

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
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Plan Summary [2021-22]

General Information

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

Eastern Sierra Unified School District (ESUSD) is a small, rural and remote school district serving approximately 400 students. Made up of four separate and geographically dispersed communities, ESUSD is committed to individualizing the education of our students as much as possible. Many families in our communities are multi-generational residents of the area. Each area is unique and very different from the other communities. Benton rests at the base of the White Mountain range and has a student population under 20 pupils at our K-5 Edna Beaman Elementary School. Lee Vining is just along the west shore of the 760,000 year old Mono Lake and holds two of our school sites - Lee Vining High School and Lee Vining Elementary School. Both schools together consist of approximately 130 of our students. North of Lee Vining sits our second smallest school - Bridgeport Elementary with just around 50 students in grades K-8. Bridgeport continues to remain the county seat for Mono County. Thirty-five miles north of Bridgeport, and our most northern community, is where K-8 Antelope Elementary and 9-12 Coleville High School are located. Antelope Elementary has over 65% military students from the Marine Corps Mountain Warfare Training Center. Housing for the base is located in the town of Coleville. AES and CHS have the remaining half of the district's students at 200 pupils.

The district has seen declining enrollment over the past several years but continues to be a Basic Aid district due to the level of property taxes. Many of our grade levels at the varying sites do not have enough students to be eligible for data reporting in many subgroup areas. Data is often skewed in smaller districts such as ESUSD, but still remains a valuable tool for reflection and areas to improve on. From 2020-2021, the district has adopted new curriculum in English Language Arts, Social Studies, and Science. Our staff, students, and parents take pride in their local communities and strive to offer our students the best education possible. The district values parent input and enjoys the collaborative and positive working relationship with our local school district and the County Office of Education.

Reflections: Successes

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

Although COVID had tremendous impacts on our school district during the 2020/21 school year, ESUSD was able to still administer our district wide assessments in both fall and spring for most of our classes. That data showed that despite the challenges we had little to no students declining in their academics in reading, writing and math in all grades. Though we were unable to test in the spring of 2020 due to California stay-at-home orders, we still have the CAASPP data from the prior school year that shows that ESUSD exceeded the state percentage by nearly 3% in ELA. The large majority of students fell in the categories of 'Standard Met' or 'Standard Nearly Met' in both ELA and math. This provides great direction for the district moving forward into the 2021/22 school year.

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.

CAASPP data from the 19/20 school year (which is the latest state data) shows that our district is still behind the state average in math by just over 7%. The district showed under 50% of our students in all tested grade levels with a score of 'Standard Met' or 'Standard Exceeded'. Our data from the 20/21 school year which was completed in fall and spring, shows that specific grade levels have more students struggling in reading, writing and math. Grades 1st, 2nd, 6th, and 7th showed a great number of students below grade level by the spring assessment in reading and writing. Grades 1st, 3rd, 5th, 6th, 7th, 8th, 9th, and 11th showed a great number of students below grade level in math. This data has prepared the district to take new steps to help our students academically in their areas of need.

LCAP Highlights

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

Items that are outside the norm (or new to the LCAP for ESUSD entirely) are the following:

Goal 1-Educational tools, safety for students and staff, and credentialed teachers:

- Implementation of new science curriculum for grades K-12
- Implementation of new social studies curriculum for grades K-8
- Video surveillance for entry ways throughout the district for safety purposes
- 2-way radios throughout the district for safety

Goal 2-Broad course of study and preparation for college:

- Arts/Performing arts for all students

Goal 3-English Language Learner Support

- Bilingual Liaison
- EL standards in lesson plans

- Intervention teachers

Goal 4-Extra curricular activities for students, positive school climate, social/emotional support, and connection with families:

- Parent nights
- Parent/student surveys
- K-12 SEL
- Family projects
- MCOE Behavior Specialist
- District funded 6th & 8th grade trips

Goal 5-Multiple learning environments and Intervention:

- Intervention and Behavior Coordinator
- Intervention teachers
- Support staff
- Test prep/testing schedule
- Math pilot (grades K-8)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The following dates provide the interaction for stakeholder engagement in the LCAP/LCAP process:

ELAC meeting held on 11/4/20. No specific comments were made or questions asked that required responding from the district.

