2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Kneeland Elementary School District
CDS Code:	1262919 6008015
LEA Contact Information:	Name: Greta Turney Position: Superintendent Email: kneeland@kneelandsd.org Phone: (707) 442-5472
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$224596
LCFF Supplemental & Concentration Grants	$17467
All Other State Funds	$60888
All Local Funds	$9939
All federal funds	$35504
Total Projected Revenue	$330,927

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$389205
Total Budgeted Expenditures in the LCAP	$330927
Total Budgeted Expenditures for High Needs Students in the LCAP	$61914
Expenditures not in the LCAP	$58,278

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$113784
Actual Expenditures for High Needs Students in Learning Continuity Plan	$123510

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$44,447
2020-21 Difference in Budgeted and Actual Expenditures	$9,726

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Central office operating costs which include: supplies and services, fingerprinting, TB/Physical exams, legal fees, utilities, audit fee, STRS liability, Co-op Fee

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kneeland Elementary School District

CDS Code: 1262919 6008015

School Year: 2021-22

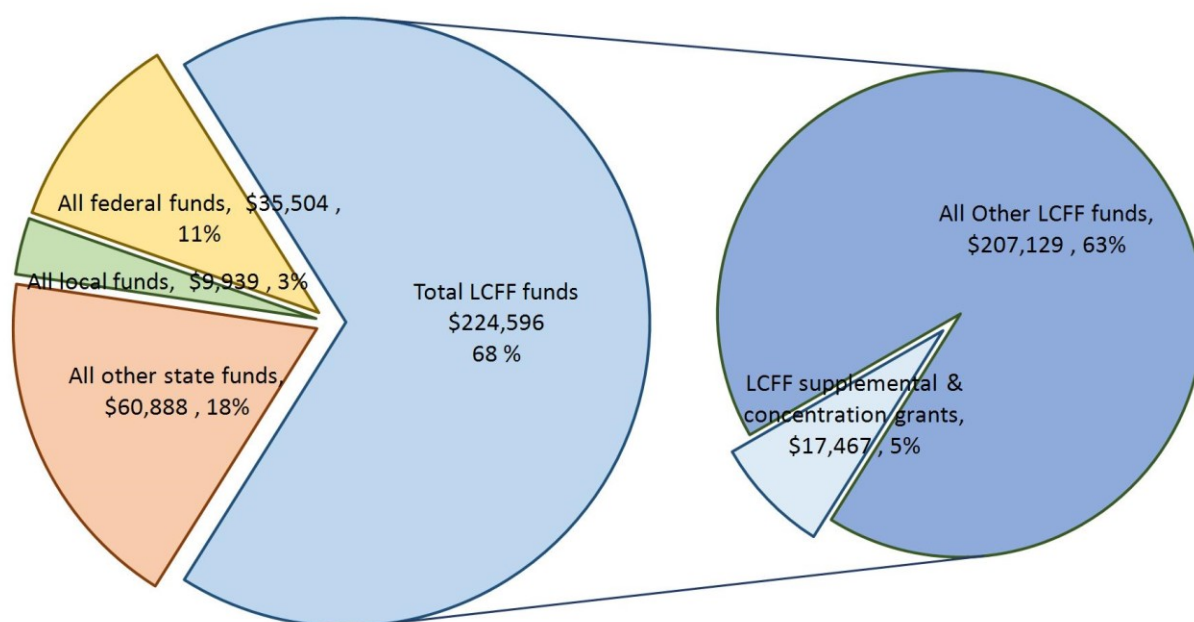LEA contact information:

 Greta Turney

 Superintendent

 kneeland@kneelandsd.org

 (707) 442-5472

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $35,504, 11%

All local funds, $9,939, 3%

All other state funds, $60,888, 18%

Total LCFF funds $224,596 68%

All Other LCFF funds, $207,129, 63%
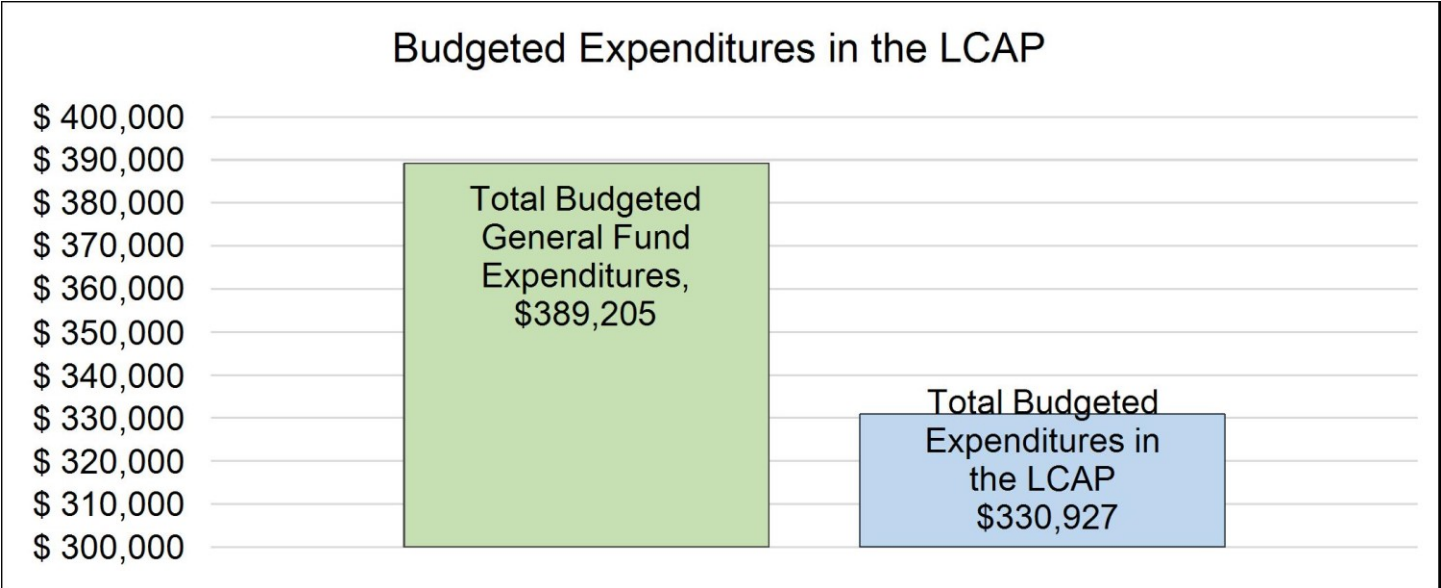
LCFF supplemental & concentration grants, $17,467, 5%

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

The total revenue projected for Kneeland Elementary School District is $330,927, of which $224596 is Local Control Funding Formula (LCFF), $60888 is other state funds, $9939 is local funds, and $35504 is

federal funds. Of the $224596 in LCFF Funds, $17467 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 400,000	
$ 390,000	
$ 380,000	Total Budgeted General Fund Expenditures, $389,205
$ 370,000	
$ 360,000	
$ 350,000	
$ 340,000	
$ 330,000	Total Budgeted Expenditures in the LCAP $330,927
$ 320,000	
$ 310,000	
$ 300,000	

