

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: CALIENTE UNION ELEMENTARY SCHOOL DISTRICT

CDS Code: 63388

School Year: 2021-22

LEA contact information:

Dr. Alan Gonzalez

Superintendent/Principal

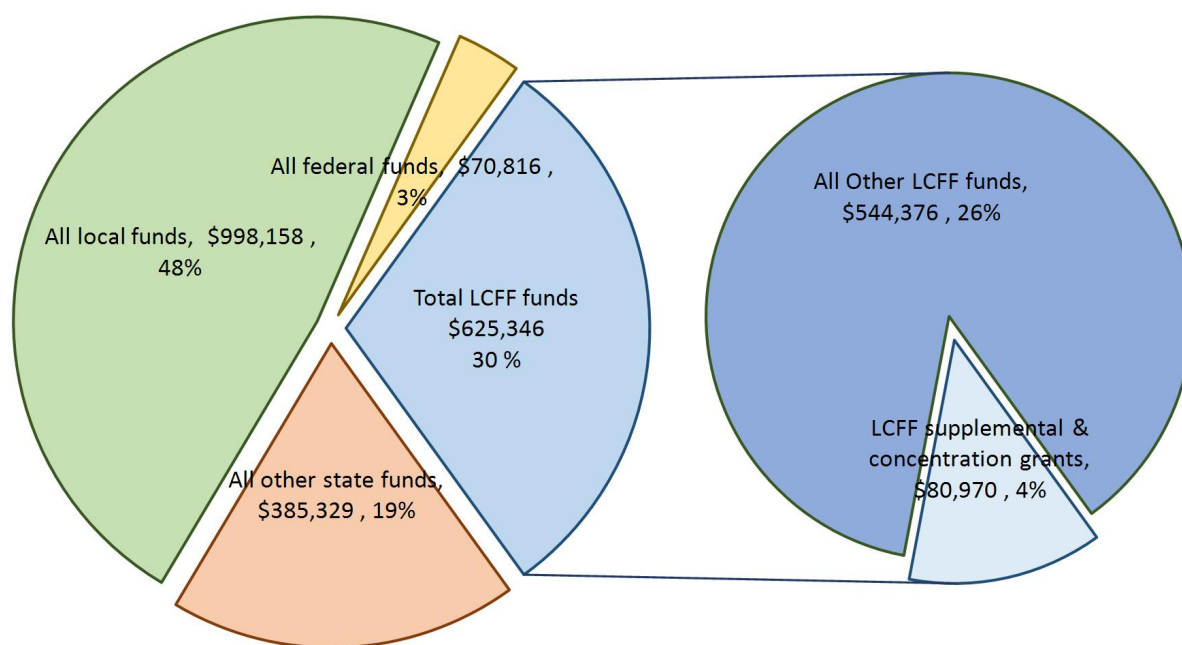
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6618672301

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



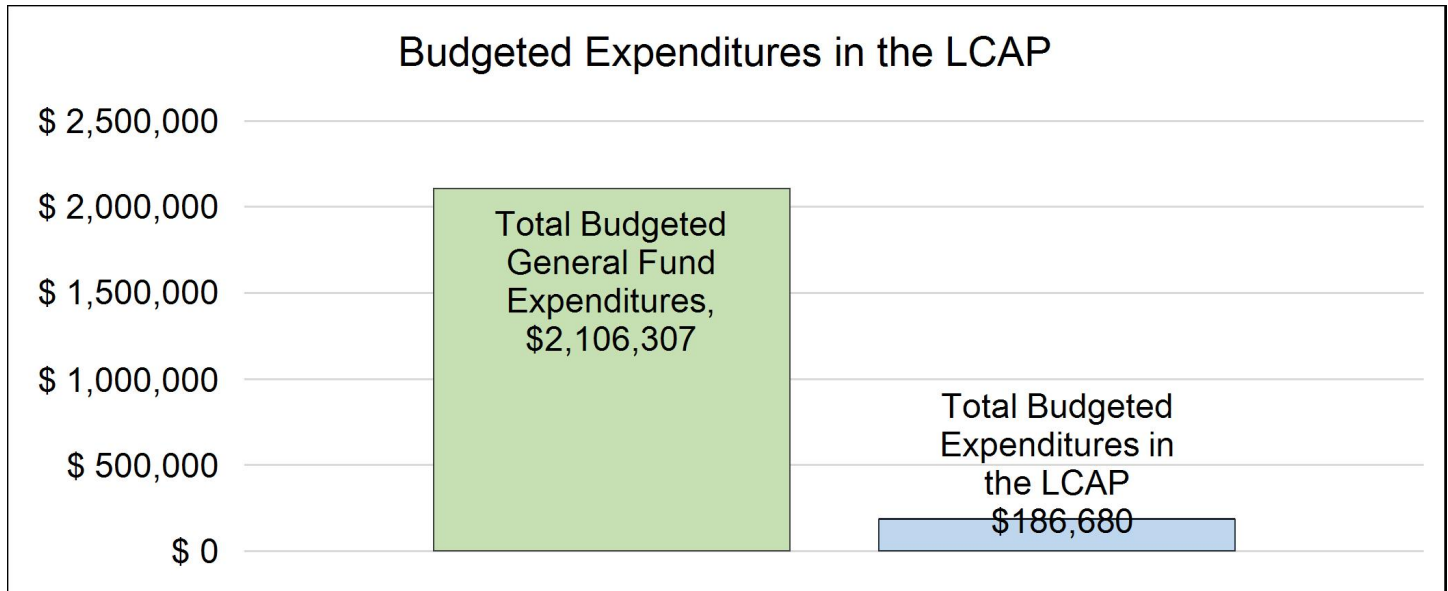
This chart shows the total general purpose revenue CALIENTE UNION ELEMENTARY SCHOOL DISTRICT expects to receive in the coming year from all sources.

The total revenue projected for CALIENTE UNION ELEMENTARY SCHOOL DISTRICT is \$2,079,649, of which \$625,346 is Local Control Funding Formula (LCFF), \$385,329 is other state funds, \$998,158 is local

funds, and \$70816 is federal funds. Of the \$625346 in LCFF Funds, \$80970 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.



This chart provides a quick summary of how much CALIENTE UNION 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.

CALIENTE UNION ELEMENTARY SCHOOL DISTRICT plans to spend \$2106307 for the 2021-22 school year. Of that amount, \$186680 is tied to actions/services in the LCAP and \$1,919,627 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

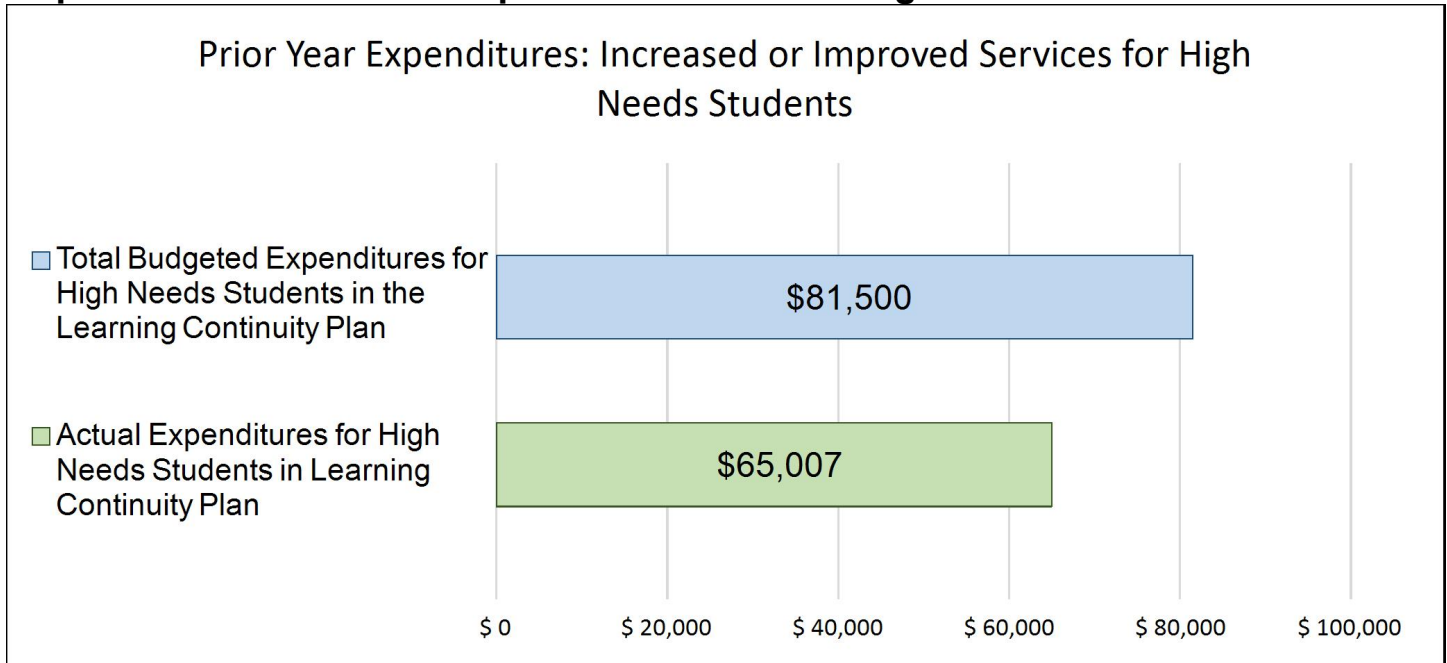
The General Fund Budget includes expenditures outside of the LCAP that are for general administration and support staff, as well as for maintenance and operation of the school. Restricted programs such as Special Education and Title I Program services are included in the budget but not included in LCAP goals and actions.