Community Forum meetings:

Benton community 2/4/21

Bridgeport community 2/9/21

Coleville community 2/10/21

Lee Vining Community 2/11/21

Student surveys were sent out and completed the week of 5/2/21

Parent Advisory Committee met and discussed the LCAP on 5/18/21

Board meetings for public participation and approval on 6/14/21 and 6/16/21

A summary of the feedback provided by specific stakeholder groups.

The community forums provided input that included the need for social and emotional support in our schools (goal 5) and providing support to our students who are struggling academically (goal 7). The student and staff surveys sent out this year also supported a need for academic support (goal 7). Student surveys also expressed the need to continue after school sports and activities, and continue to offer a variety of classes and build upon those offerings (goal 3).

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

Goals one, two, and four were most influenced by community input, specifically through our LCAP Parent Advisory Committee. The following actions were added/created as a results of the input:

1.4 District-wide ALICE practice

1.5 Technology leads to hold specific tech meetings at each site every 6-8 weeks to help staff with tech needs

1.6 Install video surveillance at entry ways at each of our school sites

1.8 Create drill procedures for lockdowns, earthquakes, and fires to send home to parents

1.9 Staff working with high-needs special education students will be CPI trained

- 2.1 Bring Missoula Children's Theater to each of our four communities
- 2.6 Offer a variety of electives for different career paths at each of our high schools
- 4.1 Each community will host two parent nights each year
- 4.2 At least two surveys will go out to families each year regarding academic and social emotional needs

Goals and Actions

Goal

Goal #	Description
1	The district will ensure students and staff are equipped with the proper educational tools for learning in a safe, clean learning environment. ESUSD teachers are properly credentialed and are provided with applicable professional development as necessary to teach all California standards (state priorities 1, 2, 7)

An explanation of why the LEA has developed this goal.

ESUSD supports direct access for all students in their learning. Credentialed teachers are important to the learning environment for our students. Training for all teachers is important to ensure the best education possible for our students. Our facilities are of high priority to the district to ensure that all students learn in a creative, positive and clean environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Purchase orders for 1-1 technology for incoming freshmen	All freshmen currently receive laptops when entering high school				Continue to purchase every freshman a new laptop when entering high school
Teacher lesson plans to include new K-12 science curriculum	No teachers have currently started with the new curriculum				All teachers who teach science will include curriculum each day
Teacher lesson plans to include new K-8 social studies curriculum	No teachers have currently started with the new curriculum				All teachers who teach social studies will include curriculum each day
Calendered safety drills	No safety drills this school year				Safety drills calendered 4 times per year
Calendered tech meetings	1-3 tech meetings this year				At least 7 tech meetings per site

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Actual surveillance devices	One device at each site				Surveillance at all entry points at each site
Purchase orders for 2-way radios	Some sites have 2-way radios				All sites will have effective 2-way radios
Drill procedures	zero formal drill procedures to send home				All sites will have drill procedures that are sent home annually
Calendered CPI trainings	Crucial staff is trained in CPI bi-annually				All relevant SpEd staff will be trained bi-annually in CPI

Actions

Action #	Title	Description	Total Funds	Contributing
1	1-1 technology for Freshmen	Purchase laptops for all incoming freshmen at Lee Vining and Coleville high schools.	\$45,000.00	No
2	Implementation of the new K-12 science curriculum	Teachers will receive professional development and fully implement the newly adopted science curriculum.	\$0.00	No
3	Implementation of the new K-8 social studies curriculum	Teachers will receive professional development and fully implement the newly adopted social studies curriculum.	\$0.00	No
4	District-wide ALICE practice (Alert, Lockdown, Inform, Counter, Evacuate)	Hold drills where ALICE is practiced 4 times per year	\$2,234.00	No
5	Technology leads to hold specific tech	Scheduled meetings for tech leads to work with site staff	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	meetings at each site every 6-8 weeks to help all staff with specific tech needs			
6	Video Surveillance	Install video surveillance of entry ways at each of our school sites for greater student/staff safety	\$50,000.00	No
7	2-way radios	Purchase 2-way radios for all teachers, outside aides and secretaries	\$60,000.00	No
8	Drill procedures	Create drill procedures for lockdowns, earthquake, and fire drills	\$0.00	No
9	Crisis Prevention Intervention	Staff working with SpEd students will be trained in CPI (Crisis Prevention Intervention)	\$2,500.00	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	All high school students will have access to a broad course of study and be given the support and tools for high school graduation and preparation for college (state priorities 7, 4, 8)

An explanation of why the LEA has developed this goal.