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

Kneeland Elementary School District plans to spend $389205 for the 2021-22 school year. Of that amount, $330927 is tied to actions/services in the LCAP and $58,278 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
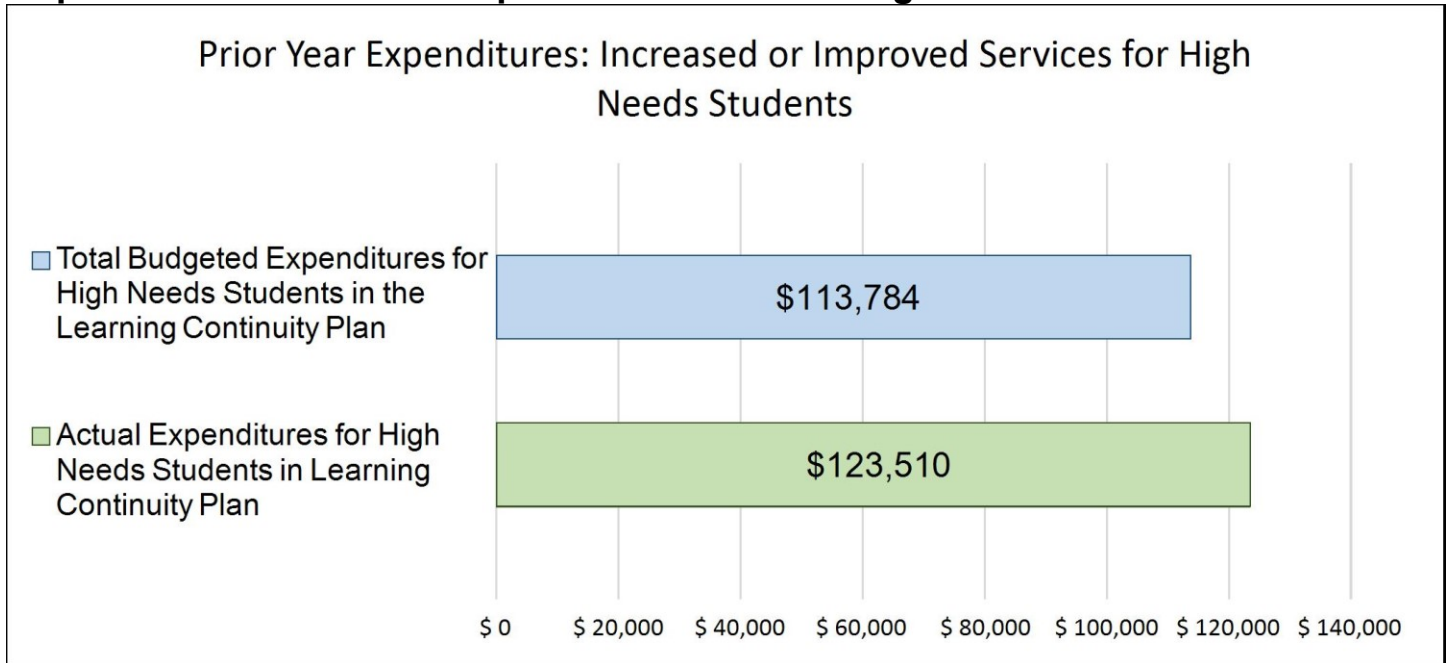
 Central office operating costs which include: supplies and services, fingerprinting, TB/Physical exams, legal fees, utilities, audit fee, STRS liability, Co-op Fee

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

In 2021-22, Kneeland Elementary School District is projecting it will receive $17467 based on the enrollment of foster youth, English learner, and low-income students. Kneeland Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kneeland Elementary School District plans to spend $61914 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$113,784
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$123,510

$0 $20,000 $40,000 $60,000 $80,000 $100,000 $120,000 $140,000

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

In 2020-21, Kneeland Elementary School District's Learning Continuity Plan budgeted $113784 for planned actions to increase or improve services for high needs students. Kneeland Elementary School District actually spent $123510 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Kneeland Elementary School District	Greta Turney Superintendent	admin@kneelandsd.org (707) 442-5472

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

Goal 1

All students will reach high academic standards In English Language Arts and Mathematics

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District Assessments for language arts **19-20** Between Fall and Spring, 100% students tested will show growth on district approved, grade level assessments in language arts **Baseline** Between Fall and Spring, 100% students tested showed growth on district approved, grade level assessments in language arts.	In language arts, 100% of students assessed between Fall and Spring had measurable growth based on district approved, grade level assessments.
Metric/Indicator District Assessments for mathematics **19-20** Between Fall and Spring, 100% students tested will show growth on district approved, grade level assessments in language arts. **Baseline** Between Fall and Spring, 100% students tested showed growth on district approved, grade level assessments in mathematics.	In mathematics, 100% of students assessed between Fall and Spring manifested measurable growth based on district approved, grade level assessments.
Metric/Indicator CAASPP student performance	CAASPP testing was cancelled by the state for the 2019-2020 school year due to COVID.

Expected	Actual
19-20 75% of students perform at a level of 3 or better on CAASPP for Language Arts. 75% of students performed at a level of 3 or better on CAASPP for mathematics. **Baseline** 66% of the students that took the test scored at or above level 3 in English Language Arts and 41.8% of all students taking the test are at or above level 3 in Mathematics.	
Metric/Indicator All teachers will be properly assigned **19-20** 100% of teachers are highly qualified **Baseline** 100% of teachers are highly qualified	100% of teachers properly credentialed and assigned
Metric/Indicator Student access and enrollment in all required areas of study **19-20** 100% of Students are enrolled in all required areas of study, including PE, visual arts, dramatic arts, and outdoor education. **Baseline** 100% of Students are enrolled in all required areas of study, including PE, visual arts, dramatic arts, and outdoor education.	100% have access to a broad course of study
Metric/Indicator Individualized Education Plans (IEP) **19-20** All students with disabilities have participated in programs as indicated in their IEPs **Baseline** All students with disabilities have participated in programs as indicated in their IEPs	100% of SWD participated in IEP goals
Metric/Indicator	The PE testing for 2019-2020 was cancelled by the state due to COVID.

Expected	Actual
State PE testing **19-20** 75% of students fall in the healthy Fitness zone for State PE Testing **Baseline** 84% of students fall in the healthy Fitness zone for State PE Testing	
Metric/Indicator Science Fair Participation **19-20** 90% of students in grades 4- through 8 will participate in the District Science Fair **Baseline** 100% of students in grades 4 through -8 will participate in the District Science Fair	100% of grade level appropriate aged students completed Science Fair and History Day projects. Science Fair at both county and state levels were cancelled due to COVID. Kneeland students participated in a school-wide science fair project.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ Highly Qualified Teachers with appropriate credentials and properly assigned	1000-1999: Certificated Personnel Salaries LCFF, EPA, Title II, REAP 127,566	1000-1999: Certificated Personnel Salaries LCFF, EPA, Title II, REAP $120,098.00
Employ Special Education Teacher for student with Special education needs. Employ Speech Teacher for students with Speech and Language needs	1000-1999: Certificated Personnel Salaries Special Education 14,784	1000-1999: Certificated Personnel Salaries Special Education $15,589.00
	4000-4999: Books And Supplies Special Education 530	4000-4999: Books And Supplies Special Education $530.00
	5000-5999: Services And Other Operating Expenditures Special Education 7,874	5000-5999: Services And Other Operating Expenditures Special Education $6,739.00
	7000-7439: Other Outgo Special Education 142	7000-7439: Other Outgo Special Education $149.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Classified instructional aides will be used for additional one on one assistance for students, small group instruction and whole class assistance	2000-2999: Classified Personnel Salaries LCFF 13,782	2000-2999: Classified Personnel Salaries LCFF $19,343.00
Maintain a level of technology equipment and support services appropriate for student learning and CAASP annual testing.	5000-5999: Services And Other Operating Expenditures LCFF 1,867	5000-5999: Services And Other Operating Expenditures LCFF $50 5800: Professional/Consulting Services And Operating Expenditures LCFF $1,200.00
Maintain Library Contract with HCOE as a teacher resource for instructional materials and support	5800: Professional/Consulting Services And Operating Expenditures LCFF 850	5800: Professional/Consulting Services And Operating Expenditures LCFF 0
Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the distric	5800: Professional/Consulting Services And Operating Expenditures Lottery 1,373	5800: Professional/Consulting Services And Operating Expenditures Lottery $1,144.00
Maintain CCSS curriculum by purchasing consumables for My Math, California Math and Language Arts	4000-4999: Books And Supplies Lottery 500 5000-5999: Services And Other Operating Expenditures LCFF 1,045	4000-4999: Books And Supplies LCFF, Restricted Lottery, Fundraising $47.00 5000-5999: Services And Other Operating Expenditures LCFF and Fundraising $1,584.00
Provide fieldtrips to enrich education in core subjects.	5000-5999: Services And Other Operating Expenditures LCFF 4,237	5000-5999: Services And Other Operating Expenditures LCFF $4,237.00
Provide materials/supplies to facilitate classroom learning and provide resources to students.	4000-4999: Books And Supplies LCFF, Restricted Lottery, Fundraising 10,000	4000-4999: Books And Supplies LCFF, Restricted Lottery, Fundraising $8,242.00

