

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EL TEJON UNIFIED SCHOOL DISTRICT

CDS Code: 15-75168

School Year: 2021-22

LEA contact information:

Sara Haflich

Superintendent

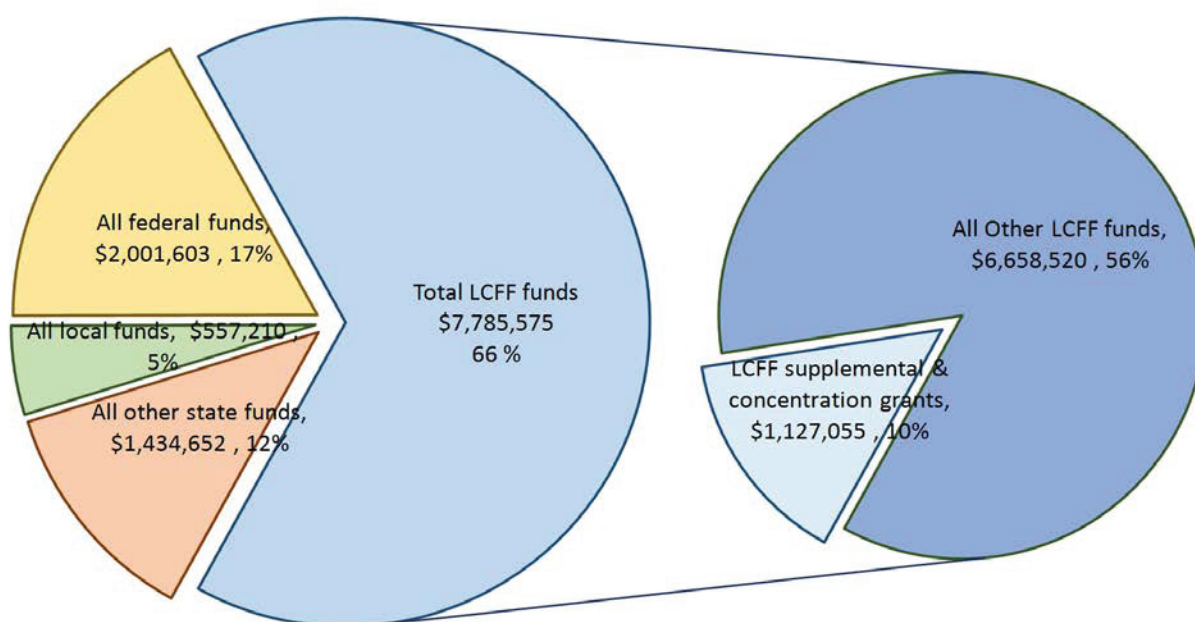
SHaflich@el-tejon.k12.ca.us

661-248-6247

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



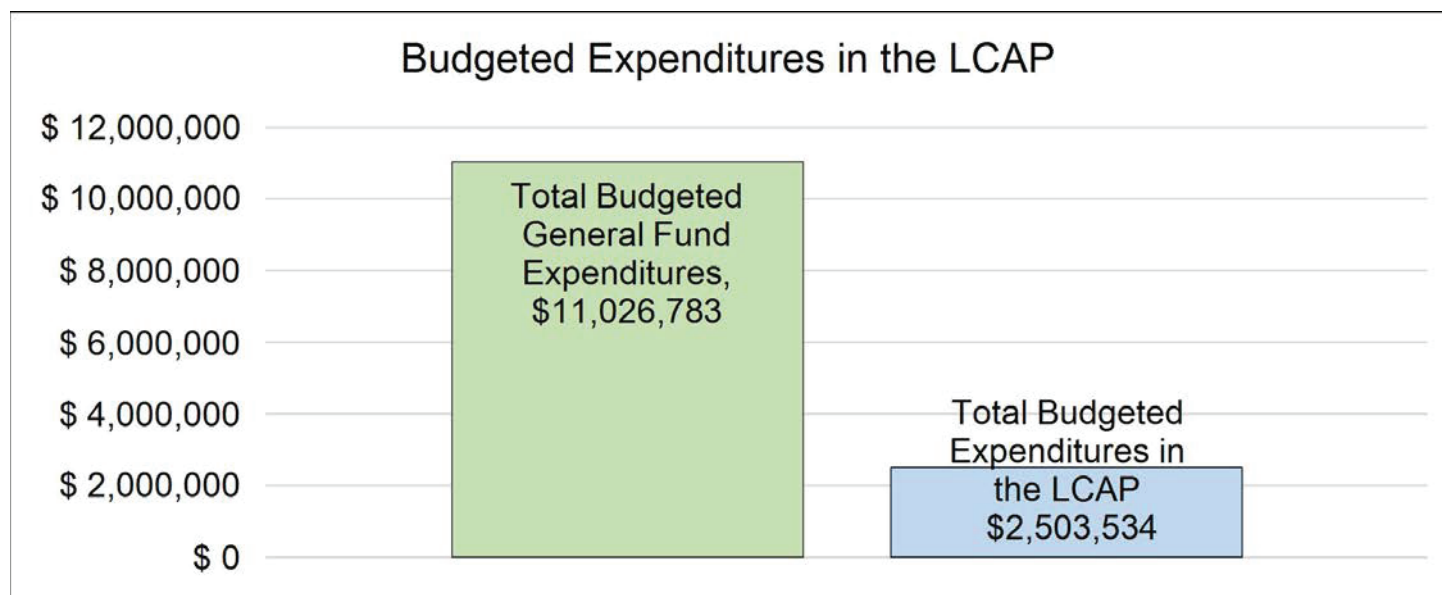
This chart shows the total general purpose revenue EL TEJON UNIFIED SCHOOL DISTRICT expects to receive in the coming year from all sources.

The total revenue projected for EL TEJON UNIFIED SCHOOL DISTRICT is \$11,779,040, of which \$7,785,575 is Local Control Funding Formula (LCFF), \$1,434,652 is other state funds, \$557,210 is local

funds, and \$2,001,603 is federal funds. Of the \$7,785,575 in LCFF Funds, \$1,127,055 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 EL TEJON UNIFIED 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.

EL TEJON UNIFIED SCHOOL DISTRICT plans to spend \$11,026,783 for the 2021-22 school year. Of that amount, \$2,503,534 is tied to actions/services in the LCAP and \$8,523,249 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

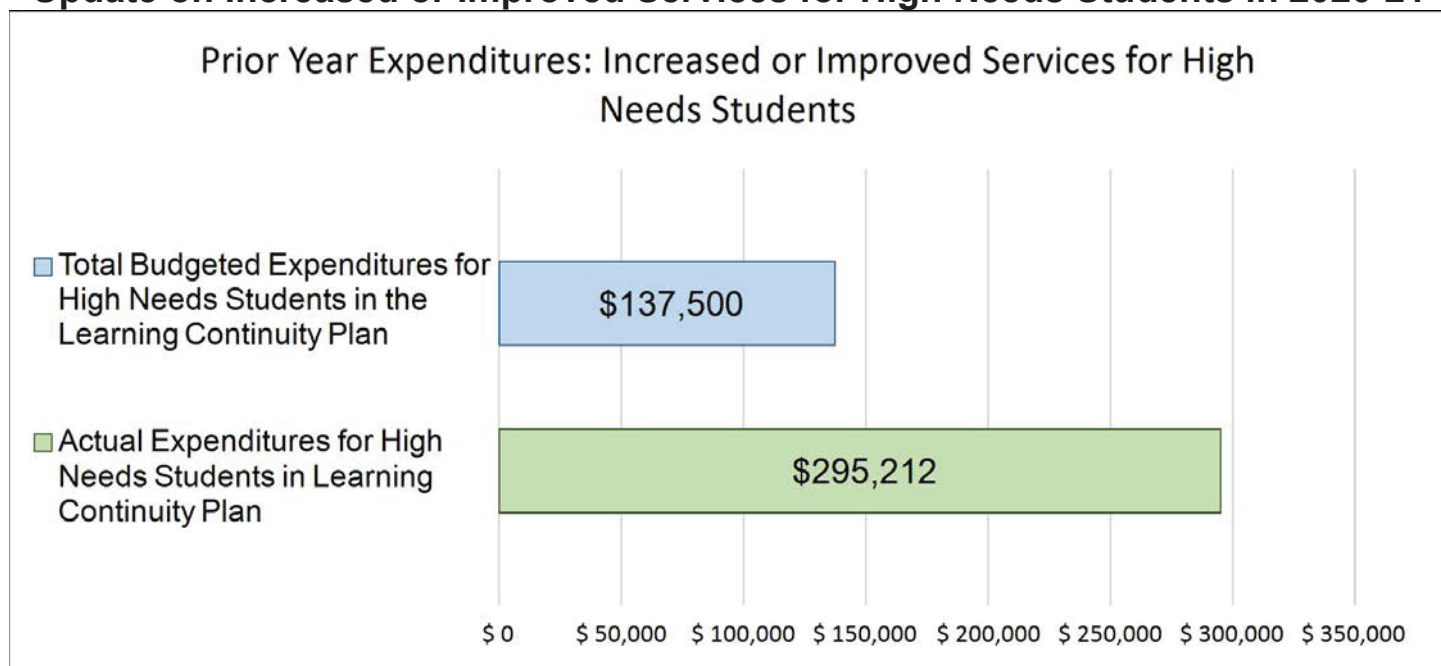
General fund expenditures within the LCAP consist of many items ranging from academics to the culture of each school site. Within the academic area: district wide professional development, creation and implementation of pacing guides, collaboration time for teachers to analyze data from assessments and determine intervention, and being able to carry out the intervention process. Funds have been used to provide additional staff for class size reduction, aides at the T-K level for early child development, as well as providing additional elective classes for students at the middle and high school levels. ETUSD has also used General Funds to fund After School and Day programs, sports, and other incentives to try to keep students involved and enrolled in school. ETUSD will also be focusing on mitigating learning loss created by distance learning due to Covid-19 in a variety of ways such as utilizing empty classrooms to facilitate social distancing, desk barriers & PPE to protect students, as well as various technological upgrades and programs to facilitate distance learning. The district also added additional time for students to work with teachers and aides, as well as additional intervention programs.

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

In 2021-22, EL TEJON UNIFIED SCHOOL DISTRICT is projecting it will receive \$1,127,055 based on the enrollment of foster youth, English learner, and low-income students. EL TEJON UNIFIED SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. EL TEJON UNIFIED SCHOOL DISTRICT plans to spend \$1,813,035 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 EL TEJON UNIFIED 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 EL TEJON UNIFIED 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, EL TEJON UNIFIED SCHOOL DISTRICT's Learning Continuity Plan budgeted \$137,500 for planned actions to increase or improve services for high needs students. EL TEJON UNIFIED SCHOOL DISTRICT actually spent \$295,212 for actions to increase or improve services for high needs students in 2020-21.

This did not impact services for high needs students as we had utilized the Federal & State CARES Act & Learning Loss Mitigation Funding which originally had an expenditure deadline of December 2020 (was extended at the last minute). The use of these funds helped offset expenditures that would have otherwise been allocated to traditional Supplemental & Concentration dollars. We also did not have students on site for most of the year, so many of the in-person services that students would have normally received were not able to be offered until schools reopened.

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
EL TEJON UNIFIED SCHOOL DISTRICT	Sara Haflich Superintendent	shaflich@el-tejon.k12.ca.us 661-248-6247

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

El Tejon Unified will provide use state approved curriculum and necessary researched based instruction in order to ensure student success.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1a: Basic Services: Teachers credentialed and appropriately placed. 19-20 Increase from 93% to 96% Baseline 93.7%	SARC: 99%
Metric/Indicator Priority 1b: Basic Services Facilities 19-20 All three school sites maintain “good” rating based on FIT report Baseline All school sites “good” based on FIT report	All three school sites maintained "good" rating based on FIT report.
Metric/Indicator Priority 1c: Basic Services Access to Curriculum 19-20 100% of students have access to core curriculum as per William’s visit report	Maintained 100% of students having access to core curriculum as per William's visit report.