Although ESUSD is a small district, our district strives to offer as many opportunities as possible within each of our high schools. Not only do we want to support our students while they are in school, but we also want to help open the window of opportunity for students once they have graduated. Though our two high schools received full accreditation through WASC, the visiting committee wanted our high schools to offer a variety of pathways that support life after high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Purchase orders for Missoula	Currently Missoula doesn't come to ESUSD				Missoula will come to our communities one time per year
Teacher lesson plans	Some lesson plans include art				All K-8 lesson plans will include art at least once per month
High School schedules	Schedules offer art most years				Schedules will offer visual and/or performing art annually
Student schedules	Less than 25% of high school students take Cerro Coso classes district-wide, and/or distance learning				35% of high school students will participate in Cerro Coso classes and/or distance learning classes district-wide

Actions

Action #	Title	Description	Total Funds	Contributing
1	Missoula Children's Theater	Bring Missoula Children's Theater to each of our 4 communities	\$12,000.00	No
2	Art for K-8	All students will have access to art in grades K-8	\$0.00	No
3	High School art/theater	High schools will continue to offer an art/theater elective choices	\$0.00	No
4	Cerro Coso	Increase/maintain the number of students participating in Cerro Coso Community College Concurrent Enrollment Courses	\$3,500.00	No
5	Distance Learning	Offer distance learning opportunities at both high schools in the district	\$0.00	No
6	High school electives	Offer a variety of electives for different career paths at each of the high schools	\$0.00	No

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Goals and Actions

Goal

Goal #	Description
3	All English Language Learners will be provided with the necessary support and tools to progress in their English proficiency.

An explanation of why the LEA has developed this goal.

ESUSD has changed in demographics and student needs over the past few years. We now have multiple sites that require second language learner support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Payroll	\$10,000 for bilingual liaison				\$15,000 for bilingual liaison
Purchase orders	<\$500,00 for Rosetta Stone				\$1,000 for Rosetta Stone
Teacher lesson plans	No EL standard incorporation				All long range plans will include EL standards

Actions

Action #	Title	Description	Total Funds	Contributing
1	Bilingual liaison	Maintain a bilingual liaison for better communication with the parents of our EL students	\$11,740.00	Yes
2	Rosetta Stone	Purchase Rosetta Stone licenses for students new into the country	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	EL standards and lesson plans	At grade level meetings, build short and long range plans with EL standards linked in	\$14,280.00	Yes
4	Intervention teacher	Intervention teacher to work with EL students and students far below grade level in reading, writing and math	\$96,703.00	Yes

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

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Goals and Actions

Goal

Goal #	Description
4	Ensure students are engaged in school and extra-curricular activities by continuing to work on staff and student relationships and maintaining a positive school climate. ESUSD will engage and seek input of our parents and local communities to support both the social emotional and academic growth of our students (priorities 3, 5 and 6)

An explanation of why the LEA has developed this goal.

More than ever, students are in need of social and emotional support. It is important that we bring the school-to-home connection back into our communities and better involve our parents in the social/emotional and academic day of our students. Surveying parents will allow for input and provide for better communication from school to home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School schedules	Varying parent nights site-to-site				At least two parent nights in each community annually
Survey results	One parents survey and one student survey per year				At least 2 parent and 2 student surveys annually
Teacher lesson plans	Some include SEL				All lesson plans will include SEL
School calendars	Some home projects				All calendars will include family-based projects
Bill back from MCOE	No current behavior specialist costs				Consistent use of behavior Specialist

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Payroll	No set trips and payroll to reflect as such				Annual trips and stipend reimbursement for 6th and 8th grade teaching staff