Goal Analysis

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

Support services for targeted youth including unduplicated students were implemented as planned. In areas relevant to CAASPP state testing, funds were not used to provide technology and testing supports because the 2019-2020 state testing was cancelled due to COVID 19. The funds budgeted for use to support CAASPP testing were used to provide connectivity and maintain equity for all students during distance learning. Supplies and materials for the year actuals were less than budgeted because students were not on campus and, therefore, did not utilize the full scope of supplies and supports provided in the school setting including paper, printer ink, and daily supplies students use in the school setting.

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

The goal was met in all areas other than those regarding state testing. Students were supported and assessed throughout the year with curriculum embedded formal assessments, informal assessments, and CAASPP practice assessments. Distance learning was implemented in March 2020 at the time of school closure and extensive paper packets were provided with daily check-ins through emails, texts, phone calls, and streaming services.

Goal 2

Goal #2 All students will have access to safe and well maintained facilities and welcoming learning environments supported by positive behavior intervention.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facility Inspection Tool (FIT) **19-20** Inspection shows facilities in good repair **Baseline** Inspection shows facilities in good repair	Overall GOOD rating
Metric/Indicator Student suspension rates **19-20** Maintain a 0% suspension rate **Baseline** Student suspension rates 0%	0% Suspension
Metric/Indicator Maintain a 0% suspension rate **19-20** Maintain middle school dropout rate of 0% **Baseline** Middle school dropout rate of 0%	0% Middle School Dropout
Metric/Indicator	0% Expulsion

Expected	Actual
Student expulsion rate **19-20** Maintain student expulsion rate of 0% **Baseline** Student expulsion rate of 0%	
Metric/Indicator District developed student survey **19-20** Student surveys have an average rating of good on climate **Baseline** Student surveys have an average rating of good on climate	Student surveys were not distributed in March as planned due to school closures from COVID and strict adherence to sanitary protocols as recommended by the county health department to reduce paper sharing. A lack of equity for connectivity prevented digital surveys as an option.
Metric/Indicator District developed stakeholder/parent survey **19-20** Stakeholder surveys have an average rating of good; 80% of families participated **Baseline** Stakeholder surveys have an average rating of good; 76% of families participated	Stakeholder surveys were not distributed in March as planned due to school closures from COVID and strict adherence to sanitary protocols as recommended by the county health department to reduce paper sharing. A lack of equity for connectivity prevented digital surveys as an option.
Metric/Indicator Professional development **19-20** District staff participated in at least 1 professional development with a focus on positive behavior intervention. Staff agendas and district invoices indicated professional development **Baseline** District staff participated in professional development with a focus on positive behavior intervention. Staff agendas and district invoices indicated professional development, District staff participated in at least 1 professional development with a focus	100% participation in PD

Expected	Actual
on positive behavior intervention. Staff agendas and district invoices indicated professional development	
Metric/Indicator Parent involvement in IEPs and 504's for Students with Disabilities and participation in School Site Council meetings and LCAP development meetings **19-20** 100 % of parents participated in IEPs and 504 for SWD and 23% of parents participated in SSC and LCAP development meetings **Baseline** 100 % of parents participated in IEPs and 504 for SWD and 23% of parents participated in SSC and LCAP development meetings	100% IEP parent participation

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide safe and well maintained facilities by employing Custodial staff and landscaping staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment and landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.	2000-2999: Classified Personnel Salaries LCFF 25,093 4000-4999: Books And Supplies LCFF 3,700 5000-5999: Services And Other Operating Expenditures LCFF 5,026	2000-2999: Classified Personnel Salaries LCFF $25,135.00 4000-4999: Books And Supplies LCFF $3,050.00 5000-5999: Services And Other Operating Expenditures LCFF, Maintenance, Prop 39 $3,014.00
Provide professional development for with a focus on positive behavior intervention. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS	5000-5999: Services And Other Operating Expenditures LCFF 105	5000-5999: Services And Other Operating Expenditures LCFF $384.00
The district will provide a nutritious food to all low-income students	4000-4999: Books And Supplies LCFF and Lottery 400	4000-4999: Books And Supplies Lottery $1,000.00
Employ administrator to oversee the physical upkeep of the district, manage the workflow of the staff, and see that best practices are used for educating students and creating a positive working environment for students and staff.	1000-1999: Certificated Personnel Salaries LCFF 37,815	1000-1999: Certificated Personnel Salaries LCFF $35,464.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries LCFF 6,746	1000-1999: Certificated Personnel Salaries LCFF $6,694.00
	5800: Professional/Consulting Services And Operating Expenditures LCFF 755	5000-5999: Services And Other Operating Expenditures LCFF $760.00

Goal Analysis

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

Funds budgeted were not significantly different than the amounts spent. The campus was closed as of March 2020, which required fewer inspections and repairs due to lack of use. Funds were used to maintain the campus security and ensure safe working conditions for any staff or community member or parent arriving on campus for packet and food pick ups following March 2002.

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

The campus was maintained and student and staff safety was prioritized throughout the year.