Expected	Actual
<p>Baseline 100% of students have access to core curriculum as per William's visit report</p> <p>Metric/Indicator Priority 2a: Implementation of State Standards</p> <p>19-20 100% of classrooms implement common cores standards in all subject areas</p> <p>Baseline 50% of classrooms implement common core standards in all subject areas.</p>	<p>100% of classrooms implement common core standards in all subject areas.</p>
<p>Metric/Indicator Priority 2b: Implementation of State Standards in ELD standards for English Learners</p> <p>19-20 Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades K – 5. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.</p> <p>Baseline Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.</p>	<p>Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD standards adopted for for grades K -5. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.</p>
<p>Metric/Indicator Priority 4a: Pupil Achievement: State Assessments</p> <p>19-20 ELA% Math% 3rd From 28 to 31 From 37 to 40 4th From 30 to 33 From 30 to 33 5th From 22 to 25 From 28 to 31</p>	<p>2019 Dashboard (All Students) ETUSD: ELA - Green Math - Orange Frazier Park Elementary: ELA - Yellow Math - Yellow</p>

Expected	Actual
<p>6th From 32 to 35 From 25 to 28 7th From 49 to 52 From 16 to 19 8th From 52 to 55 From 40 to 43 11th From 68 to 71 From 22 to 25 EL's From 15 to 18 From 8 to 11 Soc From 39 to 42 From 25 to 27</p> <p>Baseline ELA% Math% Grade 3 42 51 Grade 4 39 42 Grade 5 20 9 Grade 6 28 16 Grade 7 35 30 Grade 8 61 42 Grade 11 51 15 EL's 17 17 Soc 32 23</p>	<p>El Tejon: ELA - Yellow Math - Orange FMHS: ELA - Green Math - Orange</p>
<p>Metric/Indicator Priority 4b: Pupil Achievement</p> <p>19-20 Priority 4b: Pupil Achievement: Percentage of pupils completing a-g and CTE:</p> <p>From 22% to 25% From 53% to 56%</p> <p>Baseline 36.2%</p>	<p>2019 Illuminate: A - G Completion Rate: 22% CTE Completion: 33.3%</p>
<p>Metric/Indicator</p>	<p>2019 Dashboard: 84.9%</p>

Expected	Actual
<p>Priority 4c: Pupil Achievement: Percentage of EL pupils making progress toward English proficiency.</p> <p>19-20 From 75% to 77%</p> <p>Baseline 65%</p>	
<p>Metric/Indicator Priority 4d: Pupil Achievement: EL reclassification rate:</p> <p>19-20 From 26.3 to 30</p> <p>Baseline Less than 5 Years: 21.3% 5 Years or more: 42.3%</p>	<p>2019-20 Data Quest: 19.6%</p>
<p>Metric/Indicator Priority 4e: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher.</p> <p>19-20 39% score 3 or higher</p> <p>Baseline 23%</p>	<p>2020 Data Quest: 94%</p>
<p>Metric/Indicator Priority 4f: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):</p> <p>19-20 ELA: 35% Math: 10%</p> <p>Baseline These numbers were inaccurate: ELA: 51%</p>	<p>2019 Dashboard 32.7%</p>

Expected	Actual
<p>Math: 15%</p> <p>New baseline: ELA: 33% Math: 13%</p>	
<p>Metric/Indicator Priority 8: Other Pupil Outcomes: Local Measures: Students scoring Algebra Ready coming into high school on local assessment test.</p> <p>19-20 From 62% to 67%</p> <p>Baseline 57%</p>	<p>2019 Local Assessment: 8th grade students scoring Algebra Ready: 75%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Due to the low performance on the California Dashboard for our unduplicated students, teachers will collaborate both inter disciplinary and within grade levels/ subject areas during additional negotiated district wide collaboration time on Wednesday afternoons to discuss ways to better meet the needs of our unduplicated pupils.</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$169,632</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$39,730</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$11,257</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title I 2,636</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$168,000</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$28,728</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$11,063</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title I \$1,892</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Renew Illuminate, ETUSD's district wide data analysis program to help analyze student progress in order to drive intervention and instruction to better meet the needs of our unduplicated students.	Illuminate 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$14,510	Illuminate 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$17,622
Continue to offer additional in-depth training in using Illuminates features to create benchmarks and data analysis charts by our technology coordinator.	No Cost \$0	No Cost \$0
Continue to adjust district wide pacing guides and assessments based upon data analysis	No Cost \$0	No Cost \$0
Continue to implement district wide PLC reflection sheet to monitor differentiated instruction and intervention within each classroom based upon findings in data analysis of district wide benchmarks and CFA's.	No Cost \$0	No Cost \$0
Continue to provide needed professional development for teachers on researched based instructional strategies determined by teachers and administration including: ELD instructional strategies, data analysis, professional learning communities, implementation of newly adopted ELA curriculum district wide.	Professional Development 5000-5999: Services And Other Operating Expenditures Title I \$25,000	Professional Development 5000-5999: Services And Other Operating Expenditures Title I \$31,733 5000-5999: Services And Other Operating Expenditures Title III \$577 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 20,726
Continue to implement researched based instructional strategies based on common core instruction. (Explicit and systematic instruction, verbalization of thought process, guided practice, modeling, corrective feedback, etc.)	No Cost \$0	No Cost \$0
Create district wide tool to monitor the implementation of researched based instructional strategies in all classrooms	No Cost \$0	No Cost \$0
Due to the high percentage of unduplicated pupils with low test scores, ETUSD will continue supplemental intervention programs and schedules at each grade level at FMHS and El Tejon, Frazier Park School in order to better meet the needs of our unduplicated pupils.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$23,246.30	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$22,642

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,444.69 Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$22,081.19 Certificated Benefits 3000-3999: Employee Benefits Title I \$5,171.80	Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,872 Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$12,779 Certificated Benefits 3000-3999: Employee Benefits Title I \$2,185
Renew the purchase of the supplemental program Renaissance Learning for assessment, intervention, and enrichment for Frazier Park School to better meet the needs of our unduplicated students.	Renaissance Learning 5000-5999: Services And Other Operating Expenditures Lottery \$3,626	Renaissance 5000-5999: Services And Other Operating Expenditures Lottery \$4,273
Renew purchase of the supplemental PLATO program for credit recovery at FMHS and on-line classes for independent study students to better meet the needs of our unduplicated students.	PLATO 5000-5999: Services And Other Operating Expenditures Lottery \$14,388	PLATO 5000-5999: Services And Other Operating Expenditures Lottery \$7,173
Continue to utilize SBAC practice tests through the CAASPP website.	No Cost \$0	No Cost \$0
NA	NA \$0	NA \$0
Renew purchase of the supplemental program MOBYMAX, an on-line curriculum to use for intervention during the school day to better meet the needs of our unduplicated students.	Moby Max 4000-4999: Books And Supplies Lottery \$1,295	Moby Max 4000-4999: Books And Supplies Lottery \$1,995
Offer additional after school tutoring opportunities for Title 1 students not meeting standards on the CAASPP test to better meet the needs of our unduplicated students.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$9,542.08 Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,234.92	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$9,859 Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,686
Offer additional after school tutoring opportunities for all EL students	Certificated Salaries 1000-1999: Certificated Personnel Salaries Title III \$4,051.15	Certificated Salaries 1000-1999: Certificated Personnel Salaries Title III 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Benefits 3000-3999: Employee Benefits Title III \$948.85	Certificated Benefits 3000-3999: Employee Benefits Title III 0
Continue to offer summer school for high school students to provide additional credit recovery opportunities as well as math intervention and enrichment to better meet the needs of our unduplicated students.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$3,432.94 Certificated Benefits 3000-3999: Employee Benefits Title I \$804.055	Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$3,547 Certificated Benefits 3000-3999: Employee Benefits Title I \$606
Continue additional TK aides for early literacy to enhance focus on unduplicated student needs.	Classified Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$8,305.79 Certificated Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,427.21 Classified Salaries 1000-1999: Certificated Personnel Salaries Title I \$8,305.79 Certificated Benefits 3000-3999: Employee Benefits Title I \$3,427.79	Classified Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$14,841 Certificated Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$2,509 Classified Salaries 1000-1999: Certificated Personnel Salaries Title I \$2,875 Certificated Benefits 3000-3999: Employee Benefits Title I \$172
NA	NA 0	NA 0
NA	NA 0	NA 0
In order to help our teachers deal with the social-emotional needs of our unduplicated students ETUSD continued the additional 6.5 teachers to better meet the needs of our unduplicated students with smaller class sizes.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$370,460.65 Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$86,768.35	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$411,323 Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$197,760

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$42,490.89</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title I \$9,952.11</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$141,156</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title I \$63,710</p>
EL teachers at each school site will monitor their own EL students in addition to basic, overall monitoring practices.	No cost 0	No cost 0
Due to low EL performance, ETUSD will continue additional EL programs at each school site. Unduplicated EL students will be placed in additional appropriate programs to help in areas of struggle. (tutoring, RTI, intervention classes, etc.)	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$92,845.88</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$21,746.12</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$17,891.50</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title I \$4,190.51</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$74,827</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,743</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$8,105</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title I \$4,003</p>
Continue to refer struggling students to SAT teams and continue to hold follow up SAT's for previously referred students to better meet the needs of our unduplicated students.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5,911.43</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,384.56</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$6,165</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,208</p>
Continue hands on project based learning methods aligned with common core and NGSS instruction.	No Cost 0	No Cost 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Create and implement a district curriculum committee to meet once a month to review pacing, assessments, and data district wide in the area of math.	No Cost 0	No Cost 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.

The only area we did not spend as much as budgeted was with offering additional after school tutoring for EL students. Due to COVID, this in-person tutoring did not take place. The Title III funds were not spent and will be spent during the 2021-22 school year. These funds were redirected to pay for EL on-line curriculum for additional support for EL students.

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

ETUSD was able to successfully implement all action strategies except for the in-person after school tutoring. District wide we moved from orange to green in ELA scores and from red to orange in chronic absenteeism. We also increased to Blue on our graduation rate. At Frazier Park School we increased from green to blue on suspension rate, and orange to yellow on ELA scores. At El Tejon Middle we increased from red to yellow on suspension rate, and orange to yellow on math scores. At Frazier Mountain High School we also increased to green on our ELA scores. We also have local assessments being used at all grade levels. ETUSD plans to continue this success by continuing and building upon our Wednesday afternoon collaboration time with grade levels, subject areas, and school sites. We also plan to begin implementing a district curriculum committee to continue deeper collaboration. We have also continued to maintain our “met” status on all local indicators. ETUSD also showed improvement in AP scores, ELA scores in grades 6 and 11, math scores in grades 5 and 6, as well as lowering our drop out rates. ETUSD is very proud of lowering our dropout rate and raising our graduation rate and will continue to improve our percentages by advancing our credit recovery program at the high school level. We are also very proud of our excellent CTE program and will continue to grow this program by beginning to offer classes at the junior high level as well as small opportunities for elementary school students.

Although we were able to successfully implement almost everything, it was challenging to move to everything being fully remotely.

Goal 2

ETUSD will continue to improve the climate of all schools in order to improve student and parent engagement every day.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3a: Parental involvement: Efforts to seek parent input in making decisions for district and sites.</p> <p>19-20 FP: from 75% to 80% ET: from 47% to 50% FMHS: from 20% to 23%</p> <p>Baseline Parent participation in back to school nights: FP: 66% ET: 45% FMHS: 18%</p>	<p>Continue quarterly ELAC, DAC, and School Site Council meetings. Increase attendance rates at back to school nights: FP: 75% ET: 47% FMHS: 20%</p>
<p>Metric/Indicator Priority 3b: Parental Involvement: District promotes participation of parents of unduplicated students.</p> <p>19-20 Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil informational meeting to 18 Robocalls are sent</p>	<p>Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil information meeting: from Robocalls are sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair.</p>

Expected	Actual
<p>out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair</p> <p>Baseline Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil informational meeting: 5 Robocalls are sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair</p>	
<p>Metric/Indicator Priority 3c: Parental Involvement: District promotes participation of parents of students with exceptional needs</p> <p>19-20 100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations.</p> <p>Baseline 100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations.</p>	<p>100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations</p>
<p>Metric/Indicator Priority 5a: Pupil Engagement: Attendance rates</p> <p>19-20 District: to 95% Frazier Park: to 95% El Tejon: to 95% FMHS: to 95%</p> <p>Baseline Overall District Rate: 93.76% Frazier Park: 94.39% El Tejon: 94.61% FMHS: 92.49%</p>	<p>2019-20 Local Student Data: District: 94.2% FP: 94.1% ET: 94.3% FMHS: 94.4%</p>

Expected	Actual
Metric/Indicator Priority 5b: Pupil Engagement: Chronic absenteeism Rate 19-20 Decrease from 19 to 16 Baseline 29.26	2019 Dashboard: 19.1% Orange
Metric/Indicator Priority 5c: Pupil Engagement: Middle School dropout rate: 19-20 Stay consistent at 0%. Baseline 0%	2019-20 CalPads Data: 0%
Metric/Indicator Priority 5d: Pupil Engagement: High School dropout rate: 19-20 From 2.5% to 1% Baseline 5.8%	2019-20 CalPads Data: 4.48%
Metric/Indicator Priority 5e: Pupil engagement: High school graduation rate 19-20 Go from 89.9% to 93% Baseline 94.2%	2019 Dashboard: 96.6%
Metric/Indicator Priority 6a: Pupil Suspension Rate 19-20 Decrease from 5% to 3%	2019 Dashboard: 10% Red

Expected	Actual
Baseline 3.4%(This number was inaccurate) New Baseline: 10%	
Metric/Indicator Priority 6b: Pupil Expulsion Rate 19-20 0% Baseline .1%	0%
Metric/Indicator Priority 6c: Other local measure on sense of safety and school connectedness: 19-20 Perceived safety at school based on the California Healthy Kids Survey 7th Grade: From 55% to 59% 9th/11th: From 74% to 79% Baseline Perceived safety at school based on the California Healthy Kids Survey 7th Grade: From 48% to 51% 9th/11th: From 67% to 70%	Healthy Kids Survey
Metric/Indicator Priority 7a: Course Access: Extent to which pupils have access to and are enrolled in a broad course of study 19-20 Continue to maintain a master schedule which offers a broad course of study to all students as core subject areas are taught by adding an additional period within the school day at the high school and creating an elective period at the junior high.	A Master Schedule was maintained which offered a board course of study for all students.