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

In 2021-22, CALIENTE UNION ELEMENTARY SCHOOL DISTRICT is projecting it will receive \$80970 based on the enrollment of foster youth, English learner, and low-income students. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT plans to spend \$85000 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



This chart compares what CALIENTE UNION 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 CALIENTE UNION 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, CALIENTE UNION ELEMENTARY SCHOOL DISTRICT's Learning Continuity Plan budgeted \$81500 for planned actions to increase or improve services for high needs students. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT actually spent \$65007 for actions to increase or improve services for high needs students in 2020-21.

Most of the cost reduction was due to the district returning the hotspots that were purchased for connectivity at home to access distance learning. The devices were returned because they did not connect due to the remote location of homes and lack of access to service. The impact to the increased services to the students was low because the students have obtaining in-person instruction since October 5, 2020 and distance learning was minimally utilized.

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
CALIENTE UNION ELEMENTARY SCHOOL DISTRICT	Dr. Alan Gonzalez Superintendent/Principal	agonzalez@calienteschooldistrict.org 6618672301

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 demonstrate growth in literacy and numeracy leading to college and career paths.

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 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 (a) Number/rate of teachers not fully credentialed 19-20 Goal: Maintain 0.0% Baseline 0.0%	Maintained 0% teachers not fully credentialed and appropriately assigned.
Metric/Indicator Priority 1 (b) Pupils have sufficient access to standards-aligned instructional materials 19-20 Maintain 100% of pupils having sufficient access to standards-aligned instructional materials Baseline 100% of pupils have sufficient access to standards-aligned instructional materials	Maintained 100% of pupils having sufficient access to standards-aligned instructional materials.
Metric/Indicator	Maintained rating of “Good” from FIT/SARC

Expected	Actual
<p>Priority 1 (c) Overall Facility rating</p> <p>19-20 Maintain rating of “Good” from FIT/SARC</p> <p>Baseline Rating from FIT/SARC Rating of ‘Good’</p>	
<p>Metric/Indicator Priority 2 (a) Implementation of the academic content and performance standards adopted by the state board</p> <p>19-20 “Fully” as defined by the APS and Administrator</p> <p>Baseline “Substantially” as defined by the APS and Administrator</p>	<p>Maintained "Fully implemented" as per APS.</p>
<p>Metric/Indicator Priority 2 (b) Programs/Services to enable English Learners access to CCSS and ELD standards</p> <p>19-20 N/A Caliente currently does not have any EL students</p> <p>Baseline N/A Caliente currently does not have any EL students</p>	<p>Caliente currently did not does not have any EL students.</p>
<p>Metric/Indicator Priority 4 (a) State Assessments</p> <p>19-20 Increase by 5% in CAASPP ELA of students meeting or exceeding standard (from 40% overall to 45% overall) Increase by 5% in CAASPP Math of students meeting or exceeding standard (from 20% overall to 25% overall)</p> <p>Baseline CAASPP ELA – ‘Orange’ Maintained Math –‘Orange’ Declined</p>	<p>ELA: Decreased to 37.93% of students met/exceeded standard Math: Increased to 24.4% of students met/exceeded standard</p>
<p>Metric/Indicator</p>	<p>NA</p>

Expected	Actual
Priority 4 (b) API 19-20 N/A Baseline N/A	
Metric/Indicator Priority 4 (c) Percent of students completing a CTE Course Sequence 19-20 N/A Baseline N/A	NA
Metric/Indicator Priority 4 (d) Percent of EL students making progress towards English proficiency 19-20 N/A Baseline N/A	Caliente had no English learners for this LCAP cycle.
Metric/Indicator Priority 4 (e) EL Reclassification Rate 19-20 N/A Baseline N/A	Caliente had no English learners for this LCAP cycle.
Metric/Indicator Priority 4 (f) Percent of students passing AP exam 19-20 N/A Baseline	NA

Expected	Actual
N/A	
Metric/Indicator Priority 4 (g) EAP College 19-20 N/A Baseline N/A	NA
Metric/Indicator Priority 5(a) Attendance rate 19-20 94.5% Baseline 91.66%	Due to the COVID-19 pandemic we saw a decrease in attendance that fell to 87.64%
Metric/Indicator Priority 5 (b) Chronic Absenteeism Rate 19-20 25% Baseline 34.6%	34.6%
Metric/Indicator Priority 5 (c) Middle School Dropout Rate 19-20 N/A Baseline N/A	0%
Metric/Indicator Priority 5 (d) High School Dropout Rate 19-20 N/A	NA

Expected	Actual
Baseline N/A	
Metric/Indicator Priority 5 (e) High School Graduation Rate 19-20 N/A Baseline N/A	NA
Metric/Indicator Priority 7 (a) Extent to which pupils have access to and are enrolled in a broad course of study 19-20 Goal: Maintain 100% of students have access to a broad course of study Baseline Maintain 100% of students have access to a broad course of study	Maintained 100% of students have access to a broad course of study.
Metric/Indicator Priority 7 (b) Extent to which pupils have access to and are enrolled in programs/ services for unduplicated pupils 19-20 Goal: Maintain Programs and services are developed and provided to 100% of unduplicated pupils Baseline Maintain Programs and services are developed and provided to 100% of unduplicated pupils	Maintained programs and services are developed and provided to 100% of unduplicated pupils.
Metric/Indicator Priority 7 (c) Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs 19-20	Maintained programs and services are developed and provided to 100% of exceptional needs pupils

Expected	Actual
<p>Goal: Maintain Programs and services are developed and provided to 100% of exceptional needs pupils</p> <p>Baseline Maintain Programs and services are developed and provided to 100% of exceptional needs pupils</p>	
<p>Metric/Indicator Priority 8 (a) Other Student Outcomes</p> <p>19-20 Goal: Physical Fitness Test results- 75% (5th & 8th) fall into the HF (Healthy Fitness Zone)</p> <p>Baseline Physical Fitness Test results- 72.45% (5th& 8th) fall into the HF (Healthy Fitness Zone)</p>	Due to COVID-19 pandemic we did not test PFT.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance. At the end of the quarter, during the Awards Assembly, the Classroom Perfect Attendance Winners are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy. Parents are invited to quarterly award assemblies and the importance of students' attendance is shared in a multiple of venues. 	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 130	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 130

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Community has a part time Deputy Sheriff. District is in ongoing collaboration with Deputy Sheriff and CPS as needed for truancy's issues; College Community Services provides counseling services for students as needed. There is also an ongoing partnership with CPS. 		
<ul style="list-style-type: none"> To improve academic and social emotional learning we will maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education teachers Teacher Induction Teacher/Staff Handbook Book to be read during year for PLC: At the end of 2018-2019 school year, teachers will select a new book for 2019-2020 school year. 	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 63,632</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 13,968</p> <p>1000-1999: Certificated Personnel Salaries Title II 2,993</p> <p>3000-3999: Employee Benefits Title II 657</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 43,959</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 17,719</p> <p>1000-1999: Certificated Personnel Salaries Title II 2,993</p> <p>3000-3999: Employee Benefits Title II 657</p>
<p>BIIG (Broadband Infrastructure Grant) more bandwidth for CAASPP, Virtual Library, more technology access for teachers and students</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4,032</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4,000</p>
<ul style="list-style-type: none"> RTI (Response To Intervention) – ‘Floating Tutor’ works 30 minutes in each classroom setting providing student enrichment while teacher works with non-proficient targeted ELA/Math students. 1 hour session - Math/ELA tutoring for students 3 times a week. 	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 5,986</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,314</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 5,500</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,523</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance. 		
Music and Art lessons will each be provided	No Cost 0	No Cost
IT 3 times a month to maintain equipment	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 6,160 3000-3999: Employee Benefits LCFF Supplemental and Concentration 840	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 6,160 3000-3999: Employee Benefits LCFF Supplemental and Concentration 840
<ul style="list-style-type: none"> In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum Monthly PLC to share and report on progress of students. CCSS workshops Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum 	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 3,280 3000-3999: Employee Benefits LCFF Supplemental and Concentration 720	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 3,200 3000-3999: Employee Benefits LCFF Supplemental and Concentration 793
Gen Ed/RSP teacher will oversee, instruct, maintain IEPs and consult with Gen Ed teachers	1000-1999: Certificated Personnel Salaries LCFF Base 984 3000-3999: Employee Benefits LCFF Base 216	1000-1999: Certificated Personnel Salaries LCFF Base 1,000 3000-3999: Employee Benefits LCFF Base 385

Goal Analysis

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

Due to the COVID-19 pandemic, the LEA was not able to utilize music and art lessons for students. The funding for this action/service was used to support students, families, and teachers by securing new Chromebooks for each student in the district to support distance learning.