Goal 3

Goal #3 Maintain or improve high level of parent, student, and community involvement

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Survey Responses to Overall Satisfaction (4pt scale) **19-20** 3.50 **Baseline** 3.36	Parent surveys were not distributed in March as planned due to school closures from COVID and strict adherence to sanitary protocols as recommended by the county health department to reduce paper sharing. A lack of equity for connectivity prevented digital surveys as an option.
Metric/Indicator Parent volunteer activity in each classroom, including parents of students with disabilities **19-20** 50% of families will participate in at least one classroom activity, including parents of students with disabilities **Baseline** The district had a 50% parental participation, including parents of students with disabilities, in classroom activities, including parents of students with disabilities	100% of parents participated in classroom activities
Metric/Indicator Parent attendance at parent-teacher conferences **19-20** 100% of families participated in parent teacher conferences **Baseline**	100% attended

Expected	Actual
100% of families participated in parent teacher conferences	
Metric/Indicator Partnering with local organizations **19-20** The school will partner with three local organizations **Baseline** The school has partnered with three local organizations	School continued partnerships with 3 local organizations
Metric/Indicator Booster Club activities **19-20** 80% of families, including parents of students with disabilities, supported at least one CPTO sponsored event **Baseline** 100% of families, including parents of students with disabilities, supported at least one CPTO sponsored event	100% of families attended at least 1 event sponsored by Booster Club
Metric/Indicator 8. Other local measure (6) **19-20** Student surveys conducted each trimester 100% of students participated in survey **Baseline** Student surveys conducted each trimester 100% of students participated in survey	Student surveys were not distributed in March as planned due to school closures from COVID and strict adherence to sanitary protocols as recommended by the county health department to reduce paper sharing. A lack of equity for connectivity prevented digital surveys as an option.
Metric/Indicator Chronic absenteeism in more than 10%/ p2 counts formula in appendix **19-20** The district will maintain a chronic absentee rate of 0% **Baseline** The district currently has a chronic absentee rate of 0%	0%

Expected	Actual
Metric/Indicator ADA rate **19-20** 95%	97.08%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain employment of District Secretary to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events though the volunteer fire department, 4-H, and the Astronomers of Humboldt	2000-2999: Classified Personnel Salaries LCFF 14,611	2000-2999: Classified Personnel Salaries LCFF $15,786.00
The district will provide transportation for all students to a freshwater school for access to after school care and to facilitate family/school interaction and support.	2000-2999: Classified Personnel Salaries Transportation 24,874 5000-5999: Services And Other Operating Expenditures Transportation 13,389 1000-1999: Certificated Personnel Salaries Transportation 3,846 4000-4999: Books And Supplies Transportation 6,050	2000-2999: Classified Personnel Salaries Transportation $18,520.00 5000-5999: Services And Other Operating Expenditures Transportation $10,718.00 1000-1999: Certificated Personnel Salaries Transportation $3,815.00 4000-4999: Books And Supplies Transportation $6,103.00

Goal Analysis

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

Transportation costs were lower than budgeted due to the COVID 19 school closure from March through June of 2020. Funds were reassigned to provide unduplicated students with access to food, distance learning packets, and connectivity.

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

Students participated in 100% of classroom and extracurricular activities until the school closure in March. 100% of parents participated in at least one school activity before March 2020.

Goal 4

Goal #4
The educational outcomes of student groups, which may be identified, such as foster youth, English Language and low income pupils will mirror the outcomes of the general student population.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District assessments for English Language Arts **19-20** District assessments show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in ELA **Baseline** District assessments show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in ELA	See Goal 1
Metric/Indicator District assessments for Mathematics **19-20** District assessments show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in mathematics **Baseline**	See Goal 1

Expected	Actual
District assessments show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in mathematics	
Metric/Indicator CAASP Student performance Implement CCSS Instructional Materials **19-20** The District will provide resources to enrich the current curriculum to 100% of students that are aligned to state standards **Baseline** The district has not adopted new ELA curriculum, but has provided resources to enrich the current curriculum to 100% of students that are aligned to state standards	CSS IM are implemented in all classrooms
Metric/Indicator All Teachers will be properly assigned **19-20** 100% of teachers are highly qualified **Baseline** 100% of teachers are highly qualified **Metric/Indicator** C16. Percent of students participating in Summer School principally directed at UDP and students with exceptional needs to provide access to a broad course of study will not decrease **19-20** 2019-2020 C16. Percent of students participating in Summer School principally directed at UDP and students with exceptional needs to provide access to a broad course of study Maintain **Baseline** 2016-2017 C16. Percent of students participating in Summer School principally directed at UDP and students with exceptional needs to provide access to a broad course of study 5.0%	See Goal 1 No Summer School was conducted

Expected	Actual
Metric/Indicator Individualized Education Plans (IEP) **19-20** All students with disabilities participated in programs indicated in student IEPs. **Baseline** All students with disabilities participated in programs indicated in student IEPs.	100% of students participated in programs and received services indicated in their IEPs
Metric/Indicator State PE testing **19-20** 75% of students fall in the Healthy Fitness Zone for State PE Testing. **Baseline** 96% of students fall in the Healthy Fitness Zone for State PE Testing.	See Goal 1
Metric/Indicator Science Fair Participation **19-20** 100% of students in grades 4-8 participated in District Science Fair. **Baseline** 100% of students in grades 4-8 participated in District Science Fair.	See Goal 1

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ Classified Instructional Aide to provide additional assistance for student learning. Classified instructional aides will be used for additional one on one assistance for unduplicated students and small groups.	2000-2999: Classified Personnel Salaries Supplemental Concentration / Grant 18,747	2000-2999: Classified Personnel Salaries Supplemental Concentration / Grant $18,594.00

Goal Analysis

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

Funds were spent as budgeted.

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

Instructional aides were utilized to support small groups including targeted and unduplicated students. Instructional aide staff was utilized during the COVID closure to facilitate meal and packet pick up through contactless drive-through after March 2020.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

<u>Actions Related to In-Person Instructional Offerings</u>

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A .25 FTE classified staff position will collaborate with HCOE to establish a viable virtual support program for both Resource support and for supporting students with distance learning needs for families who have selected distance learning while on-site instruction is being provided. (This position will be paid through LLMF from September through the end of November to establish a functioning technological program that can easily morph into a distance learning program should the need arise)	$2049	2696	Yes
A .35 FTE Instructional Aide position will act as Resource liaison to establish a functioning virtual program with the Resource special and will provide one-to-one support during virtual resource that will then be implemented through daily reinforcement and instructional support. (This position will be funded through LLMF from September through the end of Decmber to provide a solid foundation on which to build the program through the remainder of the year)	$2704	3879	Yes
Four outdoor canopies will be purchased to provide shade for outdoor classrooms to provide the safest environment to best prevent the spread of COVID 19 while providing on-site instruction. (LLMF)	$500.00	440	Yes
A .25 FTE teaching position will provide targeted support to mitigate learning loss for foster/homeless youth, students with IEPs, and those students identified with measurable learning loss due to the school closure. (2020-2021 school year)	$22,100	22098	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A .2 FTE Instructional Aide position will provide targeted support for foster/homeless youth, students with IEPS, and those identified with learning loss due to the school closure.	$2,049	9089	Yes
A .25 FTE classified position will provide daily communications and support for families with additional needs as they arise, will provide collaboration between certificated staff and families, and will provide communication opportunities between certificated staff, resource teachers, and families to adequately address all needs as they arise. (2020-2021 school year)	$11,360	11361	Yes
3 additional Chromebooks will be purchased to create a 1:1 device for student ratio to ensure accessibility to curriculum content by all learners. Chromebooks will be utilized to supplement and support modifications and accommodations necessary to strengthen the learning of any student with an IEP or identified as struggling due to learning loss. LLMF	$1000	1369	Yes

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

Enrollment for the 2020-2021 school year increased from 14 students in August to 30 students by December of 2020 requiring an increase in instructional aide supports to provide all students access to a broad academic curriculum.

Analysis of In-Person Instructional Offerings

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

An increase in enrollment increased costs to the district without acquiring additional funding based on ADA. The district implemented more strict protocols for disinfecting and sanitizing the school throughout each day increasing costs for PPE, cleaning and sanitizing products, and custodial staff but successfully addressed safety needs for students and staff.
Based on parent and community survey results and input from the staff, the LEA determined that in-person instruction while following CDC, CDE, and Humboldt County Health Department guidelines was achievable. The LEA created outdoor classrooms to provide safe environments for all students as long as weather (and wildfires) permitted. Once the students moved inside, desks were placed at 6 feet distances, face shields and masks were provided, hand sanitizing stations and sinks in each classroom were utilized for consistent sanitizing. Air purifiers were installed in each classroom, windows were opened and doors were opened as long as weather permitted.

