

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

Raymond-Knowles Union Elementary School District (RKUESD) is a single-school district located in the town of Raymond, an unincorporated community of less than 1,000 residents situated in the foothills of Eastern Madera County. The district encompasses 196.7 square miles of sparsely populated foothills. Currently, the district serves a diverse population of 71 students enrolled in grades K-8, 7% of whom are American Indian, 6% two or more races, 24% Hispanic, 63% White. Approximately 59% of our students meet the state's definition of "unduplicated pupils" -- low-income, Foster Youth, or English Learners.

The mission of the Raymond-Knowles Union Elementary School District is to educate all students in a challenging, disciplined, safe, and supportive environment, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society. Students are taught by four teachers assigned to multi-grade classrooms; one Learning Director; and one Resource Teacher, and one Response to Intervention part-time teacher. One school and district secretary, one site administrator (Principal), one Chief Business Officer/Superintendent, two maintenance/janitorial/food services/bus drivers, one part-time maintenance worker, and a business services worker provide support to the educational program.

Students at RKUESD are instructed in 21st century skills that include the learning areas of core academic subjects using 21st century themes of life and career skills, critical thinking, communication, collaboration, creativity, technology, and information/media literacy. We are a 1:1, student to device school. Every student in grades Kindergarten through eighth grades has a computer or technology device assigned to them. Kindergarten through eighth grades use Chromebooks. We are also a Google Apps for Education (GAPE) school. We take pride in our students work and accomplishments. We host a student showcase events throughout the school year where we invite the community to the school to see students work on display. Students share with their families and the community what they have learned and created in school. These events foster a positive relationship between the school and community.

The Governing Board is a group of publicly-elected volunteers who are stakeholders in the community and are active in the school program.

Reflections: Successes

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

In the 2019-2020 school year students in grades K-3 increased their reading by an average of 2 guided reading levels as indicated by comparing pre-intervention data with post RTI data. In grades 4-8 math intervention has increased math scores by an average of 22 points on iReady Math assessments. This success is a result of daily RTI intervention which is organized by our learning director, who determines learning groups and intervention activities is based on iReady assessment data.

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 2019 District Writing Assessment reveals that writing is a significant area of academic concern, with 0% of Kinder and First graders, and only 26% of third graders writing at grade level. We plan to ensure that we have DWA data for all grade levels K-8 starting 2021-2022, and then use that data to track progress. The district is also anticipating that attention will need to continue to focus on closing learning gaps in both mathematics and reading due to student learning loss which occurred during the quarantine caused by the COVID 19 pandemic. For this we will implement expanded learning using iReady instruction, which is targeted activities based on their iReady assessments.

LCAP Highlights

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

Raymond Knowles UESD is committed to educating the whole child in a supportive environment. To that end, the LCAP highlights the following:

- To support teachers in improving their craft, and in providing best first instruction, the Learning Director (LD) will create and model standards-based lessons for teachers, and work with them to build their efficacy in creating their own meaningful standards-based lessons.
- The LD will also facilitate meetings to discuss instructional practices, student data analysis, and positive classroom culture and environment.
- To support at-risk students, counseling services are provided, along with in-class and out of class academic interventions for students.
- Our Student Showcase events engage students, parents, and the community-at-large in a positive demonstration of students' learning.

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.

The school is not in CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

All parents, including parents of unduplicated pupils, students, community members, and LEA personnel are engaged and involved in the LCAP process

through informal and formal feedback at Student Showcase events, LCAP surveys, SSC meetings, (January 28, 2021), staff meetings (December 14, 2020, January 4, 2020, February 22, 2021)

An online survey was available to parents through a blackboard connect email and text message and it was posted on our school's Facebook Page on April 22, 2021. An LCAP survey was also created for our junior high students (grades 6-8). This survey was given to students on April 23, 2021.

The LCAP public hearing date was held on June 10, 2020.

The LCAP will go to the school board for approval on June 24, 2021.

After consultation with staff from the Madera County Superintendent of Schools' Office, the District decided to present a streamlined LCAP with fewer goals and actions to stakeholders for input. The goals were condensed, and the actions were not materially changed from the LCAP approved in June, 2021, so the stakeholder input described above was honored in revising the Plan. In order to be transparent with community stakeholders, the District shared the revised plan in the following manner:

The District sought input from teachers at Monday Staff meetings in 2021

The Principal and Superintendent provided ongoing input during the development of the LCAP

The District sought input from other school personnel informally at meetings with staff in 2021.