Expected	Actual
<p>Baseline ETUSD has maintained the master schedule which offers a broad course of study to all students as core subject areas are taught.</p>	
<p>Metric/Indicator Priority 7b: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils</p> <p>19-20 100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.</p> <p>Baseline 100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.</p>	100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.
<p>Metric/Indicator Priority 7c: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils</p> <p>19-20 100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data. FMHS has also added an additional period to the school day to ensure proper access by all.</p> <p>Baseline 100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.</p>	100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
NA	NA 0	NA 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue implementation of attendance incentives at all school sites.	No Cost 0	No Cost 0
ETUSD will continue to offer additional Saturday school opportunities to better meet the needs of our unduplicated students.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$4,357.42 Certificated Benefits 3000-3999: Employee Benefits LCFF Base \$1,020.58 Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Base \$1,214.22 Classified Benefits 3000-3999: Employee Benefits LCFF Base \$500.78	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$3,378 Certificated Benefits 3000-3999: Employee Benefits LCFF Base \$1,015 Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Base \$1,248 Classified Benefits 3000-3999: Employee Benefits LCFF Base \$312
Send out Robocalls to alert parents of unexcused absences.	No cost 0	No cost 0
Continue additional clubs and programs after school and during the day for all students to participate primarily directed to provide enrichment experiences which most unduplicated students cannot afford.	Services and Other Operational Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,498 Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$48,017.47 Certificated Benefits 3000-3999: Employee Benefits LCFF Base \$11,246.53 Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$26,577.97 Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$6,225.03	Services and Other Operational Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Base \$18,057 Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$121,503 Certificated Benefits 3000-3999: Employee Benefits LCFF Base \$23,815 Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$25,082 Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$10,178

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue master schedule that allows additional students to participate in all subject areas including: Art, ASB, Peer Helping, Drama, AP classes, etc., principally directed to better meet the needs of our unduplicated students by providing a broad course of student from moving to an eight period day versus a seven period day.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$168,615.34</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$39,492.66</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$9,410.82</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title I \$2,204.18</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$85,450</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$38,537</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$7,987</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title I \$3,818</p>
Continue the implementation of a School-Parent Compact for Achievement	No Cost 0	No Cost 0
Continue various ways for students to report bullying incidents	No Cost 0	No Cost 0
Continue collaboration schedule between high school ASB/SSA and middle school students.	No Cost 0	No Cost 0
Continue student of the month and award ceremonies at all sites.	No Cost 0	No Cost 0
Due to the high percentage of unduplicated students needing credit recovery, FMHS will continue to implement an additional credit recovery program for high school students during the summer and school day in order to continue to improve the high school dropout rate. Three periods during the day are dedicated to credit recovery opportunities as well as a summer school program.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$49,118.29</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$10,801.71</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I \$3,432.13</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$37,423</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$16,346</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Benefits 3000-3999: Employee Benefits Title I \$803.866	Certificated Benefits 3000-3999: Employee Benefits Title I 0
Create a district wide attendance/chronic absenteeism committee to help address our severe truancy issue.	No cost 0	No cost 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.

All Actions/Services that were budgeted were successfully implemented as planned.

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

ETUSD was very successful in providing needed support to all students to help continue a positive culture during the COVID-19 pandemic. We have been committed to providing needed mental health support for all students and staff over the course of the 2020-21 school year. We had two staff members, as well as our counselor and district psychologist assigned to specifically target this area. Since the beginning of school, they were having daily interaction with students who have been identified by either their teacher, or a parent, as needing mental support for various reasons. Individual and group meetings were held regularly on a scheduled basis via Zoom. Our district's team continued to assess students for risk, provided counseling and made referrals to outside services as needed, respond to crisis calls, provide self-harm/suicidal crisis support, and facilitate 504 meetings. Our junior high implemented a check in check out process where classified staff were also used to help support identified students.

It was a challenge to provide needed support to everyone due to everything being completely distanced. There were, unfortunately, a handful of students that no matter how hard we tried fell off the radar. We were not able to contact parents, and the students weren't responding to any form of communication from the school. We had an anonymous on-line report line set up and we had two instances where we had students tell us they were considering suicide, but they did not leave their name, so there was no way of figuring out who they were, or how we could help. We felt helpless on a few occasions, which was very difficult.

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
Items to ensure proper cleaning and disinfecting of the classrooms: Hand Sanitizer for each classroom and heavily traveled area, Classroom foggers to use in each classroom each day, other sanitation products to use in all areas of the school.	\$12,000	64,710	No
Items to ensure safety of students and staff: Face Shields, Face Masks, Desk Barriers, Plexiglas Barriers	\$30,000	43,834	No
Thermometers to check for COVID symptoms on a daily basis.	\$1,000	4,485	No
Additional tables for students to eat outside when allowed back on campus to help meet health guidelines	\$20,000	18,983	No
Health Aides to be stationed on each bus to ensure proper safety protocols are being followed.	\$42,000	20,544	No
Additional time for all aides in order to meet the maximum number of 16 people per Cohort for our high risk unduplicated pupils.	\$6,000	36,473	Yes
Additional hours for our part time special education teacher in order to meet the maximum number of 16 people per cohort for our special education students.	\$11,500	19,499	No

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.

There were a few areas where our actual expenses were much higher than expected. These areas included: items used to ensure proper disinfection of all classrooms. These items simply ended up costing much more than anticipated as we did not realize how long the COVID-19 pandemic would last. The pandemic lasted longer than originally expected, so our cost of provided more time to all aides to help keep the number of students low in the classrooms ended up costing much more than anticipated. The only area

where we ended up not spending as much as planned for was in providing additional time for classified to help monitor temperatures and social distancing on the buses. We ended up only using them in the mornings, and not the afternoon routes.

Analysis of In-Person Instructional Offerings

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

Successes that ETUSD experienced with implementing in-person instruction was how early we were able to begin bringing our students back. When many districts did not begin bringing students back until March or April, if at all, we were able to begin bringing students back onto campus in a hybrid model as early as October 19. Our students were thrilled to be back and unlike many districts, both CTA and CSEA were very supportive of getting students back onto campus. When we did bring students back we were very prepared with all safety precautions in place: masks, shields, desk barriers, foggers, extra sanitizing stations, wipes for all classes, additional staff to help take temperatures at school, and on buses; etc. ETUSD did everything possible to ensure the safety of both staff and students and make them feel as safe as possible while following all CDC guidelines for schools.

I believe one of the largest successes that ETUSD realized when bringing students back onto campus was how happy the students were to be there. We believe the experience made many students and families realize how much they really love going to school, and how important it is. Watching the students reunite with their friends and teachers was an amazing experience.

Challenges related to beginning to offer In-person instruction was figuring out how to balance the education of those students choosing to come back onto campus and those choosing to continue on full distance learning. Teachers were very concerned about having to juggle between them both and continue to offer a quality education to both groups at the same time. We ended up deciding to have all students in grades K - 6 continue their education through a separate on-line program using Independent Study teachers. The teachers for students in grades 7 - 12 did decide to continue to offer education through the regular classroom teachers to those on full distance learning through Zoom sessions and the Canvas platform.

Another challenge was the uncertainty and concern around not knowing when a student or staff member may test positive with COVID-19 and how the process of quarantining either the individual, group, class, or entire school would impact the student's education. This became very worrisome and stressful for everyone. During the holiday season when the positive cases of COVID-19 were rising, ETUSD made the decision to go back to full distance learning until the spike calmed down in order to avoid chaos, confusion, and to continue to offer a smooth education for the students through distance learning. We re-opened to in-person at the beginning of February.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chrome books to ensure proper distance learning tools for all unduplicated pupils	\$27,000	89,140	Yes
Hotspots to ensure proper distance learning tools for all unduplicated pupils.	\$26,000	30,074	Yes
Contract for the Canvas program for teachers to provide appropriate instruction and intervention during distance learning.	\$9,000	3,135	No
Purchase of on-line programs to ensure high quality instruction and intervention during distance learning for all unduplicated pupils: Moby Max, Next Gen Math, Edmentumm. Labster, PLATO	\$33,500	84,391	Yes
Curriculum, including on-line, for science and history to provide appropriate, standards based instruction based on common core during distance learning.	\$200,000	265,811	No
Laptops for staff to enable them to interact fluently with all students from multiple locations.	\$56,000	56,465	No
Increased internet ability and infrastructure at all school sites to ensure adequate ability for all staff and students to have smooth internet access during full and hybrid distance learning.	\$20,000	14,301	No
One full time and one part time teacher to provide full distance learning as students are allowed to come back onto campus.	\$75,000	209,506	No
Professional Development for teachers in Canvas to ensure high rigorous instruction and needed intervention to all unduplicated pupils.	\$35,000	12,850	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.

ETUSD ended up spending a large amount more than anticipated with the purchase of chromebooks. ETUSD ended up having many more students in need of chromebooks at home that expected. Our actual cost to all our new on-line programs was higher than planned due to the decision to contract with Aeries for our student information system to better monitor student attendance and success. We also spent more funds on our new on-line curriculum than expected due to higher cost than originally quoted by the

companies. When originally creating the plan, we simply made a mistake in the amount that one full time and one part time teacher would cost to continue to provide distance learning when students were allowed to come back resulting in our actual amount being higher. We did end up spending less than expected in two areas: We originally planned on a three year contract with the Canvas program, but only had to pay for one year. Our professional development for the Canvas program also did not cost us as much as expected due to a lower number of teachers taking advantage of getting paid to do the trainings over the summer.

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.

Continuity of Instruction: Keeping continuity of instruction through such a chaotic and confusing time was extremely difficult. Within a few weeks students, teachers, and parents had to transition from the education system they had been used to their entire lives to a completely different style and way of learning and teaching. Families were completely turned upside down with parents having to make arrangements for their children of all ages to stay at home all day long. No one was prepared for this, which made keeping any type of continuity of instruction extremely difficult. With that being said, our staff and students did an amazing job with the resources and time given. As it was hard for teacher trying to keep everyone on the same page without having the students there with them to monitor, they did the best they could. ETUSD finished off the 2019-20 year with a combination of Zoom sessions and packet work at all grade levels. Once we realized distance learning was going to continue into the 2020-21 school year, everyone new we needed to make some major improvements. Kern County Superintendent of Schools worked very closely with us in transitioning to full distance learning using the Canvas Platform. With this platform, all teachers were able to streamline all their lessons, assignments, and assessments to try to keep everyone together and keep continuity of instruction going.

Access to Devices and Connectivity: With the help of Kern County Superintendent of Schools, ETUSD was very successful in providing needed Chromebooks to all students, district-wide who needed one to participate successfully in distance learning. Chromebooks were checked out from each school site on a contractual basis with the parents. ETUSD was also able to provide hot spots to all households who did not already have internet service, or had poor internet service. No child was denied or without a Chromebook and/or hot spot. However, due to the very remote locations that many families live in within the ETUSD boundaries, internet service was difficult to receive even with hot spots. There are certain areas and canyons on our mountain that can not receive internet access at all, no matter what. It was also difficult because many students needed different services depending on the location the student lives in within the mountain communities. For example, students who live in Pine Mountain Club had to have a Verizon hot spot, while students in Lake of the Woods had to have an At & t. This made it very difficult to know and keep track of how many of which brand we needed to order. If we ran out of one brand it took a long time to get more delivered, so students were without internet longer than ideal to complete work through distance learning only.

Pupil Participation and Progress: Under normal circumstances, teachers have control over keeping students on task and on track during the school day. With full distance learning, teachers were completely powerless in keeping students participating during the day. They could try to keep them on task while on zoom sessions and work with parents when students were not showing any progress, but ultimately when the kids are working from home, they are either on their own or under the supervision of the parent. Some parents were very good at keeping the students on track and participating and some were non-existent. I do believe we were very successful in keeping the majority of our students on track and showing progress using the Canvas platform. Teachers worked hard over zoom calls to work together to come up with strategies to reach out to students and families who were not fully participating on a daily basis. At the elementary level, each teacher worked closely with each of their families, and at the junior high and high school levels, one specific teacher was assigned a group of students to monitor closely and make calls, emails, etc. when the students started falling behind.

Distance Learning Professional Development: As soon as ETUSD learned that full distance learning was going to continue into the 2020-21 school year we partnered immediately with Kern County Superintendent of Schools to contract with the Canvas Platform. We were very successful in working with the county to implement this platform district-wide. Two challenges that we faced were not providing the professional development for the platform, but getting all teachers to participate over the summer. Many teachers were so exhausted by the end of the 2019-20 school year they did not want to work over the summer. Many waited until right before school began to go through their training. We also have many veteran teachers at our elementary school who have difficulties with technology, so they had a difficult time learning both how to use the technology and the platform at the same time. That being said, our staff did an amazing job learning a completely new teaching style in such a short period of time, so that was a huge success.