The LEA provided in-person instruction for the entirety of the 2020-2021 school year with no COVID related illnesses, no school shut downs due to the pandemic, and no staff illnesses all while maintaining health department guidelines for safe in-person instruction. The increase in enrollment challenged the district with increased costs due to materials and supplies demand -- including curriculum based supplies, technology supplies, and cleaning and sanitizing supplies -- and the demands for increased transportation. The district utilized COVID funding to offset the increased costs of supplies and technology.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Title II federal funding allocated for professional development: (ESSA)Elementary and Secondary Education Act (ESEA), Title II, Part A – Supporting Effective Instruction	$811	884	Yes
Two laptops will be purchased to provide virtual streaming of classroom instruction and virtual Resource support (LLMF)	$1600.00	$981	Yes
A .1 FTE classified staff position will provide daily lunches to foster/homeless youth, low income families, and students in need through curbside pick-up or through bus delivery. (2020-2021 school year)	$3616.30	3617	Yes
Online subscriptions to curriculum programs and virtual meeting programs will be purchased and implemented at the beginning of the year as supplemental support to the on-site instruction to facilitate a seamless transition to distance learning should the need arise. (LLMF)	$1000.00	$157	Yes

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

The actual expenditure of the laptops was half of the budgeted funds because one laptop was purchased for resource, and another was donated from a program through the CDE.
The actual expenditure for online subscriptions was significantly lower than the budgeted funds due to connectivity issues that developed when the devices and streaming services were implemented; 80% of students could not utilize the streaming services due to rural setting and, therefore, rendered the streaming devices and subscriptions unusable. 100% of students selected the in-person mode of learning except for infrequent self-quarantine spans post-traveling which reduced the necessity for streaming subscriptions and devices.

Analysis of the Distance Learning Program

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

The LEA was able to successfully offer in person instruction in which 100% of students participated. Distance Learning options were provided for students who were self-quarantining after travel or gatherings, and for resource specialist supports for pupils with unique needs.

Distance learning was provided for students electing to participate in the form of paper packets and daily check-ins through email, zoom, phone, and texts. The rural setting of the LEA and its students' residences pose significant connectivity issues thereby making paper packets the best option. Students with unique needs were offered free lunches while on distance learning, and access to resource supports through zoom, email, phone, and texts. Additional resource time was allotted for students with unique needs upon their return to in-person instruction both through an RSP teacher and through one-to-one and small group instructional aide support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A 0.10 FTE teacher position will provide targeted support and instruction for IEP goals	$4528	4076	Yes
Two teacher positions (totaling 0.8 FTE) will provide targeted support and instruction for foster/homeless youth; students who have experienced significant learning loss; and IEP students	$47,008	44516	Yes
Two classified staff positions (instructional aides) totaling .50 FTE will provide one-to-one support (virtually and in-person as appropriate) for students with IEPs, students with SSTs, foster/homeless youth, and students experiencing significant learning loss.	$13,409	18268	Yes

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

The LEA enrollment increased from 14 to 30 by December of 2020, requiring an increase in classified staff FTE. The influx of pupils included an increase in students with unique learning support needs which increased a need for one-to-one instructional aide supports.

Analysis of Pupil Learning Loss

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

An influx of students continued throughout the 2020-2021 school year; the incoming students had varying levels of learning loss, increasing the need for one-to-one and small group supports while following health department guidelines regarding social distancing to prevent the spread of COVID.
Upon entering the district, students were assessed with initial formal, curriculum embedded assessments and informal assessments by teachers and staff. Needs were identified and particular one-to-one and small group supports were provided to all students identified with learning loss. Instructional aide FTE and RSP FTE were both increased to accommodate the needs of identified students. The LEA has no EL students. The unique configuration of multiple grade classrooms provides opportunities to teach to skill rather than grade allowing struggling students to gain a stronger foundation at their skill level while being challenged to progress to grade level curriculum with one-to-one and small group, student based learning supports. This format has greatly improved the skills of all students, and has particularly provided low income students, students with special needs, and students identified with learning loss substantial support while maintaining their participation in a general education setting. The size of the school and the

configuration of the classrooms allows for individualized educational programs and supports for all students targeting foster/homeless students, low income students, and students with special needs.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The LEA provided in-person instruction for all students allowing for immediate identification of challenges related to COVID or any other issues impacting mental health and social and emotional well being.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

While classroom volunteering had to be kept to a minimum to prevent the spread of COVID 19, 100% of parents and families participated in socially distanced and virtual activities.

Analysis of School Nutrition

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

The LEA was able to successfully provided free lunches to eligible students daily on campus during in-person instruction following recommended county safety guidelines.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	To increase safety, removable plastic coverings will be purchased to cover wooden desks which will provide an easily cleanable surface, safe for disinfection and sanitization.	$110.00	126	No
In-Person Instructional Offerings	Lap desks will be purchased and assigned to students for outdoor classroom settings to provide isolated use of supplies which will increase safety and prevent cross contamination of surfaces.	$50.00	79	Yes
In-Person Instructional Offerings	Hand sanitizing stations will be established and installed in each classroom to facilitate proper safety protocols to prevent the spread of COVID 19 while providing in-person instruction.	$281.00	250	No
In-Person Instructional Offerings	PPE will be purchased for staff and students to support CDC and CDE guidelines regarding safety protocols.	$350.00	148	No

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

Expenses were not substantially different than budgeted.

Overall Analysis

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

The LEA has increased the FTE for instructional aide staff to implement more one-to-one and small group supports. The rural setting of the LEA and its students creates challenges for distance learning including connectivity issues that have reduced the district's capacity for providing all students with access to a virtual format. LCAP goals will focus on providing safe, in-person instruction opportunities whenever possible.

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

Pupil learning loss continues to be assessed through embedded curriculum assessments, state assessments, and formative and informal assessments while providing in-person instruction. Annual IEP assessments are implemented by trained resource teachers to monitor progress of students with unique needs. Supplemental curriculum supports have been purchased and implemented to offer students with unique needs more options to access a broad spectrum of curriculum.

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

There were no substantive differences -- PPE was unexpectedly donated from multiple sources to CA school districts reducing the budget need.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The implementation of in-person instruction for the 2019-2020 school year with packet-based distance learning, followed by the implementation of full in-person instruction for the 2020-2021 school year reduced learning loss risks. The LEA plans to implement in-person instruction while maintaining the same level of one-to-one and small group instruction supports to mitigate learning loss. The LEA will continue to provide a one-to-one ratio of technological devices to students, and will maintain a broad spectrum of state adopted curriculum to meet the educational standards for all learners.

The LEA has installed sanitizing stations, a water-bottle refill station, and air purifiers to maintain a more healthy environment for students and staff. The LEA will continue to utilize these safety protocols in future school years regardless of pandemic standings. The LEA will also continue to provide PPE for staff and students requesting it, and will offer social distancing within the classroom whenever possible. The LEA has also purchased a larger bus that will facilitate transportation for all enrolled students to provide access to in-person instruction.