The District does not have a local bargaining unit.

The revised Plan was presented to parents and students on the District website for comment and suggestions on January 29, 2021, and the revised plan from August 31- September 6, 2021

The School Site Council functions as the District's Parent Advisory Committee, and the Plan was presented to them for input on January 29, 2021 and the revised plan on August 31, 2021.

The District does not have an English Learner Parent Advisory Committee due to the small number of English Learners enrolled. The Committee had no questions that required a written response from the Superintendent.

The District consulted with the SELPA through attendance at its monthly meetings and individual consultation with staff. Student records for the students receiving services from MCSOS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff and consultation with MCSOS service providers, the District has ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities.

The community input period took place from August 31, 2021 to September 6, 2021.

A public hearing of the LCAP took place on September 2, 2021.

The LCAP was approved by the RKUESD Governing Board on September 9, 2021.

Submitted to MCSOS on September 10, 2021.

A summary of the feedback provided by specific stakeholder groups.

All LEA parents, community members, and staff members impacted the LCAP for the upcoming school year by providing feedback at meetings and through the LCAP survey. The LEA staff was involved in developing the LCAP through staff meetings and discussions around goals and actions. The School Site Council, which is made up of many of the LEA staff due to it being a small school, as well as several parents and community members, also provided input for the LCAP. Also, the RKUESD School Board was informed on LCAP goals and was frequently asked for their feedback and ideas for the LCAP. Many effective and insightful conversations were had with all the above stakeholders on the LCAP and its goals, actions, and services. There was also significant interest in parent education nights per our LCAP survey. Parents are excited to attend teacher led parent nights that will focus on teaching parents how to help their children with reading. Parents also voiced interest in classes on internet safety, positive behavior intervention and, conflict resolution for their students.

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

The addition of parent education classes to help students in reading and math were influenced by a positive response to this action in the LCAP survey that was sent to parents and the community. It was clear and evident through meetings, discussions, and surveys that facilities need attention. The black top needs to be resurfaced, a shade structure is needed, the playground play structure needs to be replaced and the outside of several building are in need of repair. (Goal 1, Action 7) Teachers also voiced a need for a new English Language Arts Curriculum. (Goal 1, Action 6) Workshops to support parents have been included in the plan, as well. (Goal 1, Action 3)

Goals and Actions

Goal

Goal #	Description
1	RKUEDS students will master core academic content in a challenging, disciplined, safe, and supportive environment for students and staff, with the support of highly qualified teachers, families, and the community, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society.

An explanation of why the LEA has developed this goal.

RKUEDS is dedicated to teaching to high standards and implementing rigor into our academic programs. The district will continue to implement 8th-grade graduation requirements that hold students accountable in the areas of academics, real-world competencies (communication, collaboration, problem-solving, and technology), and community service. The district also uses a common core state standards report card for grades K-8. The district has seen an increase in how competitive our graduation 8th graders have become when they enter high school; this is attributed to the rigor and accountability for both students and teachers because of the graduation requirements and the standards-based report cards. The district is also committed to our response to intervention program.