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

Due to the COVID-19 pandemic, some of the successes we saw in implementing the actions/services to achieve our goals were met with more funding to expand on our goals. For example, we were able to expand on our broadband infrastructure by replacing old systems with newer systems. The LEA was able to secure new Chromebooks for each student in the district. Moreover, the LEA was able to collaborate with KCSOS to provide professional development training for its teachers to build capacity on state standard curriculum. The collaboration allowed for weekly PLC training instead of monthly and these trainings allowed for teachers and administration to review students' weekly progress. Another addition was securing a contract with KCSOS to provide the LEA with a school social worker to improve academic and social-emotional learning for all students and to implement PBIS. Lastly, the LEA was able to hire a SARB liaison to address the truancy/attendance issues.

The LEA's challenges were not having Chromebooks for each student as the COVID-19 pandemic caused the school district to close down. A majority of our families do not have access to the internet and wi-fi, which caused the district to provide weekly paperback copies to each student. Another challenge was providing quarterly benchmarks to address student progress and ongoing assessments to guide curriculum and individualized instruction because the school district does not have a program that allows monitoring the progress of students. Teachers have been using their own resources to evaluate student progress.

Goal 2

All students will demonstrate growth in their social and emotional development.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3 (a) Efforts to seek parent input in making decisions for district and school sites</p> <p>19-20 Efforts to seek parent input in making decisions for district will increase this year from 80% involvement to 85% in attendance of events.</p> <p>Baseline Efforts to seek parent input in making decisions for district increased this year from 55% involvement to 60% in attendance of events.</p>	<p>Due to the COVID-19 pandemic, the school district did not have the entire school year to offer in person events and this invalidated our overall increase/decrease metrics in involvement therefore this metric could not be completed.</p>
<p>Metric/Indicator Priority 3 (b) Efforts to seek participation of parents of unduplicated pupils</p> <p>19-20 100% of SED student's parents will attend Parent Teacher Conferences either in person or via phone conference</p> <p>Baseline Promotions were made by:</p>	<p>100% of SED student's parents attended Parent Teacher Conferences either in person or via phone conference.</p>

Expected	Actual
<p>Flyers sent home and hung on bulletin boards throughout the community, advertisement in local paper and bulletin boards on display at district.</p>	
<p>Metric/Indicator Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs</p> <p>19-20 100% of parents will attend IEPs and 504s either in person or via phone conference</p> <p>Baseline The district promotes participation of parents for pupils with the exceptional needs through Title 1: School Site Council 5 participants. Parent volunteers of sub groups help out in our 'Read Live Program.' RSP teacher included parents of students in the school activities, IEP, and decisions.</p>	<p>100% of parents attended IEPs and 504s either in person or via phone conference.</p>
<p>Metric/Indicator Priority 6 (a) Pupil suspension rate</p> <p>19-20 0.0% (Reported as of May 1st)</p> <p>Baseline 0.06% (Reported as of May 1st)</p>	<p>0%</p>
<p>Metric/Indicator Priority 6 (b) Pupil expulsion rate</p> <p>19-20 Maintain 0.0%</p> <p>Baseline 0.0% (Reported as of May 1st)</p>	<p>Maintained 0.0%</p>
<p>Metric/Indicator</p>	<p>Due to COVID-19 pandemic we did not administer surveys.</p>

Expected	Actual
<p>Priority 6 (c) Other local measures on sense of safety and school connectedness</p> <p>19-20 Surveys of feeling safe and connectedness to school: Parents: 100% Students: 100% Staff: 100%</p> <p>Baseline Surveys of feeling safe and connectedness to school: Parents: 100% Students: 80% Staff: 100%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Positive Behavior Intervention and Supports – will be awarded each quarter with a trophy and class picture with trophy will be placed on a social media platform and school website. The classroom party and overall trophy will be awarded at the end of the school year.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 60	4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
District will monitor security cameras and alarms system	N/A 0	NA 0
Gardening and STEM projects will be used to provide Kinesthetic learning to help assimilate Common Core math and Performance task thinking	4000-4999: Books And Supplies LCFF Supplemental and Concentration 250	4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
SSC - Each Quarter - 4 times a year the SSC will meet and provide input to: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...	N/A 0	N/A 0
PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day	N/A 0	N/A 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Parental Volunteers: Help out in the classroom, read with students, etc... • Parents will receive a Parental Workbook at District's online website. • Parent Project Classes offered as needed. 	N/A 0	N/A 0

Goal Analysis

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

Due to the COVID-19 pandemic, PBIS was not able to be awarded each quarter and there was no classroom party that was awarded a trophy at the end of the school year. This action/service was expanded through securing a school social worker who will collaborate with students, teachers, staff, and families to support and implement a PBIS school wide approach. Another action/service that was not utilized was the gardening and STEM projects that would contribute to common core math and performance task thinking. The LEA was able to use these funds to upgrade technology infrastructure, provide teachers and staff with new smart boards and classroom projectors to facilitate educational learning that replicates a 21st century education.

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

In relation, with the COVID-19 pandemic, some of the challenges the LEA faced were parental involvement, parent volunteers, and parent project classes. Furthermore, a majority of our school events and other small school events that we participate in were canceled. Many of the events that contribute to parental involvement were canceled, therefore, we could not establish a proper measure for parental involvement in the 19-20 school year.

The successes that occurred were funding to support technological upgrades, hiring of school social worker intern, and securing new chromebooks for our students for future STEM projects and Kinesthetic learning. Another success was providing each teacher with new technology that allows for educational learning opportunities that support education in the 21st century.

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

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase additional PPE equipment and supplies for all students and staff.	10,000	10,000	No
Additional custodial hours for deep cleaning and sanitation of all aspects of school facilities.	7,500	6,134	No
Supplemental learning in person or online opportunities to mitigate learning loss based on assessments - certificated teacher extra duty, materials, and professional development specific to supplemental in person learning opportunities. Compensation for travel included.	25,000	25,000	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.

All planned actions and/or budgeted expenditures for in-person instruction were implemented.

Analysis of In-Person Instructional Offerings

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

A challenge for the LEA was bringing back all students to offer classroom-based instruction as soon as the local and state public health officials allowed for in-person instruction. Our small school district was prepared for all students to return back to school while offering students and staff PPE protection and social distancing. Another challenge was access to reliable internet connectivity. Our systems were outdated to the point that our devices were not usable at the time. Moreover, a challenge was upgrading our systems in order to take advantage of digital learning while in-person instruction is delivered to students. Parents, teachers and students themselves believed that they were not receiving an education that replicates what other school districts in the 21st century of education were utilizing. Additionally, due to the Covid - 19 Pandemic, a crucial challenge was the social-emotional well-being of our students and staff as this was and continues to be of utmost concern for the district.

The success the LEA experienced was upgrading the district's internet access/connectivity as it was upgraded. This allowed for more independent student work on Chromebooks, easier access to curriculum, and resources to adapt to 21st-century learning. The LEA was able to secure a school social work intern through the support of KCSOS, which will build the district's capacity and school wide initiative of PBIS. Additionally, sufficient technology has allowed additional coaching to our teachers and student support in a distance learning environment. Furthermore, with support from the California Department of Education (CDE) and KCSOS, the district was able to secure an array of PPE equipment and supplies. Lastly, teachers and staff have been able to receive ongoing (online) professional development through zoom.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of devices (Chromebooks, headphones, microphones) for student use at home for access to distance learning.	11,000	12,158.54	Yes
Purchase of hotspots and internet service contracts for connectivity at home to access distance learning.	10,000	0	Yes
Purchase and install updated equipment for transforming connectivity to school site including: replace and upgrade / replace faulty or missing low voltage wiring throughout, increase number of access points to expand wireless connectivity into all classrooms as well as other professional development / student learning areas of the school site, install or replace and install out of date classroom equipment to facilitate professional development and or distance, hybrid and or in person learning. Includes professional services.	45,000	9,116.69	No
Teachers, paraprofessionals, and the administrator will be provided with professional development regarding online curriculum, diagnostic tools, Canvas, Google Classroom and how to host online meetings and courses during distance learning.	7,000	7,000	Yes
The district is seeking to hire a school social worker for .75 remainder of the school year. School social worker will meet with students to provide and support social and emotional learning. Includes travel expenses.	20,000	15,848	Yes
Extra duty for certificated teachers to provide evening and Saturday morning parent professional development on technology, curriculum, learning, learning loss and any other topics our parents are asking for in order to meet the needs of our parents to support their student's education.	5,000	5,000	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.

Planned actions and/or budgeted expenditures, with the exception of the purchase of hotspots and transforming connectivity to the school site / district office for our distance learning program were implemented as planned. Hotspots and other connectivity infrastructure projects were purchased out of other federal funds. The funds we planned to use for hotspots and infrastructure were used to supplement PPE for staff and students including masks, sanitizer, signage, and other supplies designed to allow for in person instruction.

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.

