supports | we will provide staff and support to have Counseling Enriched Aikido programs, Mental Health Supports, Noon Activities, Enrichment/engaging activities (clubs, opportunity hour, pay staff to do, hire a Campus Supervisor for the high school campus. Materials to support the implementation may include Kindness coins, warrior bucks, play structures/obstacle course, increased yard supervision and implementation of the 8th grade legacy project | \$58,621.00 | Yes |
| 4 | Increase parent participation in all programs including unduplicated pupils and students with exceptional needs | Parent Nights Student performance and celebrations of work (Art shows, plays, demonstrations of work completed) Apptegy, AEIRIES, Edulink for communication captured in earlier goals Parent Liaison for Hispanic families captured in earlier goals Parent Liaison for Native American Families captured in earlier goals | \$6,000.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 3 | Develop and implement strategies to support and optimize pupil achievement and college/career readiness for all students. |

An explanation of why the LEA has developed this goal.

To address state priorities of pupil achievement and other pupil outcomes, the district has determined, through careful analysis of state and local data, that strategies to increase student achievement particularly in math and ELA are critical for all. Disaggregation of data showed that both English Learner and Native American students were significantly below the standard and there was a marked difference between that of other subgroups in both Math and ELA. Additionally English Learner progress has not shown the expected increases so as a result more resources will be put into supporting EL students. Providing dual enrollment and opportunities for students to take college courses while enrolled in high school helps to give our students the access a more broad range of course offerings that students in more urban areas have.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------|--|----------------|----------------|----------------|---|
| CAASP ELA, Math, and Science | ELA- Yellow 33.2 points below standard Math-Orange-68 points below standard | | | | Increase annually in order to meet the standard |
| College/Career Readiness | 2020 Prepared 74.1% Approaching Prepared- 22.2% Not prepared 3.7% | | | | Increase College/Career Readiness to 100% |
| A-G Completion | 2020 35% A-G completion | | | | Increase a-g completion rate annually |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------|--|----------------|----------------|----------------|---|
| CTE Pathway completion | 2020 85% Pathway Completion | | | | Increase CTE pathway completion to 100% |
| ELPAC percent of students progressing | 41.2% making progress "LOW" | | | | Increase percent of students progressing |
| English Learner reclassification rate | 41.2% making progress "LOW" | | | | Improve reclassification rate annually |
| AP pass rate of "3" or higher | 5% (1 student) | | | | Increase pass rate |
| EAP pass rate | 2018/19 ELA-50% (increase of 18%) Math 42% (increase of 22%) | | | | Increase EAP rate |
| PFT results | 2015/16 Aerobic Capacity- % students in the HFZ Grade 5- 64.7% Grade 7- 36% Grade 9- 47.8% 2015/16 Body Composition- % students in the HFZ Grade 5-35.3% Grade 7- 36% Grade 9-73.9% | | | | Increase PFT results for all |
| Seal of Biliteracy recipients | 2019-2020 20% | | | | Increase percent of seal of Biliteracy recipients |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------|---|----------------|----------------|----------------|-----------------------------|
| Dual Enrollment | Fall 2019- 24 students (21%) enrolled in College courses. | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 1 | Increase students ELA and Math skill attainment by providing staff development to certificated and classified staff focusing on accelerating learning and reading and math skill attainment | <ul style="list-style-type: none"> * Intervention Teachers (training) * Paraprofessionals (3 hours IA's; trainings; weekly meeting time with teacher; attend team meeting once a month) * Credit Recovery * Staff Development in CPM * Summer School * fees for online screening tool | \$5,000.00 | Yes |
| 2 | Provide opportunities and supports for College/Career readiness | CTE courses, A-G courses, college courses, counseling support, middle school career planning/education | \$13,140.00 | Yes |
| 3 | Provide support for English Learners by increasing EL teacher time, providing a translation services and a parent liaison to work directly with Hispanic families. | Hire an Intervention teacher, Increase EL teacher time to provide more support to students provide Staff Development for classroom teachers and paraprofessionals in EL instruction, recruit bilingual paraprofessionals, provide more Parent Communication/Translation, purchase EL curriculum and support materials | \$2,176.00 | No Yes |
| 4 | Provide a strong Physical Education program | <ul style="list-style-type: none"> * Professional Development K-8 standards * Schoolwide Physical Activities/staffing | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 14.04% | \$513,384 |

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: Provide basic services including clean, safe and functional facilities; fully credentialed teachers; and standards aligned instructional materials in order to support the implementation of state standards and access to a broad course of study for all students

Action 3..Provide Standards Aligned instructional materials for all students including supplemental instructional programs that support adopted programs

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that in our low-income students scored 49.9 points below standard and EL were 102 points below, American Indian students 134.6 points and homeless students 50 points In math EL students were 141 points below, American Indian 151 point below, homeless 99 points bellow and low income 82 points below the standard. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our unduplicated students, we will purchase supplemental materials to specifically target the needs of our unduplicated students. (Contributing Action(s))

This action is being provided on an LEA-wide basis and we expect/hope that all students will increase their student achievement and get closer to meeting the standard. It is our hope that the unduplicated students will make significant increases in their achievement.