Based on survey results from parents, staff, and community, the LEA endeavors to provide in-person instruction for all students and families opting for that method while offering a distance learning program for families who prefer that method for health and safety reasons. While only 10% of students enrolled opted for distance learning for short periods of time while self-quarantining following traveling or gatherings (as recommended by the CDC and the local health department), the LEA will continue to offer a distance learning option should the need arise. By providing a distance learning option concurrently with in-person, the LEA aims to mitigate learning loss while promoting social and emotional well-being through supports by school staff.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

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

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan
Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

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

  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	345,707.00	327,989.00
LCFF	115,632.00	112,103.00
LCFF and Fundraising	0.00	1,584.00
LCFF and Lottery	400.00	0.00
LCFF, EPA, Title II, REAP	127,566.00	120,098.00
LCFF, Maintenance, Prop 39	0.00	3,014.00
LCFF, Restricted Lottery, Fundraising	10,000.00	8,289.00
Lottery	1,873.00	2,144.00
Special Education	23,330.00	23,007.00
Supplemental Concentration / Grant	18,747.00	18,594.00
Transportation	48,159.00	39,156.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	345,707.00	327,989.00
1000-1999: Certificated Personnel Salaries	190,757.00	181,660.00
2000-2999: Classified Personnel Salaries	97,107.00	97,378.00
4000-4999: Books And Supplies	21,180.00	18,972.00
5000-5999: Services And Other Operating Expenditures	33,543.00	27,486.00
5800: Professional/Consulting Services And Operating Expenditures	2,978.00	2,344.00
7000-7439: Other Outgo	142.00	149.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	345,707.00	327,989.00
1000-1999: Certificated Personnel Salaries	LCFF	44,561.00	42,158.00
1000-1999: Certificated Personnel Salaries	LCFF, EPA, Title II, REAP	127,566.00	120,098.00
1000-1999: Certificated Personnel Salaries	Special Education	14,784.00	15,589.00
1000-1999: Certificated Personnel Salaries	Transportation	3,846.00	3,815.00
2000-2999: Classified Personnel Salaries	LCFF	53,486.00	60,264.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration / Grant	18,747.00	18,594.00
2000-2999: Classified Personnel Salaries	Transportation	24,874.00	18,520.00
4000-4999: Books And Supplies	LCFF	3,700.00	3,050.00
4000-4999: Books And Supplies	LCFF and Lottery	400.00	0.00
4000-4999: Books And Supplies	LCFF, Restricted Lottery, Fundraising	10,000.00	8,289.00
4000-4999: Books And Supplies	Lottery	500.00	1,000.00
4000-4999: Books And Supplies	Special Education	530.00	530.00
4000-4999: Books And Supplies	Transportation	6,050.00	6,103.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,280.00	5,431.00
5000-5999: Services And Other Operating Expenditures	LCFF and Fundraising	0.00	1,584.00
5000-5999: Services And Other Operating Expenditures	LCFF, Maintenance, Prop 39	0.00	3,014.00
5000-5999: Services And Other Operating Expenditures	Special Education	7,874.00	6,739.00
5000-5999: Services And Other Operating Expenditures	Transportation	13,389.00	10,718.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,605.00	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	1,373.00	1,144.00
7000-7439: Other Outgo	Special Education	142.00	149.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	184,550.00	178,952.00
Goal 2	79,640.00	75,501.00
Goal 3	62,770.00	54,942.00
Goal 4	18,747.00	18,594.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$41,762.00	$50,932.00
Distance Learning Program	$7,027.30	$5,639.00
Pupil Learning Loss	$64,945.00	$66,860.00
Additional Actions and Plan Requirements	$791.00	$603.00
All Expenditures in Learning Continuity and Attendance Plan	$114,525.30	$124,034.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$741.00	$524.00
All Expenditures in Learning Continuity and Attendance Plan	$741.00	$524.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$41,762.00	$50,932.00
Distance Learning Program	$7,027.30	$5,639.00
Pupil Learning Loss	$64,945.00	$66,860.00
Additional Actions and Plan Requirements	$50.00	$79.00
All Expenditures in Learning Continuity and Attendance Plan	$113,784.30	$123,510.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kneeland Elementary School District	Greta Turney Superintendent	admin@kneelandsd.org (707) 442-5472

Plan Summary [2021-22]

General Information

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

Kneeland is a Necessary Small School with an enrollment of 30 students, transitional-kindergarten through eighth grade. The three-room school is located in the mountains between Eureka and Arctata which is about a 40 minute drive from either city. The school is at an elevation of 2950 feet and is surrounded by pastures, grassland, and forest. Kneeland School has an outstanding staff consisting of two classroom teachers, and a Resource Specialist and Speech Therapist. In addition, there are three part time Instructional Aides, an administrative assistant, one Bus Driver and a Custodian. Mission: As a focal point of the community, the Kneeland School District is committed to offering each child a quality education founded on values exemplified in rural schools: a close bond among staff, student, parents, and community, and an individualized program meeting the varying needs of all students.

Metrics which do not apply to Kneeland School:

State Priority #4
Share of students who are college and career ready
English learner reclassification rate
Share of students who pass AP exams with 3 or higher
Share of students determined to be prepared for college with the EAP

State Priority #5
High school graduation rates
High School drop out rates

Kneeland has no English Learners, Foster Youth or Homeless students enrolled. Metrics related to these groups are, therefore, not applicable.

The California School Dashboard does not report results for any state indicator due to the small size of the student population and the necessity for confidentiality.

Reflections: Successes

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

Kneeland School District serves a small student population. The California School Dashboard is largely not applicable due to LEA size and the necessity for privacy adherence. Results on DataQuest indicate student performance in English/Language Arts (45.45% Met or Exceeded Standard) approximate to the state average. As these results are based on small numbers meaningful insights for long term planning are limited, as one student's performance is weighted so heavily when calculating percentages. For this reason Kneeland monitors individual student growth from year to year as a more reliable measure of success.

Based on local data, the LEA has successfully navigated through a pandemic to offer safe, full-time, in-person instruction to all students enrolled in the district. The district has had 0 COVID cases on campus or reported by families. The district has successfully maintained health department guidelines for opening up schools to in-person, on campus instruction.

The LEA has more than doubled its enrollment through the implementation of a rigorous academic program in the primary grades' classroom while maintaining the high standards for the upper grade classroom that were established in prior years. The LEA has also identified students with increased needs and has provided solid resource programs including an increase in one-to-one and small group instruction with instructional aides and resource specialists.

The LEA has acquired a larger sized bus in order to provide all students an equal opportunity to access in-person instruction.

The LEA has upgraded the campus to provide students and the community with a re-surfaced sports field on which physical activities can be performed including the use of the field by the California Fire Department and the Kneeland Fire Protection District for training exercises and physical fitness regimen.

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.

The current ELA curriculum in the primary grades classroom has been identified locally to have some weakness and will be modified and upgraded to include a more broad and thorough curriculum program to provide all learners access to a robust English Language Arts program. Performance in mathematics in all grade spans is lower than ELA and curriculum will also be similarly improved.

LCAP Highlights

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

The small size of Kneeland's student population served as a benefit during the pandemic. At a time when many schools had to close and move to distance learning, due to the small cohort size Kneeland was able to modify instructional space and serve students in person. This

provided less disruption of learning. As the pandemic begins to dissipate, Kneeland recognizes the importance of the school as a community hub and will focus largely on recreating strong community connections.

Students living in isolated, rural communities, where internet services are limited, benefit greatly from an educational program which provides frequent real-life learning opportunities, such as fieldtrips, and community partnerships.

The 2021-24 LCAP prioritizes community involvement with the intention of increasing community events as soon as is safe and meets the state and local department guidelines.