Challenges that arose from the LEA's experience included the decision to begin the school year with a distance learning model that was aligned with the Governor's guidelines for the safe reopening of schools as Kern County continued to remain on California's County Monitoring List. The school district and the rural community is located in a remote location and due to the remoteness of the area distance learning has negatively impacted our digital learning efforts in relation to students having access to a full curriculum. Further, instructional resources are not reliable for all students due to the same issues/concerns. A majority of our families/students do not have internet access and the district provided these families/students with a flash drive so they had some access to direct instruction, curriculum, and resources to help with distance learning therefore continuity of instruction was very difficult. The school campus has limited wi-fi access for families/students because of poor technology access/connectivity, which does not allow our remote stakeholders the ability to serve the students and staff. Staff who live in the community reported to campus every day because their homes are remote and do not have access to the internet and/or wi-fi services. The district was in regular contact with the parents/guardians of students who failed to check out devices upon school closures, so some students received devices later than expected. Unfortunately, most of our families live in areas where students were unable to utilize Chromebooks and hot spots due to technology and connectivity, and remote location issues. Based on where some students reside, they may have limitations in Internet connectivity. Due to a lack of up-to-date technology and connectivity, the school site and district office remain very limited at this time in terms of using technology to improve teaching and learning. In addition, up-to-date technology is currently a barrier and the school district recognized the importance of providing robust professional development, support, and technology tools to allow teachers to successfully implement a high-quality distance learning environment. For those students who do not have internet access or Wi-Fi capabilities then the school district provided a flash drive that includes classroom-based instruction that students can view on their chrome books. A challenge was ensuring student engagement, attendance was taken based on their daily interactions in the online environment and/or in-person when transitioning to a hybrid or in-person learning model. The days a student is receiving their instruction in a distance learning environment, their attendance is based on daily interactions or time value of work (established by certificated teacher recommendation and collaboration to ensure alignment of rigor and time value) completed for that day as determined through participation in online activities, completion of regular assignments, and contacts between employees of the LEA, including those other than teachers, and pupils, parents or guardians. A barrier for distance learning through professional development

was the technology and connectivity to support and access devices and teaching and learning. Staff roles and responsibilities were difficult to adapt to the learning environment as they support student well-being, academic development, and foster student learning remotely without being able to meet with students face-to-face.

Successes that occurred from the LEA's experience as of March 13, 2020, the school district made the transition to Canvas Learning Management System to provide distance learning for all students. The LEA purchased 53 (one per student or 100% of students) Canvas licenses to utilize the learning management system to provide distance learning to students at the start of the 2020-2021 school year on July 20, 2020, and through the first quarter (September 18, 2020). Moreover, a success was supporting our students, parents/guardians, and teachers in the distance learning model by any means which included phone calls, emails, and live-streamed zoom meetings to support the needs of the students/parents/guardians. Upon school closures in March 2020, students who needed digital devices and/or Internet connectivity were provided with the necessary items (Access to Devices and Connectivity) in order to access the curriculum and participate in online learning. Staff members made phone calls, sent letters home, and made home visits to communicate with parents/guardians and inform them of the technology supports available through the school so their student could continue his/her education. Extra emphasis was made to successfully reach families of students with unique needs to ensure they had access to devices and connectivity at home. The LEA offered free but limited Wi-Fi access for all students, community members, and stakeholders. Individuals can access the Wi-Fi hotspot on the school campus from 7 am – 7 pm, 7 days a week. The LEA purchased chrome books for the teaching staff to help facilitate a seamless transition to distance learning. The LEA decided to train a staff member to provide technical support to students, teachers, the administrator, and staff members during distance learning. The LEA was also able to collaborate/partner with KCSOS to provide professional development by curriculum specialists. The staff was able to perform their duties to assist students and families and/or address students' academic and social-emotional needs remotely by telephone and/or through district approved online platforms including google hangout/meet, canvas, and zoom; however, some staff roles may be modified to address the needs of the school district. As students participated in distance learning, the SPED teacher reviewed the options and strategies most appropriate for the student to address progress on goals and needed support. All students with IEPs were provided the option of at-home devices as an offer of FAPE, including assistive technology devices and/or services as dictated by a student's individual needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase a supplemental curriculum based measurement system to ensure unduplicated students are making progress / growth toward their goals in order to mitigate learning loss in ELA and math.	2,500	0	Yes
Train teachers and assistants in the use of the new curriculum based measurement system.	1,000	0	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.

While we did not purchase a supplemental curriculum based measurement system and or train our teachers, we plan on doing so this coming school year. The challenges the LEA experienced addressing pupil learning loss in the 2020-2021 school year included normal testing of students at the beginning of the year (July), middle of the year (January), and end of the year (May). Due to COVID-19, the district was not able to assess students until they returned to school on October 5, 2020. The district did not have the proper tools to monitor student assessment through the use of IABs at the beginning of the school year with distance learning being the only option of formal education. Typically, the assessment tool accounts for the grade level of students, and target goals can be adjusted depending on growth or decline, but this was a challenge due to distance learning. Another challenge was the inability to use the previous year of CAASPP scores to evaluate where each student stands in their academic abilities. Teachers had to rely on CAASPP scores from the 2018-2019 school year. A big challenge was exploring diagnostics such as I-Ready and or Lexia (as well as other CBMs) in order to provide another layer of information to be considered when monitoring learning loss. Funding and related costs originally intended for Pupil Learning Loss (above) were incorporated into our PPE and safety measures.

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.

The successes the LEA experienced in addressing pupil learning loss in the 2020-2021 school year was the ability to provide in-person instruction and re-teach our students what was previously learned before the COVID-19 pandemic. Each teacher was responsible for assessing students using the CAASPP Interim website assessments online and testing students in reading and math assessments using the IABs as a baseline to determine where each student stood academically. With, this vital information it was useful to re-teach students and provide small-group interventions formed within the classroom (using breakout rooms and paraprofessionals) to address specific learning needs. Parents reported that they appreciated being kept up to date with their

individual student's needs. Additionally, paraprofessionals were able to examine student work to understand where students were struggling to inform the teachers of any trends that are surfacing and that need to be addressed in whole-class or small-group instruction. In addition, In addressing the pupil learning loss strategies some key instructional strategies included the district had identified specific problems of practice in ELA and Math. The district had identified three key teaching and learning strategies: Close Reading (3-8th), Reciprocal teaching (K-5th), and Read, Draw, Write with sentence frames (K-8th). These strategies helped by closely tracking and studying throughout the year by leveraging the use of key indicators and regular improvement cycles. This is a focus during professional development, PLCs, and staff meetings. These strategies helped address critical thinking skills in ELA including how to analyze and interpret text, identify key concepts and ideas, and summarize and/or present the author's perspective. In math, these strategies addressed the following: how to read/listen to math problems and solve with a conceptual understanding and how to communicate mathematical thinking with visual representations and writing or verbal expression. Small groups were also offered and were structured for reading time and math intervention to address different skill levels including for those students with exceptional needs and our foster youth and those experiencing homelessness. The smaller group context enabled use to address needs and personalize the education of students based on where they were academically and social emotionally.

Teachers provided intensive supplemental support by offering after school (homework club) hours to address students' academic needs. A majority of the students in our district are identified as low-income and the district hired a SARB liaison to do additional weekly check-ins with each student/family. There were plenty of challenges in the area of analyzing pupil learning loss when we failed to engage students on a regular basis. Weekly, we attempted check-ins focused on whether or not the student is experiencing any academic challenges or issues related to truancy. The school district hired a school social work intern to help students with SEL and this was especially important for our low income, foster youth, homeless, and students with disabilities. The social work intern was made aware of who needed additional assistance with SEL and academic needs via teachers, staff and administration. The district also used longitudinal data and CAASPP assessments to understand the extent of pupil learning loss. More specifically, the district used the beginning of the year data from 2019, 2018, and 2017 to understand how significant the gap is between those years and the new baseline year (2020). Nonetheless, professional development and PLC days were dedicated to examine this data and make adjustments to instruction accordingly.

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 successes that the LEA experienced in mental health and social and emotional well-being are that each student in every grade has a homeroom teacher they can talk to and discuss issues/concerns with mental health, social, and emotional well-being. The administrator at the district also has his PPS credential in School Counseling if students needed to communicate regarding their mental health, social and emotional well-being. Moreover, teachers were provided with professional development regarding resources and effective mentoring strategies and the importance of each student feeling cared for and connected to the school. Teachers were provided with training on building rapport with students to build trust and allow for appropriate conversations surrounding their mental health, social, and emotional well-being. The administrator was able to develop scripts, questions, and conversation starters for appropriate, professional conversations with students. Another success was developing a student support service team which included the school administrator, school social work intern, and Medi-Cal mental health provider (College Community Services). This allowed for each referral to go to the administrator and it followed a district-adopted process map to see where the case ultimately got managed. In addition, a success was hiring a school social work intern who will incorporate PBIS as a school-wide initiative. The school social work intern has also been providing training on best PBIS practices.

The challenges the LEA experienced in mental health and social and emotional well-being were classified and certificated staff working together to develop ideas on how to contact students through phone calls, zoom meetings, email, etc... because a significant amount of the families in our rural community do not have access to the internet and/or do not have a telephone to be contacted through. This made monitoring more difficult because some students had to be reached through home visits or when parents were available. Another challenge was one-on-one or small group mental health services provided via telephone, zoom meetings, or email (if necessary) due to the remoteness of the district and where each family resides. In addition, our implementation of PBIS was a challenge due to the COVID-19 pandemic. Some key areas of focus/concern that were an issue due to the COVID-19 pandemic were parent engagement, expectations, and teaching classroom behaviors. A further challenge was providing innovative ways to connect with parents and disseminate information about prosocial schools in a remote and school environment.