Goal 1 Action 4. Support the Implementation of state standards for all.

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that in our low-income students scored 49.9 points below standard and EL were 102 points below, American Indian students 134.6 points and homeless students 50 points In math EL students were 141 points below, American Indian 151 point below, homeless 99 points bellow and low income 82 points below the standard. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our unduplicated students, we will provide staff development in order to specifically develop methods for implementing accelerated learning, implementing a strong SEL program which includes equal access and culturally appropriate curriculum and strategies, (Contributing Action(s))

This action is being provided on an LEA-wide basis and we expect/hope that all students will increase their student achievement and get closer to meeting the standard. It is our hope that the unduplicated students will make significant increases in their achievement.

Goal 1 Action 5. Provide a broad course of study to all with necessary supports including intervention teachers and parent liaisons to support unduplicated student groups.

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that in our low-income students scored 49.9 points below standard and EL were 102 points below, American Indian students 134.6 points and homeless students 50 points In math EL students were 141 points below, American Indian 151 point below, homeless 99 points bellow and low income 82 points below the standard. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our unduplicated students, we will provide increased staffing to ensure equal access and participation for all subgroups. An EL parent liaison, a Native American parent liaison, increased time for the ELL teacher, intervention teachers and various counseling service providers will be added to our staffing. . (Contributing Action(s))

This action is being provided on an LEA-wide basis and we expect/hope that all students will increase their student achievement and get closer to meeting the standard. It is our hope that the unduplicated students will make significant increases in their achievement.

Goal 2: Optimize student engagement through creating positive school climates and using a variety of strategies for involving parents and engaging families, while providing a safe environment in which our young people can achieve the knowledge, skills and attitudes necessary for success now, and in the future, recognizing that varied needs require varied programs;

Action 1..

Improve attendance and chronic absentee rate by providing more venues for school connectedness and parent communication/engagement.

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the Chronic Absenteeism rate for all students is an exceptionally high rate, 25.92%. When analyzing the data it was found that American Indian students have a rate 46.7%, EL students a rate of 30.4% and students with exceptional needs 26.7% (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our unduplicated students, we will hire Native American Attendance/Paraeducator Liaisons to work with Native Families and students in improving home to school connection and attendance, Counseling staff to focus on districtwide attendance and SARB coordination with the county. All school sites will create attendance incentive programs. Parent and Family communication regarding absences will be conducted through a variety of venues (Edulink, Apptegy, AERIES, FB). Independent Study Options Program/Home School Guidance will be provided for students needing an off campus learning environment

This action is being provided on an LEA-wide basis and we expect/hope that all students will decrease the chronic absentee rate providing a direct correlation to more school connectedness and increased engagement and achievement.

Goal 2 Action 2: Improve Suspension rate by implementing Positive Behavior support programs in all campuses

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our suspension rate decreased significantly. in many subgroups However data reflects a higher suspension rate for students with disabilities (8.7%), students with two or more races (10.3%) and the white (5.7%) subgroups. There is a marked decrease in the American Indian population with most recent data reflecting (0%). (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our unduplicated students, we will implement a strong Positive Behavior Support system on all campus that employs restorative practice, staff development and schoolwide strategies that address needs specific to all subgroups.

This action is being provided on an LEA-wide basis and we expect/hope that all students will decrease the suspension rate for all students.

Goal 2 Action 3: Increase students sense of safety and school connectedness by providing a wide variety of mental health supports:

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that students sense of school safety and school connectedness amongst all students especially our unduplicated students showed that as students matriculate into higher grade levels the sense of safety and school connectedness decreases. 2018/19 CHKS Survey Results for feeling Safe at School are as follows: LES-3-5 grade students 66.3%; Grades 6-8 53%; Grades 9-12 55.25% and 2018-2019 CHKS Survey on School Connectedness LES-3-5 grade students 63.66%; Grades 6-8 54%; Grades 9-12 48.25%.