Staff Roles and Responsibilities: We were successfully able to use classified staff to fill very important roles needed to help keep students and staff safe: aides on the morning buses and gates to take temperatures, aides in classrooms to keep class sizes down, and additional time for custodians to disinfect buildings. Continuing to successfully provide appropriate education to all students with unique needs was challenging in completing distance learning. Sometimes students would not show up to zoom sessions, or would not be willing to participate in activities. We were able to become more successful by working very closely with teachers and administration to stay in constant contact with the parents of students with unique needs. We worked on a "check-in, check out" model in order to maintain success for these students.

Supports for pupils with unique needs: We were successful in implementing a Check-in/Check-out protocol to help to address some concerns related to student needs. Staff continued to identify struggling students, connect them with a designated staff member to conduct regular check-in. This helped to maintain student engagement and provide designated supports. A few challenges we faced were in supporting our students with disabilities, specifically in finding ways to provide the modifications listed in their IEPs over a virtual platform. Our team had to come up with creative ways to adjust these supports. A challenge for our homeless students was in providing them with internet access to be able to fully engage in the curriculum. Although we provided every student with a device and hotspot, connectivity issues persisted due to the remote geographical nature of the community we serve/.



Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase school supplies (pencils, pens, paper, binders) to ensure students have access to necessary materials for pupils of families experiencing added financial hardship during this pandemic. This service is intended to improve learning and engagement of English learners, students with exceptional needs, socioeconomically disadvantaged pupils, and pupils performing below grade level.	\$10,000	42,283	Yes
Provide overtime, if necessary, for classified staff to sanitize classroom after each use and disinfect and disinfecting and cleaning any area used by any sick person.	\$20,000	32,871	No
Drivers and van usage to deliver lunches during distance learning	\$20,000	40,927	No

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.

Our cost to supplying school supplies to all students at home was much higher than anticipated due to the high number of students in need. Due to having to provide lunches for a longer period of time than expected to kids while on distance learning, the amount spent on van drivers to deliver the meals out to all our bus stops also ended up being higher than anticipated.

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.

Both classified and certificated staff members worked very hard to help mitigate learning loss. During the Covid-19 pandemic, ETUSD ensured all students were provided with a high quality education. Our district implemented needed actions and strategies to assess and address learning loss; offered supplemental instruction; ensured sufficient technology was available for teachers to provide instruction; and maintained an adequate supply of devices and connectivity for all pupils to participate in the educational program. ETUSD also made available student support services; provided a safe and healthy school environment; and conducted parent outreach to improve academic achievement. All actions and strategies were, and continue to be targeted to address learning loss and accelerate learning progress of pupils who are English learners; performing below grade level; of low socioeconomic status; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.

In order to assess and address pupil learning loss teachers utilized the collaboration time to evaluate formative and summative assessment data to refine and modify instructional strategies to mitigate learning loss and accelerate learning. Certificated teachers will continue to provide grade level standards content aligned curriculum of equivalent quality and intellectual challenge substantially equivalent to in-person instruction. In addition, the district will continue to provide instructional staff with technological and instructional strategies professional development to improve student learning and support the distance learning program.

Interventions and supplemental instruction have been and will continue to be provided to mitigate learning loss and accelerate learning for English learners, pupils not performing at grade level, and pupils with exceptional needs. Reading, writing, and mathematics interventions were offered during the school day to meet the needs of students and families. ETUSD allocated resources for online supplemental instructional materials to improve student learning. Summer school and academic tutorials (afterschool and Saturdays) will be offered to supplement instruction and mitigate learning loss. Credit recovery courses are offered for pupils to make up failed classes.

Students will be offered support services to assist with barriers that may impede learning. Instructional Support staff such as instructional assistants, EL coordinators, and site administrators will monitor pupil progress and engagement and designate any needed supports improve student learning. The district has made available health and social and emotional support, services, and education for pupils.

Although we were successful in many areas, it did not come without difficulties. We live in a very rural, remote area where internet connection is very spotty for many neighborhoods, and many parents are working full time so were not around to help keep their children accountable.

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.

ETUSD was very successful in providing needed mental and social support to all students. We have been committed to providing needed mental health support for all students and staff over the course of the 2020-21 school year. We had two staff members, as well as our counselor and district psychologist assigned to specifically target this area. Since the beginning of school, they were having daily interaction with students who have been identified by either their teacher, or a parent, as needing mental support for various reasons. Individual and group meetings were held regularly on a scheduled basis via Zoom. Our district's team continued to assess students for risk, provided counseling and made referrals to outside services as needed, respond to crisis calls, provide self-harm/suicidal crisis support, and facilitate 504 meetings. Our junior high implemented a check in check out process where classified staff were also used to help support identified students.

It was a challenge to provide needed support to everyone due to everything being completely distanced. There were, unfortunately, a handful of students that no matter how hard we tried fell off the radar. We were not able to contact parents, and the students weren't responding to any form of communication from the school. We had an anonymous on-line report line set up and we had two instances where we had students tell us they were considering suicide, but they did not leave their name, so there was no way of figuring out who they were, or how we could help. We felt helpless on a few occasions, which was very difficult.

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.

ETUSD was very successful in providing Pupil and Family Engagement and Outreach was very successful. ETUSD mailed home student information forms and picked them back up during our textbook and chromebook distribution days at the start of the year. This information was entered into our Illuminate program to initiate communication with all families. Any time information is disseminated to families it was sent out in multiple formats in order to reach all families, no matter what language is spoken or whether they have the internet or not. Information is always physically mailed out, put on the district website, put out by using: robocall, text, and email. The information was also put out in any language needed.

As we moved forward with distance learning, our academic task force worked hard to continue to communicate with the parents and students of those who are not attending class on a regular basis. At the end of each day, a list of student names was given to the team and they began making phone calls the next day to find out what was going on and what services may be needed. This allowed ETUSD to keep a good eye on all students and helped with not allowing any students to fall through the cracks. As we moved further into the year, as students began falling behind, this task force worked the same way by touching base with the families and offering support for the student academically.

Analysis of School Nutrition

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

ETUSD was very successful in providing nutritionally adequate meals for all of our students while on distance learning. Our community is spread out over a large area of mountainous terrain, and is split up into five different mountain communities. Families are spread way too far to have only one central location for families to come pick up meals, so we are using our vans to take meals to seven different stops throughout the mountain. There was one stop in Lebec, two stops in Frazier Park, one stop in Lake of the Woods, one stop in Pinon Pines, and two stops in Pine Mountain Club. Two meals were delivered on Mondays and Wednesdays, with one meal delivered on Fridays. Parents could also pick up a meal from the El Tejon Cafeteria any day between 11:00 – 3:00 if those pick up times didn't work for them. Once students began coming back onto campus for a hybrid model, these meals continued to be delivered, along with feeding the students who are on campus on their specific days.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

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

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.

NA

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.

After analyzing all successes and difficulties of implementing in-person and distance learning programs over the course of the 2020-21 school year, ETUSD decided to slightly alter our two broad goals and add two focus goals to go along with them. Goal one specifically details out implementing curriculum and assessments for new common core curriculum in all subject areas, not just math and ELA. Under this goal we added a focus goal revolving specifically around continuing to address learning loss. ETUSD experienced a large percentage drop of enrollment due to the COVID-19 pandemic. Due to this, we kept our second goal revolving around school culture and climate, but added a focus goal specifically addressing attendance and enrollment issues.

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

ETUSD will implement a new district wide benchmark assessment system to streamline the process of continuing to address learning loss. Data will be looked at district wide during PLC time on Wednesday afternoons to determine strategies needed to advance student academics. We also added additional positions to help address learning loss for students with unique needs: Student Success Facilitator, EL Aides for each campus, and an intervention teacher for the younger grade levels.

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

There were no substantial differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the action or services actually implemented. ETUSD worked very hard to provide all the same academic services as planned using technology to make it all happen with the students participating in distance learning.

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.

After reflecting on the success, challenges, and student outcomes from the 2019-20 LCAP and Learning Continuity and Attendance Plan, ETUSD decided to slightly alter our two broad goals and add two focus goals to go along with them. Goal one specifically explains in detail implementing curriculum and assessments for new common core curriculum in all subject areas, not just math and ELA. Under this goal we added a focus goal revolving specifically around continuing to address learning loss. ETUSD experienced a large percentage drop of enrollment due to the COVID-19 pandemic. Due to this, we kept our second goal revolving around school culture and climate, but added a focus goal specifically addressing attendance and enrollment issues.

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	1,427,677.55	1,708,504.00
	0.00	0.00
LCFF Base	74,855.00	169,328.00
LCFF Supplemental and Concentration	1,156,020.98	1,229,527.00
Lottery	19,309.00	13,441.00
Title I	172,492.57	295,631.00
Title III	5,000.00	577.00

* 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	1,427,677.55	1,708,504.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,098,984.03	1,168,005.00
2000-2999: Classified Personnel Salaries	4,641.43	3,757.00
3000-3999: Employee Benefits	256,735.09	434,586.00
4000-4999: Books And Supplies	1,295.00	1,995.00
5000-5999: Services And Other Operating Expenditures	66,022.00	100,161.00

* 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	1,427,677.55	1,708,504.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	52,374.89	124,881.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	924,255.73	855,612.00
1000-1999: Certificated Personnel Salaries	Title I	118,302.26	187,512.00
1000-1999: Certificated Personnel Salaries	Title III	4,051.15	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	1,214.22	1,248.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	3,427.21	2,509.00
3000-3999: Employee Benefits	LCFF Base	12,767.89	25,142.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	213,828.04	333,058.00
3000-3999: Employee Benefits	Title I	29,190.31	76,386.00
3000-3999: Employee Benefits	Title III	948.85	0.00
4000-4999: Books And Supplies	Lottery	1,295.00	1,995.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	8,498.00	18,057.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	14,510.00	38,348.00
5000-5999: Services And Other Operating Expenditures	Lottery	18,014.00	11,446.00
5000-5999: Services And Other Operating Expenditures	Title I	25,000.00	31,733.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	577.00

* 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	1,036,140.56	1,314,355.00
Goal 2	391,537.00	394,149.00

* 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	\$122,500.00	\$208,528.00
Distance Learning Program	\$481,500.00	\$765,673.00
Pupil Learning Loss	\$50,000.00	\$116,081.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$654,000.00	\$1,090,282.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$116,500.00	\$172,055.00
Distance Learning Program	\$360,000.00	\$549,218.00
Pupil Learning Loss	\$40,000.00	\$73,798.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$516,500.00	\$795,071.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$6,000.00	\$36,473.00
Distance Learning Program	\$121,500.00	\$216,455.00
Pupil Learning Loss	\$10,000.00	\$42,283.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$137,500.00	\$295,211.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
EL TEJON UNIFIED SCHOOL DISTRICT	Sara Haflich Superintendent	shaflich@el-tejon.k12.ca.us 661-248-6247

Plan Summary [2021-22]

General Information

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

El Tejon Unified School District is a unique, rural school district which is located within a wide range of areas in the mountain communities. ETUSD has teachers who serve approximately 750 students TK through twelfth grades and consists of three schools. Frazier Park School, which serves students in pre-Kindergarten through fourth grades, El Tejon School, which serves students in the fifth through eighth grades, and Frazier Mountain High School, which serves ninth through twelfth grades.

Frazier Park Elementary School is located in the heart of Frazier Park, El Tejon School and the district office are located off of Interstate 5 in Lebec, and Frazier Mountain High School is located west of Interstate 5 between the towns of Gorman and Lebec. All three school sites serve the communities of: Lebec, Pinon Pines, Cuddy Valley, Lockwood Valley, Frazier Park, Lake of the Woods, Pine Mountain Club, and the western Antelope Valley, which includes Neenach. The combined population of the greater Frazier Park area served by the ETUSD is approximately 10,000. Demographics for ETUSD are as follows: 40% Hispanic or Latino, 51% White, and 9% other, and 10% English Learners. The area served by the district is primarily small, residential communities with a diverse socioeconomic spectrum. Due to limited job opportunities in the area, many parents commute north to Bakersfield (80 - 120 miles round-trip), or south to the Los Angeles area.

Students in the El Tejon Unified District face unique challenges due to the location. Students live in a very rural area with very limited opportunities outside of the school day. Because of this, we have worked hard to provide as many opportunities for them as possible through the schools. LCFF funds have been used to bring more clubs and programs to keep kids engaged as well as monies from the Career Technical Education Incentive Grant to develop multiple CTE pathways at the high school and middle school. Our unified district begins with a TK program and ends with a WASC Accredited high school which offers all opportunities for students to successfully attend any four year university they desire and/or be career ready. These unique challenges have also been amplified over this past year with families being quarantined due to the COVID-19 pandemic. Before the quarantine, attending school for many students was one of the only times they were able to be away from their home at all due to the rural areas they live in. Most communities in our area do not have any type of parks, walkways, play areas, etc., for students to go outside and have any type of fun, even if it is by themselves. Many of the areas are also in very remote locations where internet connection is difficult even with provided hot-spots making distance learning that much more

challenging for students, parents, and teachers. ETUSD has worked very hard this past year to meet these many difficult challenges in order to ensure the continuing to provide a proper education to all our students as well as providing needed social-emotional support.