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.

The challenges implementing pupil and family engagement and outreach by the LEA was the ability to track daily/weekly attendance and minutes using a weekly engagement record spreadsheet. Teachers had a challenge with synchronous and asynchronous teaching to their pupils. Another challenge was keeping a record of the hours each student received instruction because of connectivity and internet issues. If students were not able to join their class session due to the internet and/or connectivity issues then they would receive a phone call from their homeroom teacher. This was also a challenge because some of our families do not have a telephone to be reached, so paperback packets had to be provided to these students. The district also experienced issues with

truancy/absences due to COVID-19 and the inability to be reached by telephone and/or the internet. For those students who received packets, there was an issue with receiving these packets on a timely basis each week.

The successes of implementing pupil and family engagement and outreach by the LEA were having our SARB liaison and school social work intern do multiple home visits to engage our students in their academic learning. The district came up with a weekly engagement record spreadsheet that tracked daily/weekly attendance and minutes, which allowed the district to support teachers with pupil and family engagement/outreach. The record spreadsheet gave the LEA the ability to determine the weekly number of minutes, ensuring grades K-3 rd receive 3.5 hours daily minimum and grades 4-8th receive 4 hours daily minimum. Furthermore, teachers were required to make a phone call attempt home when students were not participating in whole-group synchronous instruction. (What is your threshold for when you will require teachers to re-engage students? Three unexcused days or 60% of a week that triggers a phone contact to parent/guardian as a check-in to find out what is preventing engagement. After a phone call has been made the teacher(s) documented their efforts and sent the information to the school social work intern. When necessary, other staff made home video calls, phone calls, or home visits to address any challenges the parents might be facing. Staff referred a case back to the school social work intern when they were unable to address the attendance challenge.

Analysis of School Nutrition

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

The challenge the LEA experienced regarding school nutrition was the ability to provide all our students with a home-school-cooked meal. Before the COVID-19 pandemic, the school district was providing our students with home-school-cooked meals that were prepared by our school cook. The challenge was not having a reliable source of transportation and the ability to package these meals to deliver to our students. Another challenge was providing meals to our students at their home of residence because a proportion of our families do not own a vehicle and live miles away from our bus stops. The ability to see if our students were receiving their daily meals was another challenge because they were not in school and there were times when the LEA was unable to reach a family to distribute meals.

The successes the LEA experienced with school nutrition were collaborating/partnering and setting up an MOU with the Kern High School District (KHSD) to provide grab-and-go meals for all students. This allowed the distribution of free meals to all district students. There was also a plan of action when students would return to school with their grab-and-go meals. When students are participating in in-person instruction, students will receive a free breakfast, lunch, snack, and supper daily. Furthermore, the school district added additional breakfast and lunch periods to accommodate for social distancing. When weather conditions permit, students will eat outdoors. When eating indoors, students will be sitting (6 feet apart) and at staggered times to allow for small groups. In addition, the school district provided five (5) meal locations. Meals were prepared in the district's cafeteria and transported in coolers to each location. A minimum of two staff members was assigned to each meal location.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	NA	NA	NA	

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.

N/A

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 school district had made it a priority to bring back all students to offer classroom-based instruction as soon as the local and state public health officials allowed for in-person instruction. Once back at school, students and teachers had new Chromebooks, but a concern is the access to reliable internet connectivity. Our systems are outdated to the point that our devices were having difficulty adapting to our old system. We were in need of upgrading our systems in order to take advantage of digital learning while in-person instruction is being delivered. The education Caliente students will receive needs to replicate what other school districts are offering in the 21st century of education. When the district's internet access/connectivity has been upgraded, it will allow for more independent student work on Chromebooks, easier access to curriculum, and resources to adapt to 21st-century learning. Based on student learning loss and our current observations, we notice that especially our low-income students are especially struggling with basic reading, writing, and math skills. The LEA and the rural community are located in a remote location and due to the remoteness of the area distance learning has negatively impacted our digital learning efforts in relation to students having access to a full curriculum. Further, instructional resources are not reliable for all students due to the same issues/concerns. A majority of our families/students do not have internet access and the district provided these families/students with a flash drive so they had some access to direct instruction, curriculum, and resources to help with distance learning. The school district has limited wi-fi access for families/students because of poor technology access/connectivity, which does not allow our remote stakeholders the ability to serve the students and staff. Therefore, distance learning was a challenge for the LEA, and students in our remote location benefit more from in-person instruction.

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

Teachers will be responsible for assessing students at the beginning of the year (July), middle of the year (January), and end of the year (May) using the CAASPP website and testing students in reading and math assessments using the IABs. The assessment tool accounts for the grade level of students and target goals can be adjusted depending on growth or decline. If there is a decline in academic achievement then they will be placed in an intervention group. These students will be monitored weekly on an IAB subtest to understand how they are progressing. The IABs are unique for the reason that a student can test multiple times and these tests resemble the end of the year state testing. This information will be used to re-teach students. When needed, small groups will be formed within the classroom (using breakout rooms and paraprofessionals) to address specific learning needs. The district has identified specific problems of practice in ELA and Math. The district has identified three key teaching and learning strategies: Close Reading (3-8th), Reciprocal teaching (K-5th), and Read, Draw, Write with sentence frames (K-8th). These strategies will be closely tracked and studied throughout the year by leveraging the use of key indicators and regular improvement cycles. This will be a focus during professional development, PLCs, and staff meetings. These strategies will address critical thinking skills in ELA including how to analyze and interpret text, identify key concepts and ideas, and summarize and/or present the author's perspective. In math, these strategies address the following: how to read/listen to math problems and solve with a conceptual understanding and how to communicate mathematical thinking with visual representations and writing or verbal expression.

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.

We did not purchase a supplemental curriculum based measurement system and or train our teachers, but we plan on doing so this coming school year. The challenges the LEA experienced addressing pupil learning loss in the 2020-2021 school year included normal testing of students at the beginning of the year (July), middle of the year (January), and end of the year (May). Due to COVID-19, the district was not able to assess students until they returned to school on October 5, 2020. The district did not have the proper tools to monitor student assessment through the use of IABs at the beginning of the school year with distance learning being the only option of formal education. Typically, the assessment tool accounts for the grade level of students, and target goals can be adjusted depending on growth or decline, but this was a challenge due to distance learning. Another challenge was the inability to use the previous year of CAASPP scores to evaluate where each student stands in their academic abilities. Teachers had to rely on CAASPP scores from the 2018-2019 school year. A big challenge was exploring diagnostics such as I-Ready and or Lexia (as well as other CBMs) in order to provide another layer of information to be considered when monitoring learning loss.

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 overall analysis the LEA has gathered from the 2019-2020 LCAP and the 2020-2021 LCP is to provide teachers and paraprofessionals with professional development regarding how to support students with online curriculum, diagnostic tools, Canvas, Google Classroom, and how to host meetings and courses online during distance learning. The ability to provide extra learning opportunities for students to meet the needs of our parents to support their student's educational needs. Purchasing of supplemental curriculum-based measurement (CBM) system to ensure students are making growth. Along with, professional development so that teachers and assistants can use the CBM system. Another analysis is using systematic summative assessments for monitoring mastery of standards and collaborative discussion over results with colleagues to improve mastery of standards. Furthermore, developing a literacy program and establishing a universal screener that teachers will use to assess academic performance. In addition, implementing a PBIS school-wide initiative to address the school district's truancy/absentee issue and increase the attendance of students coming to school on a daily basis.

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.

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.

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.
- 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.
- 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:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- 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.
- 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.
 - 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.

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	105,222.00	88,859.00
	0.00	0.00
LCFF Base	1,200.00	1,385.00
LCFF Supplemental and Concentration	100,372.00	83,824.00
Title II	3,650.00	3,650.00

* 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	105,222.00	88,859.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	76,875.00	58,175.00
2000-2999: Classified Personnel Salaries	6,160.00	6,160.00
3000-3999: Employee Benefits	17,715.00	20,394.00
4000-4999: Books And Supplies	440.00	130.00
5000-5999: Services And Other Operating Expenditures	4,032.00	4,000.00

* 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	105,222.00	88,859.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	984.00	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	72,898.00	54,182.00
1000-1999: Certificated Personnel Salaries	Title II	2,993.00	2,993.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	6,160.00	6,160.00
3000-3999: Employee Benefits	LCFF Base	216.00	385.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	16,842.00	19,352.00
3000-3999: Employee Benefits	Title II	657.00	657.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	440.00	130.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	4,032.00	4,000.00

* 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	104,912.00	88,859.00
Goal 2	310.00	0.00

* 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	\$42,500.00	\$41,134.00
Distance Learning Program	\$98,000.00	\$49,123.23
Pupil Learning Loss	\$3,500.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$144,000.00	\$90,257.23

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$17,500.00	\$16,134.00
Distance Learning Program	\$45,000.00	\$9,116.69
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$62,500.00	\$25,250.69

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$25,000.00	\$25,000.00
Distance Learning Program	\$53,000.00	\$40,006.54
Pupil Learning Loss	\$3,500.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$81,500.00	\$65,006.54

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
CALIENTE UNION ELEMENTARY SCHOOL DISTRICT	Dr. Alan Gonzalez Superintendent/Principal	agonzalez@calienteschooldistrict.org 6618672301

Plan Summary [2021-22]

General Information

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

Caliente Union School District, Piute Mountain School, is a small isolated rural Kindergarten through 8th grade one school district. Caliente Union School District is located 50 miles east of Bakersfield, CA. The school district has two bus routes that cover 100 miles per day with one of the bus routes taking over an hour to get students to and from school. There are many barriers students must overcome in order to receive an education. For example, no internet, no wi-fi, relying on satellites, transportation issues, and no services. A majority of our students and families are considered socioeconomically disadvantaged (80.4%). The school district is categorized as "Necessary Small School" and has been flat-funded for roughly a decade. The surrounding community has limited resources but considers themselves hard-working families. The small community allows for a tight-knit family so everyone is familiar with one another and relies on one another when needed. There are three teachers who each teach three grade spans throughout the school year, support staff, and one administrator who carries multiple roles in order for the school to provide serviceability to its students. The present student population, as of June 2021, is 47 students.