In order to address this condition of our unduplicated students, we will provide staff and support to have Counseling Enriched Aikido programs, Mental Health Supports, Noon Activities, Enrichment/engaging activities (clubs, opportunity hour, pay staff to do, hire a Campus Supervisor for the high school campus.

This action is being provided on an LEA-wide basis and we expect/hope that the sense of school safety and school connectiveness will increase for all students.

Goal 2 Action 4: Increase parent participation in all programs including unduplicated pupils and students with exceptional needs

After assessing the needs, conditions, and circumstances of our unduplicated students we determined that parent engagement especially with our American Indian and Hispanic populations was markedly less than with parents of other subgroups.

In order to address this condition of our unduplicated students we will conduct more parent nights, improve communication strategies, increase numbers of student performances and celebrations of work. Parent liaisons to focus on foster youth, Hispanic and American Indian students and their families was addressed in another goal however this will help support increased parent participation.

This action is being provided on an LEA-wide basis and we expect/hope that parent participation and engagement will increase for all students,. Particularly amongst our unduplicated student population.

Goal 3: Develop and implement strategies to support and optimize pupil achievement and college/career readiness for all students

Action 1: Increase students ELA and Math skill attainment by providing staff development to certificated and classified staff focusing on accelerating learning and reading and math skill attainment

To address state priorities of pupil achievement and other pupil outcomes, the district has determined, through careful analysis of state and local data, that strategies to increase student achievement particularly in math and ELA are critical for all. Disaggregation of data showed that both English Learner and Native American students were significantly below the standard and there was a marked difference between that of other subgroups in both Math and ELA. Additionally English Learner progress has not shown the expected increases so as a result more resources will be put into supporting EL students. Providing dual enrollment and opportunities for students to take college courses while enrolled in high school helps to give our students the access a more broad range of course offerings that students in more urban areas have.

In order to address this condition of our unduplicated students, we will provide the following times of training for the following staff and purchase necessary screening tools to assess student progress in Intervention programs: Intervention Teachers, Paraprofessionals (3 hours IA's; trainings; weekly meeting time with teacher; attend team meeting once a month), Credit Recovery, Content curriculum,

This action is being provided on an LEA-wide basis and we expect/hope that academic performance will increase for all students,...

Goal 3 Action 2: Provide opportunities and supports for College/Career readiness

After assessing the needs, conditions and circumstances of our unduplicated students we determined that American Indian, Hispanic, and foster youth have a lower a-g completion rate and enroll in fewer AP and college courses. as compared to other student populations.

In order to address this condition of our unduplicated students we will provide increased counseling support to encourage participation in all college/career readiness courses and opportunities with a specific focus on Hispanic and American Indian students though all students will receive strong supports.

This action is being provided on an LEA-wide basis and we expect/hope that student participation and completion of College/Career readiness will increase for all students including our unduplicated student population.

Goal 3 Action 3:

Provide support for English Learners by increasing EL teacher time, providing a translation services and a parent liaison to work directly with Hispanic families.

After assessing the needs, conditions and circumstances of our unduplicated students it was noted that the EL reclassification rate is in the LOW range. It was also noted that parent communication with Hispanic families is not optimal due to translation needs.

In order to address this condition of our EL students we will hire an Intervention teacher, Increase EL teacher time to provide more support to students provide Staff Development for classroom teachers and paraprofessionals in EL instruction, recruit bilingual paraprofessionals, provide more Parent Communication/Translation, purchase EL curriculum and support materials

This action is being provided on an LEA-wide basis and we expect/hope that EL students will increase their reclassification rate.

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

The needs of foster youth, English learners and low-income students are being increased and improved far beyond the 14.04 % requirement. Specific actions that are being funded through the supplemental concentration funds include the following.