Many of the district's facilities are aging and in poor repair. Addressing these needs is a priority for the district to ensure a safe, comfortable, and well maintained learning environment for students and staff. The district also recognizes the need to maintain strong relationships with the community. The COVID-19 pandemic put a strain on the school to home/community. Before the pandemic, this relationship was very positive. The school was regularly hosting events for students, families, and the community. This is important to RKUEDS and the district is excited about hosting events at the school to rebuild relationships. There was also significant interest in parent education nights per our LCAP survey.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Distance from Standard	2.8 points below standard [2019 California School Dashboard]				3 points above standard [2022 California School Dashboard]
SBAC Math:	15.7 points below standard				10 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard	[2019 California School Dashboard]				[2022 California School Dashboard]
English Learners Making Progress Towards English Language Proficiency: ELPAC Summative Assessment	No Data Reported – Too Few Students to Report [2019 California School Dashboard]				55% English Learners Making Progress Towards English Language Proficiency [2022 California School Dashboard]
Reclassification Rate	0% [2020-2021 DataQuest English Learner Data]				20% [2023-2024 DataQuest English Learner Data]
Teachers Appropriately Credentialed and Assigned Report to Board	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted 100% Teachers Appropriately Credentialed and Assigned				MET -- Results Reported. 100% of teachers appropriately credentialed and assigned. [2024 Report to Board]
iReady Assessments	2019-2020 iReady Math Assessments: K-1 not assessed 2nd : 0% met typical annual growth				We will be assessing grades 2-8 in iReady Math and English consistently each trimester, to capture accurate academic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3rd : 42% met typical annual growth 4th: 80% met typical annual growth 5th : 67% met typical annual growth 6th : 43% met typical annual growth 7th : 43% met typical annual growth 8th : 67% met typical annual growth</p> <p>2019-2020 iReady ELA Assessments:</p> <p>K-3 not assessed 4th: 60% met typical annual growth 5th : 33% met typical annual growth 6th : 57% met typical annual growth 7th : 43% met typical annual growth 8th : 64% met typical annual growth</p>				<p>progress data in the younger grades.</p> <p>K-1 not assessed 2nd : 10% met typical annual growth 3rd : 52% met typical annual growth 4th: 90% met typical annual growth 5th : 77% met typical annual growth 6th : 53% met typical annual growth 7th : 53% met typical annual growth 8th : 77% met typical annual growth</p> <p>2019-2020 iReady ELA Assessments:</p> <p>K-1 not assessed 2nd will be assessed each trimester 4th: 70% met typical annual growth 5th : 43% met typical annual growth 6th : 67% met typical annual growth 7th : 53% met typical annual growth 8th : 74% met typical annual growth</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Campus in Good Repair Report to Board	<p>NOT MET -- Results were not reported at the same Board meeting at which the LCAP was adopted</p> <p>Facility was in good repair.</p> <p>[2020 Facilities Inspection Tool (FIT) Report to Board]</p>				<p>MET -- Results Reported. Facility in good repair.</p> <p>[2024 Report to Board]</p>
School Climate Survey: % of Students Feeling Safe at School Report to Board	<p>NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted.</p> <p>56.3% of junior high students reported feeling safe and connected to the school.</p> <p>[2021 Student Survey]</p>				<p>MET -- Results Reported</p> <p>70% of surveyed students reported feeling safe at school.</p> <p>[2024 Student Survey]</p>
School Climate Survey: % of Students Feeling Connected to School	<p>NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted.</p>				<p>MET -- Results Reported</p> <p>70% of surveyed students reported</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Report to Board	56.3% of junior high students reported feeling safe and connected to the school. [2021 Student Survey]				feeling connected to the school. [2024 Student Survey]
Attendance	89.64% [2020-21 Aeries Monthly Summary total]				95% [2023-24 District Calculations]
Suspension Rate	2.4% [2019-20 DataQuest]				0% [2022-23 DataQuest]
Expulsion Rate	1.19% [2019-20 DataQuest]				0% [2022-23 DataQuest]
Middle School Dropout Rate	0% [2020-21 CALPADS Report 8.1c]				0% [2023-24 CALPADS Report 8.1c]
Chronic Absenteeism	22% [2020-21 CALPADS report 14.2]				15% [2022-23 CALPADS Report 14.1]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards:</p> <p>Report to Board</p>	<p>NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted</p> <p>State Standards were implemented in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts.</p>				<p>MET -- Results Reported</p> <p>4.0 average rating (on a scale of 1= exploration to 5 = sustained) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards.</p> <p>[2024, Report to Board]</p>
<p>Access to Standards-Aligned Materials:</p> <p>Report to Board</p>	<p>NOT MET – Results not reported to the Board at the meeting at which the LCAP was adopted.</p> <p>100% of students had access to standards-aligned instructional materials.</p>				<p>MET -- Results Reported</p> <p>100% of students have access to standards-aligned curriculum materials.</p> <p>[June, 2024, Report to Board]</p>