Reflections: Successes

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

The LEA has experienced successes and progress being made at the school district. There has been a decrease in students being suspended and/or expelled from the school district. The suspension rate has declined 1.8% to currently 0% from 2019. Unfortunately, students did not take the CAASPP tests during the 2019-2020 school year. Furthermore, the LEA was able to provide in-person instruction by adhering to Kern County Public Health guidelines and recommendations from the state. The stakeholders also played a critical role in wanting in-person instruction for their students. Parents, guardians, students, teachers, community members, and board members all expressed their concerns with distance learning and wanted the LEA to figure out a solution to bringing students back to in-person learning. By bringing students back to campus for in-person learning and being one of the first in the county of Kern to do so, it helped get students back on course with their academic studies and address any gaps that had occurred during distance learning. The school district is

continuing to provide in-person learning for students and independent study for those students whose parents/guardians choose this option. The LEA was able to secure funding to collaborate with Kern County Superintendent of Schools (KCSOS) and provide yearly professional development trainings for teachers, aides, and paraprofessionals. By, doing so this will help increase the capacity of our staff members and provide students with a robust learning experience. With this, the district expects to see our students increase test scores in ELA and Math. The LEA has upgraded all it's technology, infrastructure, and internet/wi-fi capabilities to resemble what students are offered in a 21st century learning environment. All the new upgrades will play a pivotal role in student achievement and provide a classroom atmosphere that engages student learning. The LEA in collaboration with KCSOS will purchase a data system (Acadience) to track student progress so the team can identify learning gaps, growth, decline, and make the transitions necessary to increase student achievement.

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.

An area of improvement that the LEA is currently addressing is our chronic absenteeism, which was at 34.6% and had seen an increase by 5.5% (for the 2019 CA School Dashboard Release) over the previous school year. Low Income students were actually the largest group for Chronic Absenteeism at a Very High status of 43.2%. In an effort to address this issue, the district has hired a school social work intern to address chronic absenteeism utilizing a PBIS approach to get students more engaged with their education. In addition, the district hired a SARB liaison to positively address chronic absenteeism and will extend the PBIS approach when working with students who are chronically absent.

Furthermore, the district saw a decline in ELA and Math scores according and to the 2019 CA Dashboard release from the 2018-2019 school year (most recent data available). Students were 46.2 points below standard and there was a 10.6 point decline in ELA. In Math, students were 69.9 points below standard and there was a 5.9 point decline. In an analysis of 2017 to 2019 CAASPP ELA and Math data, we found the following:

ELA:

Percent of students who Exceeded or Met Standard in 2019 compared to 2017 dropped by 2.07%.

Math:

Percent of students who Exceeded or Met Standard in 2019 compared to 2017 rose slightly by 1.28% which is far below our desired result.

In addressing students' academic performance, the LEA has partnered with Kern County Superintendent of Schools (beginning in the Spring of 2021) to provide teachers and with curriculum supports including but not limited to the identification key standards, pacing guide development and lesson planning, on site coaching and links to additional resources to build capacity of staff and to positively effect the learning of students in most need which are low income and foster youth (we currently serve no English language learner. Our goal is to build the capacity of our staff and to create positive outcomes for our students academically. Teachers in the district will be utilizing effective teaching strategies and will providing students with a variety of tools to increase their academic performance.

Caliente students are faced with additional barriers that have an adverse impact on their outcomes. We face a lack of community resources including no local library, very limited healthcare facilities and we lack access to mental health facilities and professionals. Our families face a lack of access to reliable transportation which impedes their ability to consistently bring their students to school. We lack access for students to attend preschool and we notice that our students tend to enter kindergarten with very limited literacy and numeracy skills. There are no after school activities for students unless they remain on campus. Wireless access, while improved, remains a significant challenge. Our student's need additional supports from their teachers and our staff in that smaller group instruction would allow for more personalized learning opportunities.

LCAP Highlights

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

The school district continues to have barriers with connectivity so upgrading the technology will allow for easier access to the curriculum, instructional support, instructional programs provided via the internet, and staff training that will allow for accelerated student academic proficiency in all subject areas. These technological upgrades will support supplemental instruction and will replicate education in the 21st century. The LEA has made it a priority to collaborate with the county office (KCSOS) to provide training for the teachers at CUSD. This critical training provided by the county office will include, but not limited to ongoing formative assessments, thinking maps, implementation of common core state standards rubric, using data as an anchor to meetings, and decision making to increase the academic performance of students. The training being provided by the county office will develop the capacity of the teachers and staff on campus. The LEA will also use a curriculum-based measurement to establish goals and identify areas of support. In addition, the LEA is providing students with more support as the school district has secured a contract to have a school social work intern on campus for SEL.

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.

Piute Mountain School - Year 2

Support for Identified Schools

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

The CSI plan will be continued in the coming months in partnership with the Kern County Superintendents of School's Continuous Improvement Process (CIP). Caliente's CSI plan includes the following:

- An established data protocol to continue our ongoing review of the 2019 CA School Dashboard as well as more recent local benchmarks and curriculum-based measurements in order to prioritize services and meet the needs of all students.
- Begin the school-wide comprehensive needs assessment: Fidelity Integrity Assessment (FIA) and local benchmark data

- Continuing the work that stemmed from naming our problem of practice and named barriers (root causes).
- Continuing our comprehensive needs assessment feedback from stakeholders related to our named problem of practice and root causes
- Continuing to work our Theory of action and Action plan aligned with the requirements for CSI
- Continue with ongoing progress/implementation monitoring with school site, LEA, and KCSOS

Based on the outcomes of the CIP process, research-based interventions will continue to be reviewed by the school and adapted to change depending on what the data is telling us within student outcomes. Research-based interventions will be selected primarily from the resources provided by SWIFT Schools in the FIA resource locker. All interventions adopted will be reviewed for effectiveness through repeated use of the FIA once each semester.

Stakeholders will continue to provide information and feedback to the named problem of practice and root causes via surveys, interviews, and focus groups. This method of input will be decided after the drafting of the problem of practice and root causes. Stakeholder feedback will continue to come from a variety of stakeholder groups who are familiar with the problem of practice. Groups include students, parents, teachers, administrators, classified staff, district staff, and community members. Feedback collected will be used to validate and refine the problem of practice and root causes which will help identify resource inequities and in turn guide the creation/implementation of the action plan.

The school-wide needs assessment utilized will be the Fidelity Integrity Assessment (FIA). This comprehensive assessment tool will be implemented each semester by the superintendent and teachers. The results will consider resource inequities and be compared to previous administrations of the FIA to document progress toward improved student outcomes and continued review/development of the CSI plan.

Monitoring and Evaluating Effectiveness

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

Through the Continuous Improvement Process, the LEA has developed and is currently implementing an action plan with timelines for implementation as well as actively monitoring student outcomes with interim measures / metrics. Progress will continue to be monitored by the district and KCSOS team members jointly. This plan also includes actions and resources that will be provided by the LEA to support the implementation of the plan. This includes additional instructional resources, professional learning, and funding based on the action plan to increase capacity of the district for teaching and learning. The LEA will continue to look at demographic factors, student outcome, perception, and process data in order to determine the effectiveness of these actions and make adjustments to the plan as needed. Ongoing communication with stakeholders will occur to inform them of progress towards implementation and effectiveness. This will create a two-way dialogue to not only inform but also solicit feedback allowing the LEA to continue to revisit and refine the plan to support students and school improvement.

Stakeholder Engagement

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

From the beginning of the school year, the school district has held regular monthly Board Meetings (both virtually and in person) that encouraged community members, parents, and teachers as well as other school personnel to participate in conversations and seeking input regarding learning loss mitigation, students' academic performance, and upcoming school events as well as where we stood in terms of distance learning versus in person learning. Stakeholders are also provided with a monthly newsletter that details upcoming events and current events that the district is utilizing. For those families who do not have internet access, the district completed home visits to reach out to these families and discuss any issues / concerns / recommendations to ensure their student's needs are being met. Additionally, we hand-deliver regular printed newsletters and mailed letters updating all stakeholders (including those who may not have access to the internet) on plans moving forward in the district. As mentioned above, the Caliente Union School District initiates regular phone contacts with families to solicit recommendations and comments regarding our plans for the 2021-2022 school year along with, giving updates to our community about our ongoing plans to support learning this year. The district does not have local bargaining units at this time. Additionally, we do not currently serve any English language learners therefore we do not have a District English Language Advisory Committee. Caliente Union School District in May of 2021 consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team to seek input regarding the development of our 2021-22 LCAP to ensure the needs of students with disabilities were being addressed by the district.