Actions

Action #	Title	Description	Total Funds	Contributing
1	2 Parent nights	Each community will host two parent nights each year (one in fall and one in spring)	\$0.00	No
2	Parent & student surveys	At least two surveys will go out to families and students each year regarding academic and social and emotional needs	\$928.00	No
3	Daily SEL for K-8	K-8 will work daily with Social Emotional Learning and positive reinforcement strategies for students	\$18,000.00	No
4	10-12 SEL	High Schools will include social and emotional teaching daily in 9th grade and weekly in grades 10-12	\$0.00	No
5	Family projects	K-8 students will participate in 2 family-based projects per year	\$2,000.00	No
6	6-12 family or service learning project	Grades 6-12 will participate in a minimum of one family-based and/or service learning project per year	\$2,500.00	No
7	MCOE Behavior Specialist	ESUSD will work with the MCOE Behavior Specialist for needed interventions and behavior plans.	\$42,000.00	No

Action #	Title	Description	Total Funds	Contributing
8	6th & 8th grade trips	District-wide trips for 6th and 8th grades for science, history and social skills	\$20,000.00	No

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Goals and Actions

Goal

Goal #	Description
5	Students in grades K-12 will be provided with multiple learning environments and intervention as needed to make growth on both the district wide and CAASPP assessments (state priority 4)

An explanation of why the LEA has developed this goal.

CAASPP and district assessment data has shown that ESUSD is not effectively reaching each and every child, specifically in math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Payroll	No current Intervention and Behavior Coordinator				Maintain Coordinator if possible
Payroll	No current intervention teachers				ESUSD will not have the funding to extend these two positions past the 21/22 school year
Payroll	Limited support staff				ESUSD will not have the funding to extend support staff positions past the 21/22 school year
Purchase orders	Limited professional development				Increased PD
Calendar	No test prep schedule				Reflection of test prep and testing in calendar

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Old POs for math pilot	No math pilots in the recent years				New adoption if the staff decides to move forward with a new math curriculum
CAASPP and district assessment data	No current CAASPP data				Show growth on CAASPP math assessments from the 18/19 data and growth on the district assessment data in ELA and math

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention and Behavior Coordinator	ESUSD will employ an Intervention and Behavior Coordinator to offer individual and group support to students, teachers and support staff	\$109,940.00	No
2	Intervention teachers	ESUSD will employ at least 2 intervention teachers district-wide to help struggling students to offer	\$193,406.00	No
3	Support staff	ESUSD will fly an extra 4 hour aide position at our 3 largest K-8 sites for learning loss	\$70,992.00	No
4	Professional development	ESUSD will offer professional development opportunities for staff to attend for intervention and academic strategies	\$15,000.00	No
5	Test-prep/Testing schedule	Create a test prep and testing schedule to help prepare students for state exams	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
6	Math pilot	Teaching staff will have opportunity to pilot math curriculum to see if students obtain the knowledge at a different rate than our current math program	\$0.00	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.

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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.

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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
10.81%	419,389.00

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

Required Descriptions

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

- G1, A1 - 1-1 technology for all freshmen district-wide provides technology capability for high school students. Students who wouldn't otherwise have access for financial reasons will continue to have tech access throughout high school.
- G1, A2 & A3 - new science and social studies curriculum provide updated access for all students. New adoptions specifically contain EL resources for our EL students. Additional support should help increase the scores of EL students.
- G1, A4, A6, A7, A8 - Evacuation drills and ALICE practices allow for the safety of all students in our district. Video surveillance, 2-way radios, and drill procedures provide additional safety measures for all students.
- G1, A5 - Technology support for staff will allow for staff to better support our high need students academically.
- G1, A9 - Crisis prevention intervention helps our staff better support our special education students.
- G2, A1, A2, A3 - Missoula Children's Theater, Art for K-8 and high school art all provide growth opportunities and experiences for our unduplicated pupils. These actions focus on the social/emotional needs of students and students who are interested in fine arts.
- G2, A4, A5, A6 - Concurrent enrollment, distance learning, and a variety of electives provide different learning opportunities for our unduplicated pupils as well as support for a college and/or career path.
- G3, A1 & A2 - A bilingual liaison and Rosetta Stone help our EL students learn and communicate in the English language. These resources also help better connect school-to-home communication for our EL families.
- G3, A3 - EL standards within lesson plans help our EL students by having teachers better understand the EL standards and standard integration.
- G3, A4 - An intervention teacher allows for additional support for our unduplicated pupils as per their academic needs.
- G4, A1 & A2 - Parent nights and parent and student surveys help to connect home-to-school for our unduplicated pupils.