Reflections: Successes

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

Due to the COVID-19 pandemic, much of the data we are using is from the 2019 California Dashboard from before the state was placed on mandatory stay at home orders. At that time ETUSD showed many improvements on the California Dashboard. District wide we moved from orange to green in ELA scores and from red to orange in chronic absenteeism. We also increased to Blue on our graduation rate. At Frazier Park School we increased from green to blue on suspension rate, and orange to yellow on ELA scores. At El Tejon Middle we increased from red to yellow on suspension rate, and orange to yellow on math scores. At Frazier Mountain High School we also increased to green on our ELA scores. We also have local assessments being used at all grade levels. ETUSD plans to continue this success by continuing and building upon our Wednesday afternoon collaboration time with grade levels, subject areas, and school sites. We also plan to begin implementing a district curriculum committee to continue deeper collaboration. We have also continued to maintain our “met” status on all local indicators. ETUSD also showed improvement in AP scores, ELA scores in grades 6 and 11, math scores in grades 5 and 6, as well as lowering our drop out rates. ETUSD is very proud of lowering our dropout rate and raising our graduation rate and will continue to improve our percentages by advancing our credit recovery program at the high school level. We are also very proud of our excellent CTE program and will continue to grow this program by beginning to offer classes at the junior high level as well as small opportunities for elementary school students.

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.

ETUSD has scored orange district wide in chronic absenteeism, however is at the Red tier at Frazier Park School. 17.5% of ELs were chronically absent on the 2019 Dashboard and Socio-economically disadvantaged students were 18.8%. The district has been working with Kern County Superintendent of Schools doing a root/cause analysis with a district team in order to dive deeper into the causes of our absenteeism issues. Moving forward, ETUSD will be hiring a Student Success Coordinator to work directly with families to provide support to get their children to school on a consistent basis. We will also begin better implementing our SARB process. This individual will work closely with the school site administrator to help in various ways to get students to school on a regular basis along with leading a chronic absenteeism committee with representatives from each school site along with our local Family Resource Center. ETUSD will also be implementing Next Level Character curriculum at the middle and high schools to help build school culture.

While we are proud that ETUSD was green in ELA on the 2019 Dashboard, we also acknowledge that some achievement gaps exist for some of our student group. Students with Disabilities was Orange in ELA and ELs and Low-Income students were yellow on the 2019

Dashboard indicating that additional supports are need for these student groups. This will really help to strengthen that your unduplicated students have needs and that will help to justify your contributing actions ETUSD in the orange district wide with our math scores and both El Tejon and Frazier Mountain high schools and red with our students with disabilities and socio-economically disadvantaged subgroups. While ELs were also orange in math, they were almost 20 pts lower when compared to "All" students. ETUSD will be re-establishing a curriculum committee with representation from each grade span and school site with a focus on working more closely together in math and ELA assessments, teaching strategies, and re-teaching strategies. Our resource teachers will also be working more closely with our regular education teachers with our push-in program and collaborating with them on specific areas that need to be focused on for each specific student with a disability.

ETUSD scored red in suspension rate district wide.

All administrators will be attending a training in PBIS in order to establish a set district wide policy based on positive re-enforcement strategies. We have also hired a full time district psychologist who will also be the counselor at El Tejon School to bring more support to students having a difficult time with behavior. The Next Level curriculum will also be implemented to help improve school culture and compliment our Safe Schools Ambassadors program.

ETUSD is in the orange category for College/Career Readiness.

ETUSD is implementing a college/career readiness class at the junior high level to help provide a successful platform for all incoming freshmen in both the importance of graduation as well as introducing them to each of the high school's CTE pathways. Frazier Mountain High School has received grant funding to help build a stronger CTE program for all high school students in the areas of: agriculture, technology, law enforcement, and both 2D and 3D Studio Art. All freshman also participate in a Success 101 elective which is dual enrolled with Bakersfield College and provides a platform for all students to proceed in a positive path moving through high school. FMHS has also worked with Bakersfield College to dual enroll our Success 101 class that all freshmen take which will drastically help our College/Career Readiness percentage.

LCAP Highlights

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

ETUSD's LCAP has four goals focusing on two primary areas: academics and school culture/climate. We have one broad goal for each area and one focus goal underneath each area. Until this year ETUSD has been implementing and assessing students using new common core curriculum, but were still using older curriculum in the other subject areas. Our broad academic goal focuses on not only updating our assessments for ELA and math, but creating and implementing pacing calendars and assessments for our newly adopted social science and science curriculum. Our focus goal related to goal number one focuses on actions and strategies to begin mitigating learning loss caused by the COVID - 19 pandemic which focuses on both the academic and socio-emotional needs of all students.

Chronic absenteeism and attendance rates continues to be a problem area for all ETUSD school sites. Our second broad goal emphasizes continuing to improve our school culture to result in better attendance and provide needed social emotional support for all students with a focus goal specifically revolving around increasing attendance percentages.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

August/September:

8/20/20: Held meeting with all administrators to review the Learning Continuity and Attendance Plan along with all goals from the 2019-20 LCAP.

Principals reviewed the Learning Continuity and Attendance Plan again with their staff for further implementation.

September/February: Held bi-monthly meetings on Tuesday mornings at 9:00 with all principals and management team to monitor progress on the action plan within the Learning Continuity and Attendance Plan and to ensure alignment with each individual school site plan. Each site principal was asked to begin keeping track of how they were meeting each action step.

March/April: Reviewed progress and gained input on LCAP in Staff, Student, Parent, and Community meetings:

3/23/21 - Frazier Park's School Site Council met to discuss goals and action steps.

3/24/21 - Met with ELAC to gain input of goals and action plan.

3/25/21 - El Tejon's School Site Council met to discuss goals and action steps.

3/22/21 - 3/26/21: Held informational meetings with students grades 5 - 12 to gain input.

4/12/21 - Met with FMHS School Site Council to gain input on goals and action steps.

4/19/21: Met with CSEA representative to gather input on goals and action steps.

4/20/21: Met with CTA representatives to gather input on goals and actions steps.

4/29/21: Met with DAC to gain input on goals and action plan. Superintendent did respond to comments in writing.

May/June

5/3/21: Surveyed all staff members both classified and certificated to gain additional input.

5/10/21: Surveyed all parents district wide to gain additional input.

5/15/21: Revised LCAP with additional input.

5/17/21: met with Kern County SELPA to give and receive input.

5/28/21: Held meeting with principals and all managers to review updated goals and action plan. In addition to receiving stakeholder input, the superintendent also reviewed the School Plan for Student Achievement for all sites to ensure that the LCAP Goals and Actions are addressing the needs at the site-level.

6/4/21: Make draft available to public for viewing

6/9/21: Take draft to public hearing

6/14/21: Board approval of LCAP

6/21/21: Send to KCSOS for approval

A summary of the feedback provided by specific stakeholder groups.

1. School Site Council's input: bring back field trips and enrichment opportunities, providing specific training for diverse needs (RTI, PBIS, Gate, Project Based Learning, etc.) Additional training in Illuminate to help drive instruction and curriculum. Teachers would also like to see more true intervention during the school day and after school tutoring program. They would like to see more socio-emotional support for students due to COVID.
2. ELAC input: find additional ways to involve parents more as well as providing more ELD support within the school day.
3. Student input: return to five days of instruction and get back to normal routines.
4. CSEA members did not have input at this time but we discussed putting an anonymous survey out to all classified staff to try and obtain input.
5. CTA input: Many teachers want to get back to five days of instruction and socio-emotional support is highly needed. We spoke about putting a survey out to all teachers
6. DAC to gain input: Additional help is needed in: Intervention, tutoring, ELD and emotional support
7. Input from staff survey: Focus on emotional and academic skills, need tutoring, need a reading and math specialist, return of the 2nd Grade community reading program, focused district wide PLC for reading data and changing lessons to match student needs, an ELL teacher to work with EL students regarding academic and language needs, summer school, target failing students and create credit recovery opportunities, remediation in math, trying to find a way to reclaim our students who have mentally checked out, small class sizes.
8. Input from parent survey: go back to full in person teaching, Individual assessments to see which students are behind, preparatory packets for the grade they will be entering, tutoring

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

A large percentage of stakeholder input influenced aspects of our LCAP. These new actions/goals and funding is being added based on stakeholder input:

Goal #1: Additional training in Illuminate to help drive instruction and intervention, ELD Support, focused district wide PLC for reading data and changing lessons to match student needs, an ELL teacher to work with EL students regarding academic and language needs, targeting failing failing students and create credit recovery opportunities, math remediation, and individual assessments to see which students are behind.

Goal #2: Teachers would also like to see more true intervention during the school day and after school tutoring program, Intervention, tutoring, focus on academic skills, need tutoring, need a reading and math specialist,

Goal #3: field trips and enrichment opportunities, providing specific training for diverse needs (RTI, PBIS, Gate, Project Based Learning, etc.), They would like to see more socio-emotional support for students due to COVID, find additional ways to involve parents more as well as providing more ELD support within the school day, return to five days of instruction and get back to normal routines, socio-emotional support is highly needed, trying to find a way to reclaim our students who have mentally checked out, small class sizes.

Goals and Actions

Goal

Goal #	Description
1	ETUSD will implement curriculum in all core subject areas to ensure academic achievement for all students as measured by an analysis of data relating to common assessments, intervention, student academic achievement, and increased student engagement that support academic achievement for all students.

An explanation of why the LEA has developed this goal.

ETUSD has successfully implemented new curriculum in math and ELA; however, just recently adopted new curriculum in science and history which meet current common core standards. Teachers need to effectively collaborate district wide on the implementation, integration, assessment, and intervention of curriculum in all core subject areas to ensure success for all students. ETUSD does not currently have any common assessments in these areas and needs to improve our intervention program. ETUSD in the orange district wide with our math scores and both El Tejon and Frazier Mountain high schools and red with our students with disabilities and socio-economically disadvantaged subgroups. While ELs were also orange in math, they were almost 20 pts lower when compared to "All" students. By building staff capacity through professional development for English Learners, supplemental instructional materials, additional intervention support, smaller class sizes, and ongoing progress monitoring of metrics listed below, student engagement will increase leading to higher levels of academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a: Basic Services: Teachers credentialed and appropriately placed as measured by local staffing data.	Illuminate: 99%				SARC: 100%
Priority 1b: Basic Services Access to Curriculum as measured by William's reporting.	Maintain 100% of students have access to core curriculum as per William's visit report.				Maintain 100% of students have access to core curriculum as per William's visit report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1c: Basic Services: School Facilities as measured by Facility Inspection Tool	All three school sites maintain "good" rating based on FIT report.				All three school sites maintain "good" rating based on FIT report.
Priority 2a: Implementation of State Standards as measured by (rubric, classroom observations, local indicator self-reflection tool)	100% of classrooms implement common core standards in all subject areas.				100% of classrooms implement common core standards in all subject areas.
Priority 2b: Implementation of State Standards in ELD standards for English learners as measured by a review and Designated and Integrated ELD implementation.	Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades K-5. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.				Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades K-5. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.
Priority 4a: Pupil Achievement: State Assessments as measured by	2019 Dashboard (All Students): ETUSD: ELA - Green Math - Orange				Dashboard (All Students): ETUSD: ELA - Blue Math - Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard and CAASPP Results.	<p>Frazier Park Elementary: ELA - Yellow Math - Yellow</p> <p>El Tejon: ELA - Yellow Math - Orange</p> <p>FMHS: ELA - Green Math - Orange</p> <p>2018-2019 California Science Test (CAST) % Meeting or Exceeding 5th- 22.22% 8th - 24.53% 11th- 30.88%</p>				<p>Frazier Park Elementary: ELA - Green Math - Green</p> <p>El Tejon: ELA - Green Math - Yellow</p> <p>FMHS: ELA - Blue Math - Yellow</p> <p>CAST % meeting or exceeding standards 5th- 30% 8th- 32% 11th- 38%</p>
Priority 4b: Pupil Achievement: A-G completion rate as measured by local data (Illuminate).	2019 Illuminate: 22%				Aeries: 45%
Priority 4c: Pupil Achievement: CTE completion rate	2020 Dashboard: 33.3% orange				CA Dashboard: 55%
Priority 4d: Percentage of pupils who met B and C	2020 Dashboard A-G 22% CTE 33.3%				Ca Dashboard: 45% 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4e: % of ELs who make progress toward English Proficiency as measured by CA Dashboard English Learner Proficiency Indicator	2019 Dashboard: 84.4%				CA Dashboard: 95%
Priority 4f: EI reclassification rate as measured by Data Quest.	2019-20 Data Quest: 19.6%				Data Quest: 30%
Priority 4g: Percent of pupils who pass AP exams with score of 3 or higher as measured by Data Quest.	2020 Dashboard: 94%				Data Quest: 96%
Priority 4h: percentage of students showing college preparedness as measured by the 2019 Dashboard.	2019 Dashboard: 32.7% Orange				Dashboard: 55% Orange
Priority 8: Other pupil outcomes: pupil outcomes for courses described under EC 51210 and 51220(a)-(i)	2019 Local Assessment: 8th Grade Students scoring Algebra Ready: 75%				Local Assessment: 8th Grade Students scoring Algebra Ready: 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	History Curriculum Adoption	ETUSD adopted a district wide history curriculum aligned with common core standards with an on-line component and built in ELD strategies for our unduplicated population.	\$100,796.00	No
2	Science Curriculum Adoption	ETUSD adopted a science curriculum aligned to the common core standards with an on-line component and to built in ELD standards for our unduplicated population.	\$160,178.00	No
3	Reimplement PLC Teams	Due to low performance on the California Dashboard for our unduplicated students, teachers will collaborate both inter-disciplinary and within grade level/subject areas during additional district-wide collaboration time on Wednesday afternoons to discuss ways to better meet the needs of our unduplicated pupils. Funds will pay for staff to collaborate and plan outside of regular contract hours.	\$7,269.00	Yes
4	Supplemental Curriculum Elevation - EL Math, ELA, and Progress Monitoring	Implement district wide the Elevation curriculum which contains an EL data platform and curriculum for both math and ELA to better help our EL unduplicated population.	\$79,625.00	No
5	EL Aides	ETUSD will hire an EL aide for each school site to help reinforce the English Language Development of our unduplicated EL population.	\$34,519.00	No
6	Next Generation Math	Due to low test scores for our unduplicated pupils, ETUSD will use Next Generation Math for district wide intervention for mathematics.	\$14,200.00	No
7	Implement Districwide Assessments	ETUSD will create and implement district wide benchmark assessments and pacing guides to help monitor and support all unduplicated pupils. Budgeted funds will allow for staff to meet outside the regular work day to develop assessment and create pacing guides.	\$14,538.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Professional Development for New Curriculum	ETUSD will offer appropriate professional development for all newly adopted core content curriculum.	\$10,000.00	Yes
9	ELD Professional Development	Provide needed professional development for teachers and new EI classroom aides on researched based instructional strategies determined by teachers and administration including: ELD instructional strategies, data analysis, and professional learning communities to help promote language acquisition leading towards English proficiency.	\$52,500.00	Yes
10	Researched Based Instructional Strategies	Implement researched based instructional strategies based on common core instruction. (Explicit and systematic instruction, verbalization of thought process, guided practice, modeling, corrective feedback, etc.)	\$0.00	No
11	Instructional Strategy Monitoring Tool	ETUSD will create a district wide tool to monitor the implementation of researched based instructional strategies in all classrooms.	\$0.00	No
12	Renaissance Learning	Renew the purchase of Renaissance Learning for assessment, intervention, and enrichment for Frazier Park Elementary School to better meet the needs of our unduplicated students.	\$4,547.00	Yes
13	PLATO	Renew purchase of the supplemental PLATO program for credit recovery at FMHS and on-line classes for independent study students to better meet the needs of our unduplicated students.	\$15,000.00	Yes
14	TK Classroom Aides	Continue additional TK classroom aides for early literacy to enhance focus on unduplicated student needs.	\$27,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Student Assistant Team	Continue to refer struggling students to Student Assistant Teams and continue to hold follow up SAT's for previously referred students to better meet the needs of our unduplicated students. Funds will provide stipends for SAT coordinators.	\$25,310.00	Yes
16	EL Programs	Due to low EL performance, ETUSD will continue additional EL programs at each school site. Unduplicated EL students will be placed in additional appropriate programs to help in areas of struggle. (tutoring, RTI, intervention classes, etc.)	\$31,358.00	Yes
17	Additional teachers for class size reduction.	In order to promote student engagement and increase connectedness, ETUSD will staff an additional 6.5 teacher which will allow for smaller class sizes and allow teachers to better meet the socio-emotional needs of all students.	\$673,989.00	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	ETUSD will provide opportunities to mitigate learning loss caused by the COVID-19 pandemic closure to all campuses measured by an analysis of data relating to common assessments, intervention, student academic achievement, and increased student engagement that support academic achievement for all students.