<p>Access to a Broad Course of Study:</p> <p>Report to Board</p>	<p>NOT MET – Results not reported to the Board at the meeting at which the LCAP was adopted.</p>				<p>MET -- Results Reported</p> <p>The District's measures in response to the State's self-</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All students had access to a broad course of study.				<p>reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs will be reported to the Board.</p> <p>All students will have access to a broad course of study.</p> <p>[2024 Report to Board]</p>
Parent Engagement Report to Board	NOT MET – Results not reported to the Board at the meeting at which the LCAP was adopted.				<p>MET -- Results Reported</p> <p>The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement</p> <p>[2024, Report to the Board]</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Planning to Meet the Needs of Struggling Students	<p>In order to increase learning outcomes and close achievement gaps for low-income students, English Learners, Foster Youth, homeless students, and students with exceptional needs, the District will hire and retain a Learning Director (LD) to coach and support all teachers.</p> <p>The LD will support teachers with standards-based lesson planning, grading, and intervention strategies. This will be done through weekly meetings and modeling instruction in classrooms. The Learning Director will also provide teachers with hands-on experience on the best teaching strategies. Weekly meetings with new teachers and the LD will consist of instructional practices, data analysis, assessments, and classroom management.</p>	\$92,201.00	Yes
2	Social-Emotional Supports	<ul style="list-style-type: none"> • Counseling services for at-risk students on campus two days per week. • Access to the Public Works program that allows for anonymous bully reporting 	\$17,000.00	No
3	Family and Community Engagement	<ul style="list-style-type: none"> • Community based events at the school (outdoor movie night, school carnival/festival). • Increase classroom to home communication, Including, but not limited to: <ul style="list-style-type: none"> a. Information regarding standards being covered b. Ideas and resources for parents to help their students academically through multiple means of communication. c. Encourage parent participation in the classrooms. d. Digital flyers through Peach Jar and a mobile version of the district website. e. Graded student work sent home regularly. f. Maintain school website. 	\$5,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>g. Maintain the school’s Facebook and YOUTUBE Channel. Add an Instagram account.</p> <p>h. School Site Council will meet at least 3 times a year (once a trimester) and continue to review, update, and discuss LCAP goals and actions.</p> <ul style="list-style-type: none"> • Parent Education Workshops led by teachers. These workshops will focus on teaching parents on how to effectively help their students with reading and math. Parent Education Workshops on internet safety for children. • The school will host at least three Student Showcase events throughout the school year. The student work on display will emphasize student work samples from project-based learning, arts, music, and/or physical education. 		
4	Supports for Learners	<ul style="list-style-type: none"> • Review and revise, if necessary, English Learner support and reclassification processes and procedures to ensure EL progress is reviewed and targeted supports provided so they are assured access to instruction in the state standards. • Discuss progress on the ELPAC assessment. Add a section on the report card that indicated an EL student’s progress towards reclassification. • Provide and instructional schedule that ensure all students will have access to a broad course of study (ELA, math, ELD, social studies, science, arts, and PE), including unduplicated pupils’ access to the standards and supports for students with exceptional needs. • Purchase or repurpose Chromebooks for incoming students. Set up Apps for Education for incoming students. Purchase new applications or programs that will aid in students mastering standards. • Independent Study: Purchase curriculum and devices. 	\$15,240.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Resource teacher will continue to create quarterly progress reports based on students with disabilities progress towards their IEP goals. 		
5	Response to Intervention Program	<ul style="list-style-type: none"> Retain a part-time certificated Response to Intervention (RTI) teacher to implement a tiered system of academic interventions. Provide daily in-class and out-of-class interventions for students not meeting standards. 	\$13,260.00	No
6	Highly Effective Instruction	<ul style="list-style-type: none"> Monitor the credential status of all certificated employees on an annual basis. Provide Teacher Induction support to newly credentialed teachers Learning Director will meet with new teachers weekly and veteran teachers biweekly. Learning Director will work closely with teachers on implementing project-based learning with the lessons they create. Teachers and classrooms are provided with updated supplies and learning materials for all students Purchase new ELA curriculum for grades TK-8 8th grade graduation requirements tied to mastery of content standards. 	\$34,012.00	No
7	Safe and Welcoming School Climate	<ul style="list-style-type: none"> Hire one part-time custodian or outside company for custodial services 	\$114,414.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Students will be surveyed throughout the year for data on the breakfast and lunch menu • Increase student participation in the School Nutrition Program by 15% • Professional Development for Food Services • Complete Improvements to Facilities <p>a. Resurface Blacktop b. Shade Cover over outside junior high eating area c. New play structure for K-3 d. Classroom and Building Repairs</p>		