Hiring a Hispanic Family Liaison/Counselor, ELL teacher, increased CTE course, Increased counseling services, increased numbers of paraprofessionals to help with implementation of programs, district wide health technician, support staff to have learning centers, and libraries opening, Foster youth /Healthy Start Liaison, ELL and college texts, attendance incentive, and supplies, co-curricular /enrichment supplies, counseling and continuation/credit recovery supplies. field trips to expose students to college/career experiences. Funds used to support these programs are specifically principally directed to meet the increased needs of our unduplicated students.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|----------------|-------------------|-------------|---------------|----------------|
| \$3,253,860.00 | \$531,228.00 | | \$585,177.00 | \$4,370,265.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$4,106,266.00 | \$263,999.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1 | All | Provide and maintain clean, safe and functional school facilities | \$196,065.00 | \$86,239.00 | | \$100,000.00 | \$382,304.00 |
| 1 | 2 | All | Recruit and retain fully credentialed teachers | \$2,043,824.00 | | | \$10,000.00 | \$2,053,824.00 |
| 1 | 3 | English Learners Foster Youth Low Income | Provide Standards Aligned instructional materials for all students including supplemental instructional programs that support adopted programs. | \$56,000.00 | \$22,343.00 | | \$6,081.00 | \$84,424.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Support the Implementation of state standards for all | \$30,850.00 | \$22,655.00 | | \$36,000.00 | \$89,505.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Provide a broad course of study to all with necessary supports including intervention teachers and parent liaisons to support unduplicated student groups. | \$889,774.00 | \$387,791.00 | | \$355,456.00 | \$1,633,021.00 |
| 2 | 1 | English Learners Foster Youth Low Income | Improve attendance and chronic absentee rate by providing more venues for school connectedness and parent communication/engagement. | \$7,250.00 | | | \$25,000.00 | \$32,250.00 |
| 2 | 2 | English Learners Foster Youth Low Income | Improve Suspension rate by implementing Positive Behavior support programs in all campuses | | \$10,000.00 | | | \$10,000.00 |
| 2 | 3 | English Learners Foster Youth Low Income | Increase students sense of safety and school connectedness by providing a wide variety of mental health supports | \$15,981.00 | | | \$42,640.00 | \$58,621.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|-------------|-------------------|-------------|---------------|-------------|
| 2 | 4 | English Learners Foster Youth Low Income | Increase parent participation in all programs including unduplicated pupils and students with exceptional needs | \$1,000.00 | | | \$5,000.00 | \$6,000.00 |
| 3 | 1 | English Learners Foster Youth Low Income | Increase students ELA and Math skill attainment by providing staff development to certificated and classified staff focusing on accelerating learning and reading and math skill attainment | | | | \$5,000.00 | \$5,000.00 |
| 3 | 2 | English Learners Foster Youth Low Income | Provide opportunities and supports for College/Career readiness | \$10,940.00 | \$2,200.00 | | | \$13,140.00 |
| 3 | 3 | English Learners English Learners | Provide support for English Learners by increasing EL teacher time, providing a translation services and a parent liaison to work directly with Hispanic families. | \$2,176.00 | | | | \$2,176.00 |
| 3 | 4 | All | Provide a strong Physical Education program | | | | | |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|----------------|
| Total: | \$1,013,971.00 | \$1,934,137.00 |
| LEA-wide Total: | \$1,013,971.00 | \$1,934,137.00 |
| Limited Total: | \$14,116.00 | \$21,316.00 |
| Schoolwide Total: | \$114,771.00 | \$266,690.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--|------------------------|--|-------------|--------------|----------------|
| 1 | 3 | Provide Standards Aligned instructional materials for all students including supplemental instructional programs that support adopted programs. | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | \$56,000.00 | \$84,424.00 |
| 1 | 4 | Support the Implementation of state standards for all | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | \$30,850.00 | \$89,505.00 |
| 1 | 5 | Provide a broad course of study to all with necessary supports including intervention teachers and parent liaisons to support unduplicated student groups. | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$889,774.00 | \$1,633,021.00 |
| 2 | 1 | Improve attendance and chronic absentee rate by providing more venues for school connectedness and parent | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$7,250.00 | \$32,250.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|--|--|-------------|-------------|-------------|
| | | communication/engagement. | | | | | |
| 2 | 2 | Improve Suspension rate by implementing Positive Behavior support programs in all campuses | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | | \$10,000.00 |
| 2 | 3 | Increase students sense of safety and school connectedness by providing a wide variety of mental health supports | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | \$15,981.00 | \$58,621.00 |
| 2 | 4 | Increase parent participation in all programs including unduplicated pupils and students with exceptional needs | LEA-wide Schoolwide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$1,000.00 | \$6,000.00 |
| 3 | 1 | Increase students ELA and Math skill attainment by providing staff development to certificated and classified staff focusing on accelerating learning and reading and math skill attainment | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | | \$5,000.00 |
| 3 | 2 | Provide opportunities and supports for College/Career readiness | LEA-wide Schoolwide Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$10,940.00 | \$13,140.00 |
| 3 | 3 | Provide support for English Learners by increasing EL teacher time, providing a translation services and a parent liaison | LEA-wide Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$2,176.00 | \$2,176.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--|-------|-------------------------------|----------|------------|-------------|
| | | to work directly with Hispanic families. | | | | | |

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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