An explanation of why the LEA has developed this goal.

Students being asked to move to full distance learning so quickly in March of the 2019-20 school year, and remaining on primarily full distance learning through the 2020-21 school year due to the Corona Virus and state mandates, has resulted in mass learning loss for many ETUSD students including our unduplicated students. Over 50% of our junior high received F's in two or more classes, while over 30% of the high school students received F's in core classes keeping them from staying on track for graduation. ETUSD has developed a long term plan to begin mitigating this learning loss. By building staff capacity through professional development, providing additional extended learning opportunities through tutoring and summer school, additional support staff, and ongoing progress monitoring of metrics listed below, students learning will be accelerated to lessen to academic impacts caused by COVID.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1b: Basic Services Access to Curriculum as measured by curriculum reporting to Williams.	Maintain 100% of students have access to core curriculum as per William's visit report.				Maintain 100% of students have access to core curriculum as per William's visit report.
Priority 2a: Implementation of State Standards as measured by (implementation rubrics, classroom	Maintain 100% of students have access to core curriculum for implementation of standards as per William's visit report.				Maintain 100% of students have access to core curriculum as per William's visit report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
observations or Local Indicator Reflection Tool.					
Priority 2b: Implementation of State Standards in ELD standards for English learners as measured by local data (or a review of Designated and Integrated ELD)	Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades K-5. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.				Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades K-5. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.
Priority 4a: Pupil Achievement: State Assessments as measured by the CA Dashboard.	2019 Dashboard (All Students): ETUSD: ELA - Green Math - Orange Frazier Park Elementary: ELA - Yellow Math - Yellow El Tejon: ELA - Yellow Math - Orange FMHS: ELA - Green Math - Orange				Dashboard (All Students): ETUSD: ELA - Blue Math - Yellow Frazier Park Elementary: ELA - Green Math - Green El Tejon: ELA - Green Math - Yellow FMHS: ELA - Blue Math - Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018-2019 California Science Test (CAST) % Meeting or Exceeding 5th- 22.22% 8th - 24.53% 11th- 30.88%				CAST % meeting or exceeding standards 5th- 30% 8th- 32% 11th- 38%
Priority 4e: EL progress as measured by the CA Dashboard.	2019 Dashboard: 84.4% making progress toward English language proficiency				2019 Dashboard: 95%
Priority 4f: EL reclassification rate as measured by DataQuest.	2019-20 Data Quest: 19.6%				Data Quest: 30%
Priority 4g: percentage of students who pass AP exams with a score of 3 or higher.	2020 Dashboard: 94%				Dashboard 96%
Priority 4h: percentage of students showing college preparedness as measured by the 2019 Dashboard.	2019 Dashboard 32.7%				Dashboard: 55%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Renew Illuminate for Assesements	ETUSD will continue the usage of Illuninate's Data Analysis and Assessment program to monitor continuous student success and areas of need for all students.	\$30,452.00	Yes
2	Professional Development in Illuminate Assessments	ETUSD will provide needed professional development for all teachers in the Illuminate Assessment program for ultimate success in student academic growth.	\$71,224.00	Yes
3	Implement Benchmarks and PLC Reflection Sheet	Update and implement district wide PLC reflection sheet to monitor differentiated instruction and intervention within each classroom based upon findings in data analysis of district wide benchmarks and CFA's. Budgeted funds will provide extra duty pay for staff to meet to update reflection sheet and review data and pay the cost of subs to allow to staff to meet during the regular work day.	\$11,000.00	Yes
4	Summer School	ETUSD will offer summer school for all students who have experienced learning loss due to the COVID-19 pandemic as well as credit recovery for high school students to help graduation rates. Budgeted funds will cover the cost of staffing for the summer school program.	\$86,540.00	No
5	Additional Hours for Tutoring and Progress Monitoring	ETUSD will provide necessary additional hours to certificated and classified staff for after school tutoring for all students who have experienced learning loss due to the COVID-19 pandemic.	\$238,484.00	Yes
6	Additional Hours for Aides	ETUSD will provide additional hours for special education aides in order to provide more one-on-one attention to students with disabilities in mitigating learning loss.	\$29,328.00	No

Action #	Title	Description	Total Funds	Contributing
7	Additional Classified Hours for Summer School	ETUSD will provide additional hours for classified aides to help run summer school to enhance academic skills and help mitigate learning loss. (special education aides, kitchen staff, secretaries)	\$100,336.00	No
8	Professional Development	Due to low test scores for our unduplicated students ETUSD will provide needed professional development for differentiated instructional strategies for teachers. Budgeted funds will cover registration fees, travel cost for out-of-town conferences, overtime for staff to attend PD outside of the regular work day, and materials for PD.	\$51,066.00	Yes
9	Hire Student Support Facilitator	<p>Due to low test scores and high chronic absenteeism among our unduplicated pupils, ETUSD will hire a student support facilitator to work directly with families in understanding and helping underlying causes contributing.</p> <p>This full-time position plus benefits is partially funded out of LCFF funds and federal funds and supports the implementation of several goals.</p> <p>Goal 2: Action #9 \$51,694 LCFF</p> <p>Goal 3: Action #1 \$15,506 LCFF</p> <p>Goal 4: Action #1 \$11,506 Federal Funds</p>	\$51,694.00	Yes
10	Intervention Teacher	In order to help mitigate learning loss for our unduplicated pupils, ETUSD will implement an intervention teacher to begin remediation in K - 4th grade students at Frazier Park Elementary School.	\$114,844.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	ETUSD will continue to improve the climate of all schools as measured by an analysis of student and parent engagement, attendance rates, as well as action items that build students' capacity and skills in order for students to continue to grow in their social emotional development.

An explanation of why the LEA has developed this goal.

Students who live in the mountain community come from a unique culture. There are limited opportunities for students to participate in a variety of experiences, and many parents are OK with students not going to school on a daily basis, and due to the location, many are off the mountain all day for doctor's appointments, etc. The closure of in-person instruction over this past year has also had unique effects on many of our students. Many live in rural areas where they have had no ability to socially interact with anyone outside of school. The results of our Healthy Kids Survey have shown that only 60% have Academic Motivation, 64% feel they have a caring adult relationship, 37% focus on school work, and 27% feel they have meaningful participation. Now that students are beginning to come back to in-person instruction, programs and necessary socio-emotional support is needed more now than ever to get our students back on track. Suspension rate was also over our expected goal before the school shut down. Strategies within the LCAP help address these areas as well as help bring necessary opportunities to students during the school day to help create a well-rounded human being. By focusing on Social emotional learning needs, increasing access to courses, club, and activities, credit recovery supports, and ongoing progress monitoring of metrics listed below, we will provide a positive school climate that supports the whole child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority3a: Parental involvement: Efforts to seek parent input in making decisions for district and sites as measured by local data (sign in sheets or participation logs) Continue quarterly ELAC, DAC, and School Site Council	Continue quarterly ELAC, DAC, and School Site Council meetings. Increase attendance rates at back to school nights: FP: 75% ET: 47% FMHS: 20%				Continue quarterly ELAC, DAC, and School Site Council meetings. Increase attendance rates at back to school nights: FP: 85% ET: 60% FMHS: 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meetings. Increase attendance rates at back to school nights:					
Priority 3b: Parental involvement: District promotes participation of parents of unduplicated students as measured by local data.	Maintain quarterly ELAC meetings (4 times per year). to engage our EL families.				Maintain a minimum of 4 ELAC meetings (held quarterly)
Priority 3c: Parental Involvement: District promotes participation of parents of students with exceptional needs as measured by invitations and IEP sign-in sheets.	100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations				100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations
Priority 5a: Pupil Engagement: Attendance rates as measured by local data.	2019-20 Local Student Data: District: 94.2% FP: 94.1% ET: 94.3% FMHS: 94.4%				Local Student Data: District: 97.2% FP: 97.1% ET: 97.3% FMHS: 97.4%
Priority 5b: Pupil Engagement: Chronic absenteeism rate as measured by the Ca Dashboard.	2019 Dashboard: 19.1% Orange				Dashboard: Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5c: Pupil Engagement: Middle School dropout rate as measured by CALPADS.	2019-20 CalPads Data: 0%				CalPads Data: 0%
Priority 5d: Pupil Engagement: High School dropout rate as measured by CALPADS.	2019-20 CalPads Data: 4.48%				CalPads Data: 2%
Priority 5e: Pupil engagement: High school graduation rate as measured by CA Dashboard.	2020 Dashboard: 95.5%				Dashboard: 98%
Priority 6a: Pupil Suspension Rate as measured by the CA Dashboard.	2019 Dashboard: 10% Red				Dashboard: Yellow
Priority 6b: Pupil Expulsion Rate as measured by CALPADS (or DataQuest)	0%				0%
Priority 6c: Other local measure on sense of safety and school connectedness as measured by the Healthy Kids Survey	Health Kids Survey: (average of three grade levels) Academic Motivation: 60% Caring Adult Relationships: 64% Focus on school work: 37%				Health Kids Survey: (average of three grade levels) Academic Motivation: 75% Caring Adult Relationships: 80% Focus on school work: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Meaningful participation: 27%				Meaningful participation: 45%
Priority 7a: Course Access: Extent to which pupils have access to and are enrolled in a broad course of study as measured by daily and master schedules.	100% of students have access to a broad course of study.				100% of students have access to a broad course of study.
Priority 7b: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils as measured by a review of program enrollment data.	100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.				100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.
Priority 7c: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils as measured by a review of Special Education Services as detailed in IEPs.	100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.				100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Support Facilitator	<p>Due to low test scores and high chronic absenteeism among our unduplicated pupils, ETUSD will hire a student support facilitator to work directly with families in understanding and helping underlying causes contributing.</p> <p>This full-time position plus benefits is partially funded out of LCFF funds and federal funds and supports the implementation of several goals. Goal 2: Action #9 \$51,694 LCFF Goal 3: Action #1 \$15,506 LCFF Goal 4: Action #1 \$11,506 Federal Funds</p>	\$15,506.00	Yes
4	Next Level Socio Emotional Curriculum	Socio-emotional curriculum to improve student mental health as well as improving socio-emotional development.	\$26,786.00	No
5	Saturday Schools	ETUSD will provide additional extended learning opportunities through Saturday School to support learning needs of all students, include English Learners, Low-Income, and Foster Youth. Funds will cover staffing cost to be able to run Saturday School programs.	\$144,778.00	Yes
6	Robocalls	Increase parent communicated regarding absences through the use of Robocall in order to promote positive student attendance.	\$2,500.00	No
7	Additional Clubs/Programs	Continue additional clubs and programs after school and during the day for all students to participate primarily directed to provide enrichment experiences which most unduplicated students cannot afford. Budget funds will cover the cost of staffing for clubs and programs at all sites, as well as any necessary materials and supplies.	\$72,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Additional opportunities for unduplicated students during the school day.	Continue master schedule that allows additional students to participate in all subject areas including: Art, ASB, Peer Helping, Drama, AP classes, etc., principally directed to better meet the needs of our unduplicated students. Budgeted funds will cover the cost of special curriculum materials and supplies.	\$7,000.00	Yes
9	Reporting of Bullying	Continue various ways for students to report bullying incidents.	\$5,750.00	No
10	District Wide Student Collaboration	Continue collaboration schedule between high school ASB/SSA and middle school students.	\$3,200.00	No
11	Award Ceremonies	Continue student of the month and award ceremonies at all sites.	\$6,235.00	No
12	Credit Recovery	Due to the high percentage of unduplicated students needing credit recovery, FMHS will continue to implement an additional credit recovery program for high school students during the summer and school day in order to continue to improve the high school dropout and graduation rates. Funds budgeted will cover the cost of staffing, supplies, and materials to offer credit recovery support during extended learning hours.	\$124,372.00	Yes
13	District Psychologist	ETUSD will provide additional support for at risk students who have suffered emotional damage due to the COVID-19 pandemic.	\$20,000.00	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.