Kneeland will continue to offer in-person instruction to students in a multi-graded learning environment based on a broad spectrum of study designed to lead to the future success of all 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.

NOTE - There are no bargaining units for certificated or classified staff. As there are no ELs, there is no ELAC.

Stakeholder surveys are distributed in the Spring annually. Feedback opportunities and open discussions for the LEA are provided at Open House in the Spring, and at the beginning of each school year at Back to School Night. Feedback and results are discussed at site council meetings - open to the public, and at LCAP overview meetings prior to adoption at board meetings -- open to the public.

A summary of the feedback provided by specific stakeholder groups.

Data collected from surveys and in-person indicated parents supported the educational program and services provided by Kneeland School:
100% agreed or strongly agreed their children's classroom experiences were preparing them for the next level of education
100% agreed or strongly agreed a nurturing learning environment, and efforts to foster attendance were in place
92% agreed or strongly agreed there were appropriate avenues for parent concerns and 87% believe staff were inclusive and they felt welcome, 75% felt morale was high

Response rates:
95% from families,100% participation rates from students, and 100% participation from staff.

Specifically stakeholder input noted and valued:
An excellent staff who readily takes on myriad roles in order to facilitate the best possible educational experience for students
Teachers and staff who are engaged and strong, warm and caring
Staff to parent communication
A sense of community
Welcoming and inclusive environment due to staff engagement and genuine care for student wellbeing and growth
Efforts to ensure all children feel safe and included
Small class sizes
School board has strong leadership.
Hands-on learning.
Many creative projects. Science fair is emphasized. Fun, project-based learning

Ideas for possible additional offerings:
Encouraging reading
An electric fireplace in the library.
Free or discounted Lunch option
Spanish language education or music instruction.
Sports of some kind (Disc Golf)

More financial assistance from the state of CA

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

Stakeholder input valued continuing current programs and services. Additionally, interest was expressed in developing a more robust primary grades program, with an emphasis on reading. The LCAP has been designed to prioritize implementation of academic programs that will increase student successes in all areas of study, focusing on primary grades and targeted learners with specific needs.
Goal 1, Actions 1, 3, 7, and 8 directly relate to stakeholder input through employing trained certificated staff to promote robust educational programs, the employment of trained instructional aides to provide one-to-one and small group supports, the acquisition of state standard materials, and the implementation of monthly field trips to accent real-life learning opportunities for all students.

Goals and Actions

Goal

Goal #	Description
1	All students and specifically those with unique needs, will receive a high quality instructional program in all subjects, based on state standards, designed to prepare them for success in high school and the world beyond.

An explanation of why the LEA has developed this goal.

Based on previous assessments, academic supports need to be fortified to promote successful outcomes showing growth for all learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 CAASPP performance in ELA	45.45% of students tested in 2018-19 scored at or above level 3 in English Language Arts				80%
2 CAASPP performance in Math	9.09% of students tested scored at or above level 3 in Mathematics.				70%
3 District Assessments for English Language Arts	Between Fall and Spring, 100% of students tested showed growth on district approved, grade level assessments in English Language Arts				100% will score higher on state standardized and local assessments than the year prior.
4 District Assessments for mathematics	Between Fall and Spring, 100% of students tested showed growth on district				100% will score higher on state standardized and local assessments than the year prior.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	approved, grade level assessments in mathematics.				
5 Class schedules and report cards documenting a broad course of study	100% of students, including SWD, are enrolled in a broad course of study which includes all required subjects, PE, visual arts, dramatic arts, and outdoor education.				Maintain 100%
6 Individualized Education Plans (IEP)	100% of students with disabilities participated in standards-aligned programs as indicated in their IEPs				Maintain 100%
7 Board Resolution, SARC, IM inventory and purchase records	100% of students, including SWD, have access to standards-aligned instructional materials				100%
8 Personnel records and SARC	100% of teachers are properly credentialed and assigned				Maintain 100%
9 State PE testing	84% of students fall in the Healthy Fitness Zone for State PE Testing				95%
10 Participation records for other events demonstrating student successes	100% of students in grades 4-- 8 participated				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in the District Science Fair				
State science assessment results as reported in CA Dashboard	Establish baseline of % at or above standard in 2021-22				Achieve performance equivalent to Green status on Dashboard
LCAP actions provide listing of services for unduplicated students (high needs) and for SWD	Programs are in place for all high needs students and SWD				All
Implementation of CSS shown in curriculum materials, teacher lesson plans, classroom observations	All classrooms, including those with SWD, have fully implemented CSS in all subjects.				Maintain fully implemented

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teachers	Employ and properly assign qualified teachers with appropriate credentials	$97,525.00	No
2	Special Ed	Employ Special Education Teacher for students with Special education needs. Employ Speech Teacher for students with Speech and Language needs	$22,197.00	No
3	Instructional Aides	Employ Classified Instructional Aide(s) to provide additional assistance for student learning. Classified instructional aides will be	$55,164.00	Yes

Action #	Title	Description	Total Funds	Contributing
		used for additional one on one assistance for students with unique needs and small groups.		
4	Technology	Provide all students with access to high speed internet and maintain a one-to-one ratio of devices in order to meet equity standards, targeting low-income students, students with special needs, foster and homeless youth, and students identified with learning loss. Maintain a level of technology equipment and support services appropriate for student learning, distance learning if needed and CAASP annual testing.	$1,800.00	Yes
5	Library services	Maintain Library Contract with HCOE as a resource for teachers for instructional materials and support	$200.00	No
6	Network services	Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district	$1,651.00	No
7	Instructional Materials	Maintain CSS instruction by purchasing curriculum and consumables for My Math, California Math and Language Arts, and other board approved instructional materials when needed	$13,342.00	No
8	Fieldtrips	Provide fieldtrips to enrich education in core subjects.	$3,750.00	Yes
9	Classroom Services	Provide materials/supplies to facilitate classroom learning and provide resources to students.	$1,743.00	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 students will have access to safe and well-maintained facilities and welcoming learning environments, supported by positive behavior intervention practices.

An explanation of why the LEA has developed this goal.

In prior years, LEA has received positive marks on the FIT and Safety inspections. LEA intends to continue successful practices which have led to those results. The LEA maintains a high level of participation from its community members and parents and is one of only two community entities. The LEA intends to remain an integral community focus through community and parent based events and endeavors to maintain high levels of parent and community attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT)	Inspection shows facilities in GOOD repair				Maintain GOOD rating
Student suspension rates	Student suspension rates 0%				Maintain 0%
Middle School dropout rate	Middle school dropout rate of 0%				Maintain 0%
Student expulsion rate	Student expulsion rate of 0%				Maintain 0%
District developed student survey	Student surveys have an average rating of Good on school climate				Maintain average of Good
Professional development records (registration,	All district staff participated in				Maintain 100% participation in PD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
expenditures, meeting agendas) on topics identified as of need by staff	professional development with a focus on positive behavior intervention				
Required records for IEPs and 504 meetings for Students with Disabilities	100% of parents participated in IEPs and 504 meetings for SWD				Maintain 100%
Summaries of parent, student and staff district-developed surveys on school safety and connectedness	82% of families felt school was safe, 83% felt connected to and welcome at school. 88% of students felt safe, 75% felt included (connected). 100% of staff felt safe and connected. (2020-21)				Maintain 85% or above from both safety and connectedness for all 3 groups
Sign-in sheets or minutes from School Site Council meetings and LCAP development meetings demonstrating participation in school decision making	23% of parents participated in SSC and LCAP development meetings (2020-21)				50%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities safety and maintenance	Provide safe and well maintained facilities by employing Custodial staff and landscaping staff. Custodial staff will be responsible for maintaining school cleanliness at a level which meets county guidelines during COVID and supports a welcome learning environment. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.	$37,749.00	No
2	Professional Learning	Provide professional development with a focus on positive behavior intervention and/or other topics identified as needed by staff. Staff will participate in professional learning such as Responsive classroom, 2nd Step and or PBIS. BSTA support for beginning teachers	$3,779.00	No
3	Nutritious food	The district will provide nutritious food to all low- income students	$1,200.00	Yes
4	Administrative leadership	Employ administrator to oversee the physical upkeep of the district, manage the workflow of the staff, and see that best practices are used for educating students and creating a positive working environment for students and staff. Administrator also serves as Foster Youth and Homeless liaison should any students with these needs enroll in the district in the future.	$34,833.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Maintain or improve a high level of parent, student, and community involvement.

