

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elk Hills Elementary School District

CDS Code: 15634466009450

School Year: 2021-22

LEA contact information:

Ricardo Esquivel

Superintendent/Principal

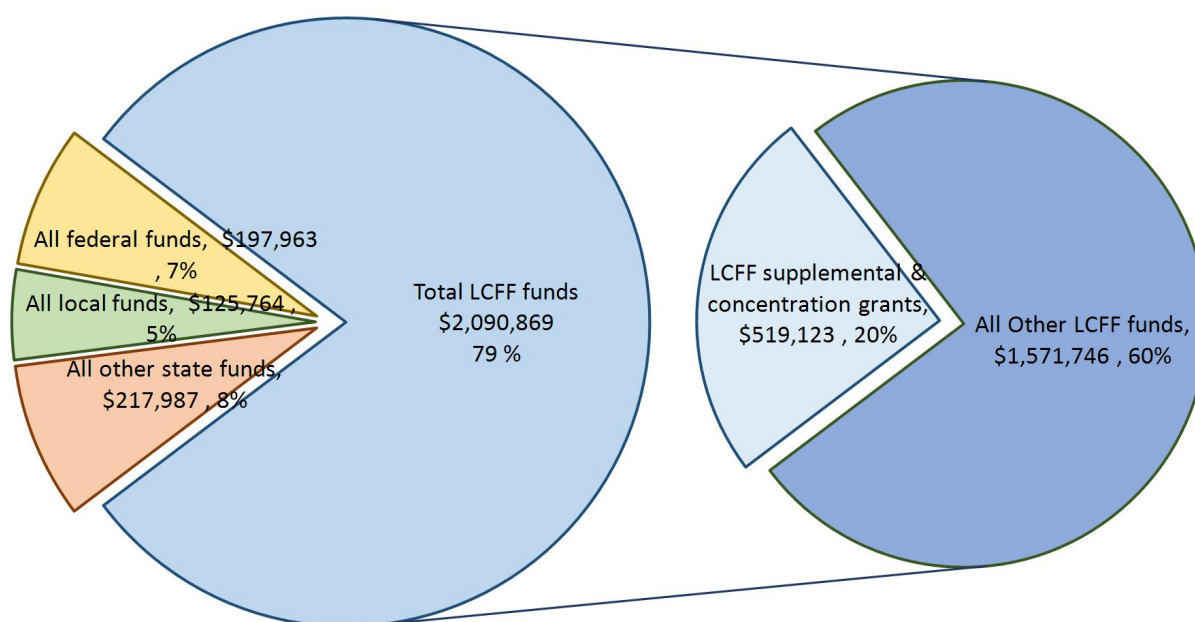
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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



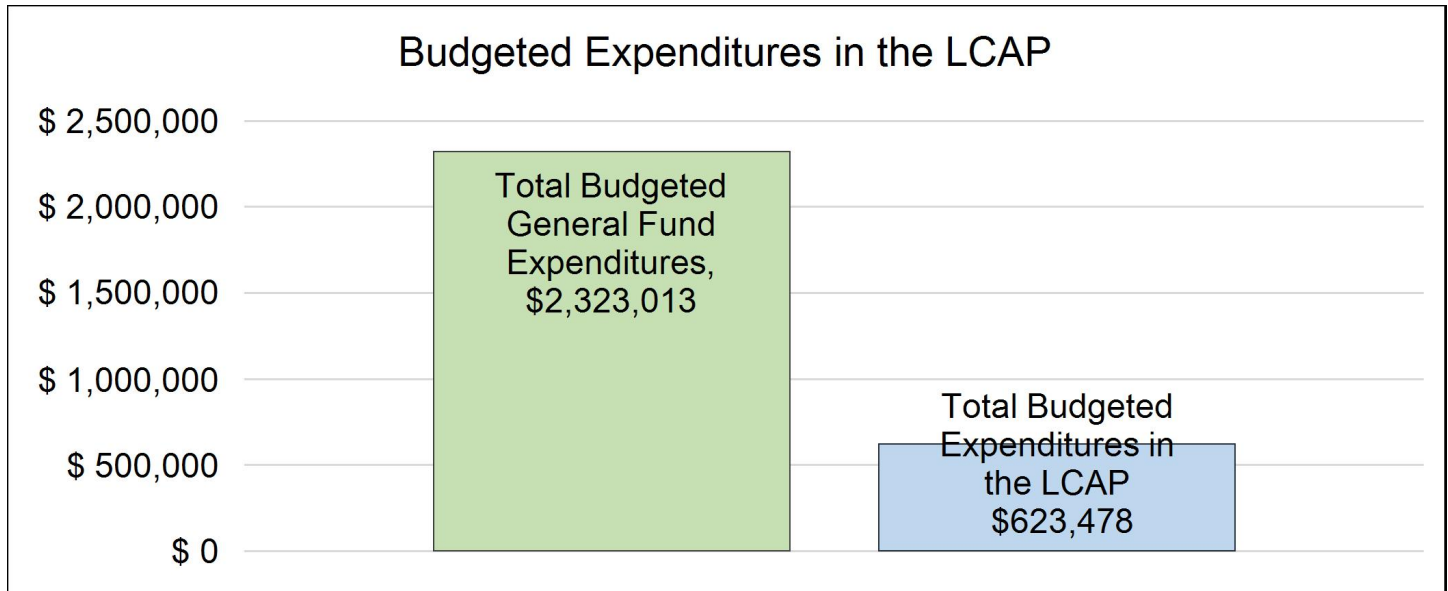
This chart shows the total general purpose revenue Elk Hills Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Elk Hills Elementary School District is \$2,632,583, of which \$2,090,869 is Local Control Funding Formula (LCFF), \$217,987 is other state funds, \$125,764 is local funds, and