Goals and Actions

Goal

Goal #	Description
4	Students district wide will attend school on consistent basis as measured by daily and month attendance rates resulting in higher academic achievement for all students.

An explanation of why the LEA has developed this goal.

ETUSD has suffered substantially low attendance and chronic absenteeism rates over multiple years. ETUSD was struggling with attendance and chronic absenteeism with scoring orange district wide in chronic absenteeism, and the Red tier at Frazier Park School. 17.5% of ELs were chronically absent on the 2019 Dashboard and Socio-economically disadvantaged students were 18.8%. The sudden switch to full distance learning over the past year has also attributed to additional hardships for our students. Frazier Park School also qualifies for CPI based on low attendance rates. Due to our high number of socioeconomically disadvantaged students, families took this opportunity to have their son/daughter get a job to help pay bills, and now are opting to have those students continue working instead of coming back to school for in-person instruction. ETUSD's attendance rate needs to increase in order to improve the district's ADA as well as educational opportunities for all students. By going through a process of continuous improvement, engaging a diverse committee to address truancy concerns, increasing communication with families, promoting and celebrating positive attendance, and ongoing progress monitoring of metrics listed below, we will increase attendance and reduce chronic absenteeism result in higher levels of academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5a: Pupil Engagement as measured by attendance rates.	2019-20 Local Student Data: District: 94.2% FP: 94.1% ET: 94.3% FMHS: 94.4%				Local Student Data: District: 97.2% FP: 97.1% ET: 97.3% FMHS: 97.4%
Priority 5b: Pupil Engagement as	2019 Dashboard: 19.1% Orange				Dashboard: Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by chronic absenteeism rates.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Support Facilitator	<p>Due to low test scores and high chronic absenteeism among our unduplicated pupils, ETUSD will hire a student support facilitator to work directly with families in understanding and helping underlying causes contributing.</p> <p>This full-time position plus benefits is partially funded out of LCFF funds and federal funds and supports the implementation of several goals.</p> <p>Goal 2: Action #9 \$51,694 LCFF</p> <p>Goal 3: Action #1 \$15,506 LCFF</p> <p>Goal 4: Action #1 \$11,506 Federal Funds</p>	\$11,506.00	No
2	Continuous Improvement Process with county office	A multiple day process where the county office leads our team through a root cause analysis of the attendance issue and helps the team develop an action plan. Budgeted funds will cover overtime cost to allow the team to meet outside regular hours.	\$3,500.00	No
3	Attendance Incentives	Create attendance incentives for students district-wide. Budgeted funds will be used to purchase motivating incentives for students and extra duty pay to allow staff to plan and prepare incentive events outside of the regular work day.	\$18,446.00	Yes
4	Attendance Committee	Create a district wide attendance/chronic absenteeism committee to help address our severe truancy issue.	\$5,500.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.92%	1127055

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

Required Descriptions

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

Goal #1 - ETUSD will implement curriculum in all core subject areas to ensure academic achievement for all students as measured by an analysis of data relating to common assessments, intervention, student academic achievement, and increased student engagement that support academic achievement for all students.

ETUSD continues to have academics as one of the primary focuses for the district. ETUSD has successfully implemented new curriculum in math and ELA; however, just recently adopted new curriculum in science and history which meet current common core standards. As identified earlier in the identified need section of this plan, teachers need to effectively collaborate district-wide on the implementation, integration, assessment, and intervention of curriculum in all core subject areas to ensure success for all students and gaps continue to exist for our unduplicated groups. ETUSD in the orange district-wide with our math scores and both El Tejon and Frazier Mountain high schools and red with our students with disabilities and socio-economically disadvantaged subgroups. While ELs were also orange in math, they were almost 20 pts lower when compared to "All" students.

In addition, stakeholder feedback from staff and parents indicates a need for additional supports in professional development for English Learners, supplemental instructional materials, additional intervention support, smaller class sizes, and ongoing progress monitoring of metrics listed below, student engagement will increase leading to higher levels of academic achievement.

While the following actions are being provided LEA or schoolwide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they are critical to the success of low-income students, foster youth, and English Learners who have identified learning gaps and have less access to academic support outside of the regular school day.

These LEA or school-wide actions are designed to address these specific needs and help achieve the goal of implementing curriculum in all core subject areas to ensure academic achievement for all students:

Action #3- Reimplementation of Professional Learning Communities to allow instructional staff time to meet, plan, review data and adjust instruction to better meet the needs of students.

Action #7- Implementation of district-wide benchmarks will support staff to better evaluate student learning and identify gaps in instruction so staff can provide appropriate interventions and supports.

Action #8- Professional Development in the newly adopted curriculum will support student needs in building staff capacity in the new curriculum, specifically in looking deeper at the curriculum and plan how to scaffold and modify the curriculum to meet the unique needs of ELs, low-income, foster, and homeless youth.

Action #12- Renaissance Learning for Frazier Park School will support student needs by providing an online assessment platform that will allow us to progress monitor through the school year to ensure students are making progress toward grade levels standards. Assessment results will also help identify students needing additional interventions and support.

Action #13- PLATO credit recovery program for Frazier Mountain High School will support the academic needs of students by providing support to help struggling students stay on track with graduation requirements. This is especially important for low-income students who had a big decline in graduation rates during the pandemic.

Action #14- Continue additional TK Aides for early literacy in order to provide additional supports to ensure our youngest students have access to interventions by providing small group and one-on-one instruction to meet students learning needs.

Action #15- Continue SAT teams for struggling students needing Tier II interventions. Teams will meet to plan appropriate interventions, review data and progress monitor to ensure students are appropriately responding to interventions.

Action #17- Additional teachers for class size reduction to promote student engagement and increase connectedness which will support learning needs. This is especially important after the pandemic as we have seen an increase in students needing social-emotional supports.

Goal #2 - ETUSD will provide opportunities to mitigate learning loss caused by the COVID-19 pandemic closure to all campuses measured by an analysis of data relating to common assessments, intervention, student academic achievement, and increased student engagement that support academic achievement for all students.

The students of ETUSD have suffered a great learning loss due to being asked to move to full distance learning so quickly in March of the 2019-20 school year, and remaining on primarily full distance learning through the 2020-21 school year due to the Corona Virus and state mandates including our unduplicated students. Over 50% of our junior high received F's in two or more classes, while over 30% of the high school students received F's in core classes keeping them from staying on track for graduation. Students at Frazier Park Elementary School also showed lower end-of-the-year test scores as well on the STAR test. ETUSD has developed a long-term plan to begin mitigating this learning loss, specifically addressing this concern for our low-income students and English Learners.

This learning loss can be seen in the impact on graduation rates for the most recent school year. While Socio-economically Disadvantaged (SED) students during 2018-2019 had a high rate of graduation at 97.7% and were blue on the 2019 Dashboard, they had a significant drop to 90.0% for the 2019-2020 school year. While "All" students also experience a drop due to the pandemic, they experienced a 3.8% decrease while SED students had a 7.7% decrease in graduate rates, further highlighting how the pandemic disproportionality impacted our unduplicated students. Graduation rates were not available for ELs students due to not having enough students to generate a report.

In addition, stakeholder feedback from staff and parents indicates a need for additional supports by building staff capacity through professional development, providing additional extended learning opportunities through tutoring and summer school, additional support staff, and ongoing progress monitoring of metrics listed below, students learning will be accelerated to lessen to academic impacts caused by COVID.

These LEA or school-wide actions are designed to address these specific needs and help achieve the goal of mitigating learning loss caused by the COVID-19 pandemic closure to all campuses:

Action #1- Use Illuminate's Data Analysis and Assessment program to monitor student success and identify areas of need to better support the academic success of all students, with a special emphasis on unduplicated pupils who have experienced additional academic challenges during the pandemic.

Action #2- Provide needed professional development in Illuminate in order to better equip our staff to use data to inform instruction and better meet the needs of students.

Action #3- Implement district-wide PLC reflection sheet to monitor differentiated instruction and evaluate how students are responding to interventions.

Action #5- Additional hours for classified staff to help with after-school tutoring to provide one-on-one and small group instruction for students needing additional academic supports outside of the regular school day.

Action #8- Professional development to build the capacity of staff in differentiated instructional strategies to better prepare them to meet the unique needs of students, especially our low-income, ELs, foster, and homeless youth.

Action #9- Hire a Student Support Facilitator to support student engagement by working with students and families to proactively reach out to students who are struggling with attendance as we know there is a correlation between attendance and learning loss, especially for students who struggled engaging during distance learning.

Action #10- Additional Intervention teacher at Frazier Park School to provide an extra layer of support in providing intervention to fill in learning gaps and accelerate learning to mitigate learning loss caused by the pandemic.

Goal #3 - ETUSD will continue to improve the climate of all schools as measured by an analysis of student and parent engagement, attendance rates, as well as action items that build students' capacity and skills in order for students to continue to grow in their social-emotional development.

Students who live in the mountain community come from a unique culture. There are limited opportunities for students to participate in a variety of experiences, and many parents are OK with students not going to school on a daily basis, and due to the location, many are off the mountain all day for doctor's appointments, etc. The closure of in-person instruction over this past year has also had unique effects on many of our students. Many live in rural areas where they have had no ability to socially interact with anyone outside of school. The results

of our Healthy Kids Survey have shown that only 60% have Academic Motivation, 64% feel they have a caring adult relationship, 37% focus on school work, and 27% feel they have meaningful participation. Now that students are beginning to come back to in-person instruction, programs and necessary socio-emotional support are needed more now than ever to get our students back on track. The suspension rate was also over our expected goal before the school shut down.

School climate impacts all areas of students' success included academics, suspension and attendance rates. While chronic absenteeism is a concern for all, there is an identified need in the area for our unduplicated student population. Although "All" students were had a 19.1% Chronic Absenteeism rate on the 2019 Dashboard they maintained with a slight 0.1% increase in comparison to the previous year. English Learners had a Chronic Absenteeism rate of 17.5% but had an increase of 5.4% from the previous year. While homeless students had no color due to the number of students, they had a Chronic Absenteeism rate of 40% and saw a significant increase of 32.3%.

Suspension rates also show a need for additional supports for unduplicated students. In the 2019 Dashboard in "All" students were red with a suspension rate of 10% an increase of 5% from the previous year. There is a gap for low-income students who had a higher rate at 11.2% and saw an increase of 5.3%. Homeless students had a 26.9% suspension rate and saw an increase of 23.2%.

In addition, stakeholder feedback from staff and parents indicates a need for additional supports by addressing these areas as well as helping to bring necessary opportunities to students during the school day to help create a well-rounded human being. By focusing on Social-emotional learning needs, increasing access to courses, clubs, and activities, credit recovery supports, and ongoing progress monitoring of metrics listed below, we will provide a positive school climate that supports the whole child.