An explanation of why the LEA has developed this goal.

LEA has a high level of involvement by parents, stakeholders, and community members which promotes successful relationships and a strong sense of community. The LEA prides itself on being one of only two community hubs and intends to maintain its strong standing in the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 Parent Survey	3.36 Overall Satisfaction score (4pt scale)				3.75 points(4 pt scale) overall satisfaction score
2 Student surveys on school climate and connectedness	100% of students participated in surveys conducted each trimester				Maintain 100%
3 ADA rate	95% attendance rate at the end of the 2018-2019 school year (annual).				Maintain 95% ADA or higher
4 Chronic absenteeism rate	The district currently has a chronic absentee rate of 0%				Maintain rate below 5%
5 Parent attendance at parent- teacher conferences	100% of families participated in parent teacher conferences				Maintain 100%
6 Records of parent volunteer	50% of parents, including parents of				60% once permitted by CDC and health

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
activities in each classroom, including parents of students with disabilities	students with disabilities, participated in classroom activities				department guidelines -- post pandemic
7 Booster Club activities	100% of families, including parents of students with disabilities, supported at least one CPTO sponsored event				Maintain 100%
8 Partnering with local organizations	The school partnered with three local organizations				Maintain partnerships with 3 organizations

Actions

Action #	Title	Description	Total Funds	Contributing
1	Secretarial support	Maintain employment of District Secretary to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events though the volunteer fire department, 4-H, and the Astronomers of Humboldt	$16,959.00	No
2	Transportation	The district will provide transportation for any interested students to Freshwater school for access to after school care and to facilitate family/school interaction and support. An increase in the area served is anticipated mid year in 2021-22. Costs will potentially be increased when this begins.	$39,035.00	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
6.56%	17467

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

Required Descriptions

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

Goal 1:
Action 3: Instructional Aides: Instructional Aide time has been increased as appropriate for the increase in LEA enrollment . The instructional aides are able to support students with specific needs with direct, one-to-one instruction or small group instruction , prioritizing the specific needs of foster/homeless youth, low-income students, and students identified as having learning loss.   The LEA does not currently have any English Learners

Action 4: Technological devices will be purchased to maintain a 1:1 ratio for students to devices. High-Speed internet will be purchased and offered at the school through in-person instruction, but also in the parking lot and at a community learning hub in the LEA library for anyone in need of connectivity.

Action 8: Fieldtrips: As the COVID pandemic begins to ebb, the LEA will implement monthly field trips and presentations to increase access to real-life learning experiences throughout the county. Considering unique learning pathways for students with specific needs, these field trip opportunities will provide foster/homeless youth, low-income students, and students identified as having learning loss with learning opportunities above and beyond the classroom. The LEA does not currently have any English Learners

Goal 2:
Action 3: Nutritious food: The LEA provides all students with food when needed, but does provide free lunches daily to eligible students, prioritizing the specific needs of foster/homeless youth, low-income students, and students identified as having learning loss. The LEA does not currently have any English Learners.

Action 2: Transportation: The LEA has purchased a larger bus that will facilitate transportation for all students, prioritizing foster/homeless youth, low-income students, and students with specific needs. The larger bus will be put into service at the beginning of the 2021-2022 school year. The larger bus will allow the LEA to have one route spanning from Eureka and Arcata to Kneeland in one bus run, but the bus will incorporate increased maintenance and running costs. The transportation opportunity helps to overcome transportation obstacles for low income families, and families of foster youth and homeless families who otherwise struggle to maintain acceptable attendance rates.

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

The leading challenge for the LEA's low income students is transportation. In order to increase the LEA's attendance rate while alleviating the burden of transportation from the families of targeted students, the LEA has acquired a larger bus to provide transportation to and from the school for all students, prioritizing those students with specific needs, foster/homeless youth, and low-income students. The purchase of the larger bus occurred at the end of the 2020-2021 school year and will be put into service for the 2021-2022 school year, which will

increase costs to the district for maintenance and quotidian operational requirements. The increase in transportation services will increase identified students' successes through more regular attendance.

The continued purchase of technology to maintain a one-to-one ratio for students to technology will surmount the inequity for those students who do not have access to technology at home or individually. This specifically supports students who are low-income, and identified as having specific learning needs above what their family can provide. High speed internet will also be provided to in-person students, but also to students who lack connectivity at their residence. The LEA has established a learning hub for low income students, homeless/foster youth, and students identified with learning loss. The learning hub will also be provided to any students who do not have access to internet at their residence.

The increase in instructional aide time facilitates direct, one-to-one, and small group supports those students identified as having learning loss, low-income students and students with IEPs. The addition of these instructional supports will greatly improve student successes.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$224,596.00	$60,888.00	$9,939.00	$35,504.00	$330,927.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$283,505.00	$47,422.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teachers	$65,763.00	$8,048.00		$23,714.00	$97,525.00
1	2	Students with Disabilities	Special Ed		$10,407.00		$11,790.00	$22,197.00
1	3	Foster Youth Low Income	Instructional Aides	$55,164.00				$55,164.00
1	4	Foster Youth Low Income	Technology	$1,800.00				$1,800.00
1	5	All	Library services	$200.00				$200.00
1	6	All	Network services		$1,651.00			$1,651.00
1	7	All	Instructional Materials	$5,395.00	$547.00	$7,400.00		$13,342.00
1	8	Foster Youth Low Income	Fieldtrips	$1,850.00		$1,900.00		$3,750.00
1	9	All	Classroom Services	$1,104.00		$639.00		$1,743.00
2	1	All	Facilities safety and maintenance	$37,749.00				$37,749.00
2	2	All	Professional Learning	$3,779.00				$3,779.00
2	3	Foster Youth Low Income	Nutritious food		$1,200.00			$1,200.00
2	4	All	Administrative leadership	$34,833.00				$34,833.00
3	1	All	Secretarial support	$16,959.00				$16,959.00
3	2	All	Transportation		$39,035.00			$39,035.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$58,814.00	$61,914.00
LEA-wide Total:	$58,814.00	$61,914.00
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
1	3	Instructional Aides	LEA-wide	Foster Youth Low Income	All Schools	$55,164.00	$55,164.00
1	4	Technology	LEA-wide	Foster Youth Low Income	All Schools	$1,800.00	$1,800.00
1	8	Fieldtrips	LEA-wide	Foster Youth Low Income	All Schools	$1,850.00	$3,750.00
2	3	Nutritious food	LEA-wide	Foster Youth Low Income			$1,200.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

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

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

<u>Goal Analysis:</u>

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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