The superintendent discussed all aspects of stakeholder engagement that were considered within the LCAP at the board meeting (hearing) on May 11th with the community. The district superintendent welcomed comments/questions from all stakeholders to the board meetings where stakeholders had the opportunity to discuss solutions and/or concerns with in-person learning for the 2021-2022 school year. The district held a meeting with PAC on June 1, 2021, to review and discuss the draft LCAP and address any comments/questions about the plans. No questions or comments were posed in which the superintendent needed to respond in writing.

The LCAP was shared at the 6/15/21 School Board LCAP Hearing and the LCAP was later formally adopted by the school board at the 6/16/21 School Board Meeting.

A summary of the feedback provided by specific stakeholder groups.

The school district received phone calls from parents/guardians and stakeholders including staff, other personnel, and teachers that recommended solutions to compensate for any learning loss/difficulties due to the COVID-19 pandemic and when students are back for in-person learning. Parents/guardians and stakeholders also provided input during our monthly Board Meetings that the board and the district took into consideration while addressing learning loss mitigation and back to in-person learning throughout the school year on a regular basis. Stakeholder surveys were provided to parents/guardians, staff teachers, and board members for a better understanding of how they would like the students to return back to school for the 2021-2022 school year. The staff on campus has made it a priority to make daily phone calls to parents/guardians to address any issues/concerns. Phone conferences are made to SSC/PTC to illicit suggestions, needs of

families, and student learning. With the survey findings, the district was able to modify policies or programs in ways that honor or respond to student perspectives and concerns. As mentioned above, we currently have no bargaining units at Caliente Union School District.

The district spoke with stakeholders including parents, and teachers, staff (other school personnel), and and some students via phone calls in which these stakeholders provided feedback and recommendations to accommodate for learning loss mitigation. Overwhelmingly, all of the aforementioned groups believed that student learning loss was more effectively mitigated via in person instruction as opposed to distance learning. Additionally, these stakeholders also had the opportunity through board meetings and phone calls to discuss what improvements were needed to proceed for in-person learning. Parents and teachers asked for some additional instructional supports with curriculum and instruction in order to better meet the needs of Caliente students. Staff gave positive feedback on the acquisition of a school social worker as well as the student attendance liaison position filled this past school year.

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

The following are aspects of the LCAP that were influenced by stakeholder feedback this year:

- We have updated our LCAP goals and now we have two that encompass the vision for the school and district for the next three years.
- We have a focus on building literacy and math skills in students as well as a focus on mastery of common core standards and training and coaching for teachers.
- We are looking into developing positive behavior interventions and supports (PBIS) system within a Multi Tiered System of Supports model - training the staff and developing an implementation plan with explicit input from teachers and staff. The contract with the outside consultant was renewed as teachers and stakeholders found great value in the information they were able to apply to help students.
- We will continue with our school social worker intern.
- We will continue with our Curriculum and Instruction initiative to support teaching and learning. We will expand this contract to include more in person coaching.

Goals and Actions

Goal

Goal #	Description
1	All students will improve academically as measured by common core state standards mastery and other formative assessments and will be prepared to be successful in high school.

An explanation of why the LEA has developed this goal.

This goal is a priority for the LEA given the recent years' CAASPP scores. In the 2018-2019, school year CUSD students were 46.2 points below standard in ELA and 69.9 points below standard in Math. In addition, for the 2017-2018, school year CUSD students were 35.6 points below standard in ELA and 64 points below standard in Math. Moreover, for the 2016-2017, school year CUSD students were 23 points below standard in ELA and 63.9 points below standard in Math. The current trend has shown multiple years of students in decline for Math and ELA and not making much progress towards being at standard or above standard. Given these declining trends, it is appropriate to assume that students are not being as well prepared to be as successful as their peers once they enter high school. In order to achieve this goal, the LEA has made it a priority to collaborate with the county office (KCSOS) to provide training for the teachers at CUSD. This critical training provided by the county office will include, but not limited to ongoing formative assessments, thinking maps, implementation of common core state standards rubric, using data as an anchor to meetings, and decision making to increase the academic performance of students. The training being provided by the county office will develop the capacity of the teachers and staff on campus. The LEA will also use a curriculum-based measurement to establish goals and identify areas of support. Given the uniqueness of the LEA's remote school district, teachers teach three different grade spans throughout the school year and will focus on identifying targets and claims for each of their grade levels and provide a classroom setting where students are all learning at the same time. Teachers will have the opportunity to increase the rigor throughout their lessons and students will engage in academic discourse. Through this goal, we will improve student achievement and performance as measured by implementing common core state standards and student outcomes on state wide and local formative assessments in order to ensure students are prepared to be successful in high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2A Implementation of CA academic and performance standards as per CA State Standards	As per administrative walk through observations the district is implementing CA Academic and Performance				As per administrative walk through observations the district will progress to "Full Awareness" stage as per the CA State Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation Matrix.	Standards at the "Developing Awareness" stage as per the CA State Standards Implementation Matrix.				Implementation Matrix.
Priority 2B: How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per administrative observations school wide.	Currently we have no English learner students.				Currently we have no English learner students.
Priority 4A Pupil Achievement Statewide Assessments - English Language Arts	ELA: 46.2 Points Below Standard (as per the 2019 CA School DB release)				ELA: 20 Points Below Standard
Priority 4A Pupil Achievement Statewide Assessments - Math	Math: 69.9 Points Below Standard (as per the 2019 CA School DB release)				Math: 50 Points Below Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Pupil Achievement Statewide Assessments - Science	Science: No data available due to less than 11 students tested.				Science: To be determined when baseline data becomes available.
Priority 4B: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences and programs of study that align with SBE-approved career technical education standards an	NA				NA
Priority 4C: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	NA				NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4D: % of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	NA				NA
Priority 4E: % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC).	We currently serve no English learner students.				TBD (as of baseline date, we served no EL students)
Priority 4F: The English learner reclassification rate;	We currently serve no English learner students.				TBD (as of baseline date, we served no EL students)
Priority 4G: % of pupils who have passed an advanced placement examination with a score of 3 or higher	NA				NA
Priority 4H: % of pupils who demonstrate college preparedness	NA				NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.					
Priority 7A Extent to which pupils have access to and are enrolled in a broad course of study as per review of daily schedules.	100% of students have access to and are enrolled in a broad course of study.				Maintain 100% of students have access to and are enrolled in a broad course of study.
Priority 7B Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils as per review of daily schedules.	100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.				Maintain 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.
Priority 7C Programs and services developed and provided to students with disabilities.	100% of students with disabilities participate in programs and receive services developed to provide additional supports as per IEP review.				Maintain 100% of students with disabilities are participating in programs and receive services developed to provide additional supports as per IEP review.
Priority 8: Pupil Outcomes	(Establishing Baselines) 0%				100% of students are reading at grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Acadience Learning Reading: Curriculum Based Measurement					as per Acadience data analysis.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning - CCSS	Contract with KCSOS for academic coaching and instructional support and planning in order to fully implement state standards including identification of priority standards.	\$33,680.00	No
2	Keep Class Size Lower	Class sizes will be maintained at a number to permit teachers to provide more small group instruction and better meet the needs of individual students, including low-income students, foster youth, and English learners. This is especially important because we are a K-8 district with roughly 50 students. The additional teacher provides for an ability to narrow curricula so that the needs of our unduplicated students and all students may be met via teaching and learning to state standards.	\$80,000.00	Yes
3	CBM and Formative Assessments purchase and training	Acadience Reading, Math, and Data Services and training for teachers and staff in order to be able to identify where students are school wide and identify and receive instructional supports to close achievement gaps in reading and math.	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Purchase supplemental resources and PD for staff.	Purchase supplemental materials and resources for student learning in ELA - Literacy, Math, Science, and and trainings for how to appropriately use the supplemental materials and resources.	\$5,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide for safe and well maintained facilities and a positive learning environment that supports the social emotional needs of students so that students attend school regularly to engage in their education and all stakeholders feel welcome to participate in and contribute to the school community.

An explanation of why the LEA has developed this goal.