These LEA or school-wide actions are designed to address these specific needs and improve the climate of all schools:

Action #1- Hire a Student Support Facilitator to support student engagement by working with students and families to proactively reach out to students who are struggling with attendance as we know there is a correlation between attendance and learning loss, especially for students who struggled engaging during distance learning.

Action #5- Saturday School will be offered to students to provide extended learning opportunities to support learning needs and increase engagement opportunities for all students but especially unduplicated groups.

Action #7- Offer additional clubs and programs after school and during the school day directed to provide enrichment experiences.

Action #8- Offer additional opportunities within the master schedule that allows students to participate in subject areas not available outside of school. By offering Art, Peer helpers, Drama, and additional AP classes, ETUSD increases opportunities for students to engage in meaningful ways and participate in the school community.

Action #12- Implement credit recovery program that will support the needs of all students but specifically unduplicated student groups who have a higher percentage of needing credit recovery to help promote higher graduation rates and lower dropout rates.

Goal #4 - Students district-wide will attend school on a consistent basis as measured by daily and monthly attendance rates resulting in higher academic achievement for all students.

ETUSD has suffered substantially low attendance and chronic absenteeism rates over multiple years. ETUSD was struggling with attendance and chronic absenteeism with scoring orange district-wide in chronic absenteeism, and the Red tier at Frazier Park School. 17.5% of ELs were chronically absent on the 2019 Dashboard and Socio-economically disadvantaged students were 18.8%. As mentioned above, ELs saw an increase of 5.1% in Chronic Absenteeism. In addition, the sudden switch to full distance learning over the past year has also attributed to additional hardships for our students. The district has been identified for Differentiated Assistance based partly on the Chronic Absenteeism indicator and Frazer Park school has been identified for Additional Targeted Support and Improved based on this same criteria so this is an area that deserves additional attention. The district will be engaging in the Continuous Improvement Process to continue to develop districtwide supports to address this need.

This need was further magnified during the pandemic. Due to our high number of socioeconomically disadvantaged students, families took this opportunity to have their son/daughter get a job to help pay bills, and now are opting to have those students continue working instead of coming back to school for in-person instruction. This disproportionately impacted the effect of the pandemic on student attendance for this student group and created additional challenges. While the focus on improving attendance supports will help improve the district's ADA as well as increase educational opportunities for all students, unduplicated students will benefit to a great extent because gaps exist previously and they were more significantly impacted during the pandemic.

In addition, stakeholder feedback from staff and parents indicates a need for additional supports by going through a process of continuous improvement, engaging a diverse committee to address truancy concerns, increasing communication with families, promoting and celebrating positive attendance, and ongoing progress monitoring of metrics listed below, we will increase attendance and reduce chronic absenteeism resulting in higher levels of academic achievement.

These LEA or school-wide actions are designed to address these specific needs and ensure students attend school on a consistent basis:

Action # 3- Implement attendance incentives.

The following LEA-wide actions are being carried over from the 2017-2020 LCAP into this new three-year cycle. Stakeholder feedback and analysis of data to determine the effectiveness of these actions have supported the decision to continue these actions into the next three years. We maintained many of our existing action but did add additional actions to support areas of need such as attendance and addressing learning loss. Our goal is that the newly added actions will improve existing structures to better serve the needs of students.

The following actions in Goals #1 and 2 have been deemed to be effective increases have been made in the areas of academic achievement. Specifically, ELs and low-income students saw an increase on the 2019 Dashboard in area of English Language Arts which had been a focus. ELs saw an increase of 4.8 points and low-income students increased 5.5 points. In addition, 84.9% of ELs made progress on the English Learner Progress Indicator, which result in a "Very High" performance level. The effectiveness is further supported by graduation data (pre-COVID) which shows that 96.6% of students graduated during the 2018-2019 school year which led the district to be blue on the 2019 Dashboard, including low-income students who had an even higher graduation rate at 97.7%. As mentioned earlier, ELs data was not available due to the low number of students.

Goal 1:
Action #3- Reimplementation of Professional Learning Communities.
Action #7- Implementation of district-wide benchmarks.
Action #8- Professional Development in newly adopted curriculum.
Action #12- Renaissance Learning for assessment at Frazier Park School.
Action #13- PLATO credit recovery program for Frazier Mountain High School.
Action #14- Continue additional TK Aides for early literacy.
Action #15- Continue SAT teams for struggling students.
Action #17- Additional teachers for class size reduction to promote student engagement and increase constructiveness.

Goal 2:
Action #1- Use Illuminate's Data Analysis and Assessment program to monitor student success and identify areas of need to better support the academic success of all students, with a special emphasis on unduplicated pupils who have experienced additional academic challenges
Action #2- Provide needed professional development in Illuminate in order to better equip our staff to use data to inform instruction and better meet the needs of students
Action #3- Implement district-wide PLC reflection sheet to monitor differentiated instruction and evaluate how students are responding to interventions
Action #5- Additional hours for classified staff to help with after school tutoring to provide one-on-one and small group instruction for students needing additional academic supports
Action #8- Professional development for differentiated instructional strategies for teachers.

The following actions in Goals #2 and 3 have been deemed to be effective increases have been made in the areas of student engagement and climate. While attendance and suspensions are our greatest areas of need, chronic absenteeism rates were lower for ELs and low-income students when compared to all. On the 2109 Dashboard, "All" students had 19.1% rate in Chronic Absenteeism while ELs were at 17.5% and low-income were at 18.8%. While this is still high, ELs and SED students have trended lower than "All" students on the previous dashboard from 2018. There were additional supports underway to address attendance during the 2019-2020 school year, such as working through the Continuous Improvement Process to improve attendance, this process was interrupted by COVID and we are just now picking up the work and developing an action plan to improve supports.

In the area climate, The effectiveness of these actions are is further supported by suspension data which shows that SED students had a decrease in the suspension rate by 5.8% students and homeless students declined by 15%. While there is much work to be done in the area of engagement and climate, additional actions have been included in this LCAP cycle to develop a system to address these areas.

Goal 3:

Action #7- Offer additional clubs and programs after school and during the school day directed to provide enrichment experiences.

Action #8- Offer additional opportunities within the master schedule that allows students to participate in subject areas not available outside of school.

Action #12- Implement credit recovery program.

Goal 4:

Action # 3- Implement attendance incentives.

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

In addition to the actions provided on an LEA-wide or school-wide basis described above, the following actions are also aimed at increasing or improving service by the percentage required. The following actions are being provided on a limited basis to increase and improve services specifically for unduplicated student groups.

The following limited actions for English Language Learners are designed to improve language acquisition programs, and increase services by providing parent outreach, supporting academic needs for newcomers and Long Term English Learners to address their unique student needs:

Goal 1, Action 9: Provide ELD professional development for teachers and EL Aides on researched-based instructional strategies.

* Provide additional support through the regular classroom EL programs.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,284,556.00	\$410,335.00	\$15,435.00	\$793,208.00	\$2,503,534.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,921,089.00	\$582,445.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	History Curriculum Adoption		\$36,223.00		\$64,573.00	\$100,796.00
1	2	All	Science Curriculum Adoption				\$160,178.00	\$160,178.00
1	3	English Learners Foster Youth Low Income	Reimplement PLC Teams	\$7,269.00				\$7,269.00
1	4	All	Supplemental Curriculum Elevation - EL Math, ELA, and Progress Monitoring				\$79,625.00	\$79,625.00
1	5	All English Learners	EL Aides		\$34,519.00			\$34,519.00
1	6	All	Next Generation Math				\$14,200.00	\$14,200.00
1	7	English Learners Foster Youth Low Income	Implement Districwide Assessments	\$14,538.00				\$14,538.00
1	8	English Learners Foster Youth Low Income	Professional Development for New Curriculum	\$10,000.00				\$10,000.00
1	9	English Learners	ELD Professional Development	\$52,500.00				\$52,500.00
1	10	All	Researched Based Instructional Strategies					\$0.00
1	11	All	Instructional Strategy Monitoring Tool					\$0.00
1	12	English Learners Foster Youth Low Income	Renaissance Learning	\$4,547.00				\$4,547.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	English Learners Foster Youth Low Income	PLATO	\$15,000.00				\$15,000.00
1	14	English Learners Foster Youth Low Income	TK Classroom Aides	\$27,608.00				\$27,608.00
1	15	English Learners Foster Youth Low Income	Student Assistant Team	\$25,310.00				\$25,310.00
1	16	English Learners	EL Programs	\$31,358.00				\$31,358.00
1	17	English Learners Foster Youth Low Income	Additional teachers for class size reduction.	\$406,171.00			\$267,818.00	\$673,989.00
2	1	English Learners Foster Youth Low Income	Renew Illuminate for Assessments	\$30,452.00				\$30,452.00
2	2	English Learners Foster Youth Low Income	Professional Development in Illuminate Assessments	\$71,224.00				\$71,224.00
2	3	English Learners Foster Youth Low Income	Implement Benchmarks and PLC Reflection Sheet	\$11,000.00				\$11,000.00
2	4	All	Summer School		\$86,540.00			\$86,540.00
2	5	English Learners Foster Youth Low Income	Additional Hours for Tutoring and Progress Monitoring	\$119,242.00			\$119,242.00	\$238,484.00
2	6	All	Additional Hours for Aides		\$29,328.00			\$29,328.00
2	7	All	Additional Classified Hours for Summer School		\$100,336.00			\$100,336.00
2	8	English Learners Foster Youth Low Income	Professional Development	\$25,759.00			\$25,307.00	\$51,066.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	English Learners Foster Youth Low Income	Hire Student Support Facilitator	\$51,694.00				\$51,694.00
2	10	English Learners Foster Youth Low Income	Intervention Teacher	\$114,844.00				\$114,844.00
3	1	English Learners Foster Youth Low Income	Student Support Facilitator	\$15,506.00				\$15,506.00
3	4	All	Next Level Socio Emotional Curriculum				\$26,786.00	\$26,786.00
3	5	English Learners Foster Youth Low Income	Saturday Schools	\$72,389.00	\$72,389.00			\$144,778.00
3	6	All	Robocalls			\$2,500.00		\$2,500.00
3	7	English Learners Foster Youth Low Income	Additional Clubs/Programs	\$41,050.00	\$31,000.00			\$72,050.00
3	8	English Learners Foster Youth Low Income	Additional opportunities for unduplicated students during the school day.	\$3,500.00			\$3,500.00	\$7,000.00
3	9	All	Reporting of Bullying				\$5,750.00	\$5,750.00
3	10	All	District Wide Student Collaboration			\$3,200.00		\$3,200.00
3	11	All	Award Ceremonies			\$6,235.00		\$6,235.00
3	12	English Learners Foster Youth Low Income	Credit Recovery	\$124,372.00				\$124,372.00
3	13	All	District Psychologist		\$20,000.00			\$20,000.00
4	1	All	Student Support Facilitator				\$11,506.00	\$11,506.00
4	2	All	Continuous Improvement Process with county office			\$3,500.00		\$3,500.00
4	3	English Learners Foster Youth Low Income	Attendance Incentives	\$9,223.00			\$9,223.00	\$18,446.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4	All	Attendance Committee				\$5,500.00	\$5,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,284,556.00	\$1,813,035.00
LEA-wide Total:	\$914,327.00	\$1,442,806.00
Limited Total:	\$83,858.00	\$83,858.00
Schoolwide Total:	\$286,371.00	\$286,371.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Reimplement PLC Teams	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,269.00	\$7,269.00
1	7	Implement Districwide Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,538.00	\$14,538.00
1	8	Professional Development for New Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	9	ELD Professional Development	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$52,500.00	\$52,500.00
1	12	Renaissance Learning	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Frazier Park Elementary	\$4,547.00	\$4,547.00
1	13	PLATO	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Frazier Mountain High School	\$15,000.00	\$15,000.00
1	14	TK Classroom Aides	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Frazier Park Elementary Transitional Kindergarten	\$27,608.00	\$27,608.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	15	Student Assistant Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,310.00	\$25,310.00
1	16	EL Programs	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$31,358.00	\$31,358.00
1	17	Additional teachers for class size reduction.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$406,171.00	\$673,989.00
2	1	Renew Illuminate for Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,452.00	\$30,452.00
2	2	Professional Development in Illuminate Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,224.00	\$71,224.00
2	3	Implement Benchmarks and PLC Reflection Sheet	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	\$11,000.00
2	5	Additional Hours for Tutoring and Progress Monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$119,242.00	\$238,484.00
2	8	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,759.00	\$51,066.00
2	9	Hire Student Support Facilitator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,694.00	\$51,694.00
2	10	Intervention Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Frazier Park Elementary School K - 4th	\$114,844.00	\$114,844.00
3	1	Student Support Facilitator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,506.00	\$15,506.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Saturday Schools	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,389.00	\$144,778.00
3	7	Additional Clubs/Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,050.00	\$72,050.00
3	8	Additional opportunities for unduplicated students during the school day.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$7,000.00
3	12	Credit Recovery	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Frazier Mountain High School 9-12	\$124,372.00	\$124,372.00
4	3	Attendance Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,223.00	\$18,446.00

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.