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
12.33%	\$93,294

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.

The actions included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis and are consistent with 5 CCR Section 15496(b). As described in the instructions to the 2021-24 LCAP, these actions are 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.

Input from stakeholders was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with stakeholders to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Goal 1:

Rationale for carrying forward actions from 2019-20 plan:

Based on data that aligns with academic achievement and school climate and student engagement, the District believes that the activities in which it has engaged in the 2017-2020 LCAP have generally been effective.

Rationale: In the 2019-2020 school year students in grades K-3 increased their reading by an average of 2 guided reading levels as indicated by comparing pre-intervention data with post RTI data. In grades 4-8 math intervention has increased math scores by an average of 22 points on iReady Math assessments. This success is a result of daily RTI intervention which is organized by our learning director, who determines learning groups and intervention activities is based on iReady assessment data.

State assessment (SBAC) data in ELA and math from the 2019 California School Dashboard show that, prior to the pandemic, overall students' performance and that of every student group exceeded the desired outcome for 2019-20.

Citing the above evidence of their effectiveness, the District has continued the following actions from its 2017-2020 LCAP to its 2021-24 LCAP: Action 1, Action 3,

Goal 1, Action 1

The District has not disaggregated data in any of the state indicators since the 2019 California School Dashboard. Consequently, we must look at pre-pandemic data to identify areas in which the results for our unduplicated student population is significantly different than that for our overall population. In examining those data, we find:

ELA Overall – 2.8 points below Low Income -- 13.9 points below

Math Overall – 15.7 Points below Low Income – 25.5 points below

Chronic Absenteeism Overall – 8% absent. Low Income – 10.2% absent

Suspension Rate Overall – 5.7% suspended Low Income – 6.7% suspended

As can be seen from the data above, our Low-Income students, while they have made some significant improvements since the baseline year, are still lagging behind the overall population in several areas. Our overarching goal is to close those performance gaps. We believe that, based on the improvement data cited above in the "Continuing Actions" justification, that the primary contributing action of the Learning Director position has been effective and should be continued. Based on past evidence, we expect that action to result in improved student outcomes in ELA and math assessments, in Unduplicated Pupils' general academic success, and lower suspension and absenteeism rates as those students experience continued success.

Goal 1, Action 3

In the District's survey of parents, the response rate for Low Income parents was lower than anticipated, and less for parents of English Learners. The responses among those were generally positive, but the small number of response clearly show that the District and its high-needs students will be better served by increasing the engagement of families of Unduplicated Students. While relationships between

Raymond-Knowles Elementary and the families we serve are overwhelmingly positive, the District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making.

Additionally, providing parent and family workshops will build connections between the school and our families, increasing family engagement. Empowering parents and guardians to be fully involved in the decisions regarding their child's education, and to advocate for them, will also increase family engagement. Another significant benefit is described in the Family Engagement Framework, a California Department of Education publication, that acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." Based on this evidence we expect increased family engagement to result in improved student outcomes.

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

The Raymond-Knowles Union Elementary School District provides a basic instructional program designed to provide learning opportunities for all students. However, the District's budget of \$928,178 in LCFF base funding constrains the services the District is able to provide. After examining the needs of our unduplicated students, the District uses its LCFF supplemental and concentration (S/C) funds of \$93,294 and other resources to provide the additional actions and services as described above.

All increased/improved services are Districtwide initiatives aimed at increasing success for all students by using strategies principally directed to improve the educational outcomes of unduplicated students. These actions and services would not be provided or increased and/or improved to the degree to which they are available to our high-needs students without the availability of the S/C funds.

The actions/services described in this section are principally directed at increasing or improving services and outcomes for unduplicated students, though all students may receive some of the services. We believe no action provides a disproportionate increase or improvement in services for the 41% of students not included in the unduplicated student groups.

The percentage of all increased/improved services for high-needs students is equal to or exceeds the 12.33% noted at the top of this section.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$157,505.00	\$33,012.00		\$100,910.00	\$291,427.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$108,740.00	\$182,687.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Planning to Meet the Needs of Struggling Students	\$92,201.00				\$92,201.00
1	2	All	Social-Emotional Supports				\$17,000.00	\$17,000.00
1	3	English Learners Foster Youth Low Income	Family and Community Engagement	\$1,100.00			\$4,200.00	\$5,300.00
1	4	All Students with Disabilities English Learners	Supports for Learners	\$13,290.00			\$1,950.00	\$15,240.00
1	5	All	Response to Intervention Program				\$13,260.00	\$13,260.00
1	6	All	Highly Effective Instruction	\$1,000.00	\$33,012.00			\$34,012.00
1	7	All	Safe and Welcoming School Climate	\$49,914.00			\$64,500.00	\$114,414.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$93,301.00	\$97,501.00
LEA-wide Total:	\$93,301.00	\$97,501.00
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	1	Planning to Meet the Needs of Struggling Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,201.00	\$92,201.00
1	3	Family and Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,100.00	\$5,300.00

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:		

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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