This goal is a priority for the LEA given the previous years' CAASPP criteria for chronic absenteeism. For the 2018-2019, school year CUSD students were 34.6% chronically absent from school. Additionally, in the 2017-2018, school year CUSD students were 29.1% chronically absent. In order to combat chronic absenteeism, the district has made it a priority to initiate a school-wide PBIS approach. The school district secured a contract with the county office (KCSOS) to have a school social work intern at the district. This school social work intern will work with students to identify at-risk students for social and emotional learning (SEL). They will also train and provide professional development for teachers and staff on best PBIS practices. This will help create a positive culture for the school district and a positive learning environment for our students. The LEA has also hired a SARB liaison that will conduct home visits with our school social work intern to identify and educate our families about chronic absenteeism. This will help break any barriers, fill in the gaps, and allow constant communication between our families and the school district. Furthermore, the school district has consulted with a professional consultant who provides coaching, training, and development plans for teachers, administration, social workers, parents, and community members regarding positive reinforcement. The reasoning for this collaboration with the professional consultant is to bridge the gap between families and the school district to provide a school community that is welcoming and fosters a positive learning environment for students. Through this goal, the school district will seek out opportunities to provide training for our SARB liaison, teachers, staff, and school social work intern as the district seeks to provide a school-wide positive support system for managing student and adult behavior. By doing so, this expect to decrease the chronic absenteeism that the school district currently encounters and increase engagement of and social emotional well being of our students using the metrics identified within this goal below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A: Teachers appropriately assigned and fully credentialed as per staffing report.	100% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are				Maintain 100% teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	teaching				teaching as per staffing report.
Priority 1B: Pupil access to standards aligned materials as measured the school inventory list.	100% of students have access to standards aligned materials.				Maintain 100% of students have access to standards aligned materials
Priority 1C: School facilities maintained in good repair as per FIT.	School facilities are maintained in "good" repair.				Maintain school facilities are maintained in "good" repair.
Priority 3A: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	100% of parents of students receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.				Maintain 100% of parents of students receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.
Priority 3B: How the school district will promote participation in programs for parents of students for low income, English learner, and foster youth pupils;	100% of parents of unduplicated students will be invited to all campus student and parent events via additional notification and phone call reminders/emails/electronic text messaging.				Maintain 100% of parents of unduplicated students are invited to all campus student and parent events via additional notification and phone call reminders/emails/electronic text messaging.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3C: How the school district will promote participation in programs for parents of students with disabilities.	100% of parents of students with disabilities receive additional reminders and and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)				Maintain 100% of parents of students with disabilities receive additional reminders and and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)
Priority 5A: School attendance rates.	91.40%				Increase to 96%
Priority 5B: Chronic absenteeism rates.	34.6% chronically absent (as per the 2019 CA School DB release)				Decrease at least to 19%
Priority 5C: Middle school dropout rates.	0%				Maintain 0%
Priority 5D: High school dropout rates.	NA				NA
Priority 5E: High school graduation rates.	NA				NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6A: Pupil suspension rates.	0%				Maintain 0%
Priority 6B: Pupil expulsion rates.	0%				Maintain 0%
Priority 6C: Other local measures of sense of safety and school connectedness.	100% feedback (parents) said their students feel safe and connected to the school. 87% feedback (students) said they feel safe and connected to the school. 100% feedback (school staff) said they feel that students feel safe and connected to the school.				Maintain 100% (parents) Increase to 100% (students) Maintain 100% (school staff)

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Social Worker Intern	Social worker Intern (hired with CSI funds) will focus on Tier I supports by engaging in lessons for all classrooms with an additional focus on identifying and supporting Tier II students. The school social worker will provide teachers and staff with social emotional and trauma informed care practices so that teachers are better prepared to support students in need within the classroom environment.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Engagement Liaison Specialist	CUSD has hired an engagement/SARB liaison specialist who will do weekly check-ins with parents/guardians and students if there are any truancy/absentee concerns focusing on chronic absenteeism metrics. This individual will develop rapport with the parents/guardians and administer PBIS approaches to ensure all students and parents/guardians are welcomed and engaged in their students academic success. This individual will work collaboratively with the administrator to review chronic absenteeism data on a weekly/monthly basis throughout the school year to identify trends positive/negative and establish a plan to address these concerns if any arise. Moreover, this individual will provide critical information to the school social worker so they can provide tier 1, tier 2, and tier 3 interventions.	\$15,000.00	No
3	National Behavior Change Agent (Consultant)	Contracted consultant to provide additional MTSS PBIS awareness trainings and ongoing coaching for all school staff on how to implement and support the framework for academic and behavioral frameworks in order to meet the unique needs of our unduplicated students and all students.	\$11,000.00	No
4	MTSS/PBIS professional development	Introduce all staff to Positive Behavioral Interventions and Supports (PBIS) as a way to better support students to become more successful at school and for school staff to gain knowledge and resources/tools to better support student behavior on campus and within classrooms. Low income, English learners, and foster youth students as well as all students and staff will benefit from a common system and expectations that promote and reward positive behaviors. This action includes a consultant contract as well as funding for supplies and materials to implement PBIS school wide.	\$10,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
15.80%	80,970

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.

Supplemental funds provided to the Caliente Union School District through the Local Control Funding Formula are being expended on actions and services that are principally directed toward meeting the needs of unduplicated students and student groups for the 2021-22 school year. The school community is rural and lacks community resources such as access to pre-schools, parks, and recreational services, as well as health clinics and healthy food choices. Furthermore, our unduplicated students tend to enter our school lacking background experiences and academic language, and general life skills which require that we provide additional supports in the form of smaller class sizes in order to narrow grade spans to better meet the unique needs of our unduplicated student groups and benefit all students.

A focus area of improvement that Caliente is currently addressing is that of our chronic absenteeism, which was at 34.6% as of the 2019 CA School Dashboard release; an increase by 5.5% over the previous school year. Low Income students were unquestionably the largest group for chronic absenteeism at a "Very High" status of 43.2%. In an effort to address this issue, the district has hired a school social work intern to address chronic absenteeism utilizing a PBIS approach to get students more engaged with their education. After the December 2019 California School Dashboard release, Caliente qualified for Differentiated Assistance (DA) and Comprehensive Support and Improvement (CSI) supports and a new direction for teaching and learning began. Teachers and staff began to receive additional standards based training involving the identification of key standards as well as grade level span planning and pacing. This time marks a shift in our approach to teaching and learning at Caliente and therefore all initiatives district wide were adapted/adjusted to meet the academic and social emotional needs of our students and to begin closing achievement gaps. In addition, the district hired a SARB liaison to positively address chronic absenteeism and will extend the PBIS approach when working with students who are chronically absent. In addition, we will maintain lower class sizes and purchase supplemental literacy, math and science materials to further engage our students as per the goals and actions below:

Goal #1 (Action 2): Class sizes will be maintained at a number to permit teachers to provide more small group instruction and better meet the needs of individual students, including low-income students, foster youth, and English learners. This is especially important because we are a K-8 district with roughly 50 students. The additional teacher provides for an ability to narrow curricula so that the needs of our unduplicated students and all students may be met via teaching and learning to state standards.

- This action is being carried over from the 2017-2020 LCAP as an ongoing implementation initiative as we are now providing additional training, support, and one on one coaching focused on CCSS implementation and our Tier 1 system to better support students and increase outcomes in ELA and Math. This new implementation plan is outlined within our CSI continuous improvement plan. Additionally, stakeholders were very clear (qualitative data) about the fact that they feel the additional teacher, paid for out of contributing funds, allows for more effective and personalized instructional practices and support opportunities to be developed to meet the needs of our unduplicated students and all students. Without contributing funds, Caliente would have two teachers to teach nine-grade level sets of standards. Implementation of the plan is being monitored and measured on an ongoing basis.

Goal #1 (Action 4): Purchase supplemental materials and resources for student learning in ELA - Literacy, Math, Science, and and trainings for how to appropriately use the supplemental materials and resources. Additional materials are needed as per student, teacher, and parent stakeholder feedback as current supplemental materials are out dated and are no longer supportive of students today. The purchased supplemental resources will allow teachers and staff to better personalize literacy, ELA, and Math address personalized learning opportunities for low income and engage them to want to attend school on a regular basis in that they will be able to take materials home, share their learning from school, and return the materials to the classroom. We feel that this extended learning loop with facilitate engagement and a love of learning for students and our families.

This is a new action for the 2021-2024 LCAP.

We expect the above-mentioned action to improve state and local assessment outcomes. Additionally, we believe this action will increase student engagement, reducing our SED student group's Chronic Absenteeism rate, and increase the overall feeling of connectedness between students and teachers.

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

The Caliente Union School District currently serves no English learners, therefore no additional actions or services will be provided on a LEA-wide or school wide basis at this time.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$85,000.00			\$101,680.00	\$186,680.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$174,680.00	\$12,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Professional Learning - CCSS				\$33,680.00	\$33,680.00
1	2	English Learners Foster Youth Low Income	Keep Class Size Lower	\$80,000.00				\$80,000.00
1	3	All	CBM and Formative Assessments purchase and training				\$2,000.00	\$2,000.00
1	4	English Learners Foster Youth Low Income	Purchase supplemental resources and PD for staff.	\$5,000.00				\$5,000.00
2	1	All	School Social Worker Intern				\$30,000.00	\$30,000.00
2	2	All	Engagement Liaison Specialist				\$15,000.00	\$15,000.00
2	3	All	National Behavior Change Agent (Consultant)				\$11,000.00	\$11,000.00
2	4	All	MTSS/PBIS professional development				\$10,000.00	\$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$85,000.00	\$85,000.00
LEA-wide Total:	\$85,000.00	\$85,000.00
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	2	Keep Class Size Lower	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
1	4	Purchase supplemental resources and PD for staff.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00

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.

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.