G4, A3 & A4 - SEL throughout the district will help all students to heal from the learning loss and trauma that came from COVID.

G4, A5 & A6 - Family projects help to connect home-to-school for our unduplicated pupils.

G4, A7 - A behavior specialist will be able to communicate with all students regarding their social/emotional needs. Specifically, a specialist can help to find the physical needs of our low-income and/or foster youth.

G5,A1, A2, A3 & A4 - Additional staff and training for staff will help to improve the support staff is able to offer our unduplicated pupils district wide. Specific trainings can provide insight to working with specific unduplicated groups.

G5, A5 - Test prep and a testing schedule will help to support our unduplicated pupils in having additional practice and knowledge in various assessments.

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

Each of the actions/services with the LCAP have a great positive impact on our unduplicated pupils. Our LCAP specifically focuses on student needs and academic gaps. Greater services should help boost the knowledge base of all our struggling students district-wide.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$187,668.00	\$424,601.00		\$161,954.00	\$774,223.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$497,061.00	\$277,162.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1-1 technology for Freshmen	\$45,000.00				\$45,000.00
1	2	All	Implementation of the new K-12 science curriculum					\$0.00
1	3	All	Implementation of the new K-8 social studies curriculum					\$0.00
1	4	All	District-wide ALICE practice (Alert, Lockdown, Inform, Counter, Evacuate)				\$2,234.00	\$2,234.00
1	5	All	Technology leads to hold specific tech meetings at each site every 6-8 weeks to help all staff with specific tech needs					\$0.00
1	6	All	Video Surveillance	\$50,000.00				\$50,000.00
1	7	All	2-way radios	\$60,000.00				\$60,000.00
1	8	All	Drill procedures					\$0.00
1	9	Students with Disabilities	Crisis Prevention Intervention				\$2,500.00	\$2,500.00
2	1	All	Missoula Children's Theater	\$12,000.00				\$12,000.00
2	2	All	Art for K-8					\$0.00
2	3	All	High School art/theater					\$0.00
2	4	All	Cerro Coso	\$3,500.00				\$3,500.00
2	5	All	Distance Learning					\$0.00
2	6	All	High school electives					\$0.00
3	1	English Learners	Bilingual liaison	\$11,740.00				\$11,740.00
3	2	English Learners	Rosetta Stone		\$1,500.00			\$1,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners	EL standards and lesson plans				\$14,280.00	\$14,280.00
3	4	English Learners Foster Youth Low Income	Intervention teacher		\$96,703.00			\$96,703.00
4	1	All	2 Parent nights					\$0.00
4	2	All	Parent & student surveys	\$928.00				\$928.00
4	3	All	Daily SEL for K-8				\$18,000.00	\$18,000.00
4	4	All	10-12 SEL					\$0.00
4	5	All	Family projects	\$2,000.00				\$2,000.00
4	6	All	6-12 family or service learning project	\$2,500.00				\$2,500.00
4	7	All	MCOE Behavior Specialist		\$42,000.00			\$42,000.00
4	8	All	6th & 8th grade trips		\$20,000.00			\$20,000.00
5	1	All	Intervention and Behavior Coordinator				\$109,940.00	\$109,940.00
5	2	Students struggling academically	Intervention teachers		\$193,406.00			\$193,406.00
5	3	All	Support staff		\$70,992.00			\$70,992.00
5	4	All	Professional development				\$15,000.00	\$15,000.00
5	5	All	Test-prep/Testing schedule					\$0.00
5	6	All	Math pilot					\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$11,740.00	\$124,223.00
LEA-wide Total:	\$11,740.00	\$124,223.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Bilingual liaison	LEA-wide	English Learners		\$11,740.00	\$11,740.00
3	2	Rosetta Stone	LEA-wide	English Learners			\$1,500.00
3	3	EL standards and lesson plans	LEA-wide	English Learners			\$14,280.00
3	4	Intervention teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$96,703.00

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

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[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.