\$197,963 is federal funds. Of the \$2,090,869 in LCFF Funds, \$519,123 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 Elk Hills Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Elk Hills Elementary School District plans to spend \$2,323,013 for the 2021-22 school year. Of that amount, \$623,478 is tied to actions/services in the LCAP and \$1,699,535 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

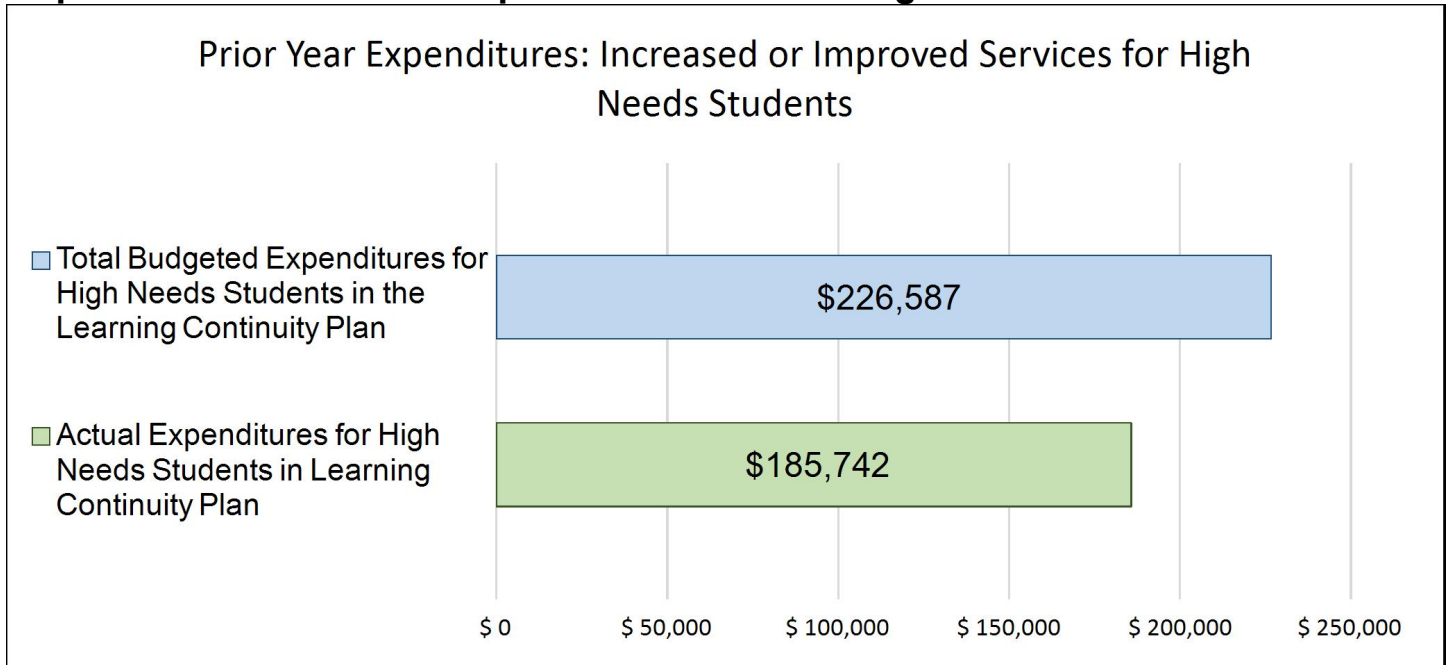
General fund budget expenditures for the school year not included in the LCAP include classified and certificated staff to ensure comprehensive services for all students and staff are prioritized across the school district. Additionally, general fund expenditures also include annual H&W and retirement expenditures. Lastly, remainder of expenditures include day-to-day operation costs such as utilities, transportation/fuel, supplies and ongoing expenditures for classified and certificated substitutes.

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

In 2021-22, Elk Hills Elementary School District is projecting it will receive \$519,123 based on the enrollment of foster youth, English learner, and low-income students. Elk Hills Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Elk Hills Elementary School District plans to spend \$529,869 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 Elk Hills Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Elk Hills Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Elk Hills Elementary School District's Learning Continuity Plan budgeted \$226,587 for planned actions to increase or improve services for high needs students. Elk Hills Elementary School District actually spent \$185,742 for actions to increase or improve services for high needs students in 2020-21.

The 2020-21 amount did not impact the actions and services and the overall increased or improved services for high needs students. The district remained in a distance learning and hybrid model with offset costs. The district also took advantage of outside state/federal restricted grants/funds to ensure increase or improve services were maintained.

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
Elk Hills Elementary School District	Ricardo Esquivel Superintendent/Principal	riesquivel@elkhills.org (661) 765-7431

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

Assure all students will be provided with access to Common Core curriculum and materials in all grades TK-8.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 - BASIC A) Teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	100% of teachers appropriately assigned, fully credentialed in subject areas taught
19-20 A) 100% of Teachers will be appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	
Baseline A) 90% of Teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	
Metric/Indicator B) Pupils have sufficient access to standards-aligned instructional materials.	100% of pupils with sufficient access to standards-aligned instructional materials

Expected	Actual
<p>19-20 B) Maintain 100% of pupils will have have sufficient access to standards-aligned instructional materials.</p> <p>Baseline B) 100% of pupils have have sufficient access to standards-aligned instructional materials.</p>	
<p>Metric/Indicator C) School facilities are maintained in good repair, FIT report: Exemplary</p> <p>19-20 C) School facilities will be maintained in good repair, FIT report: Exemplary</p> <p>Baseline C) School facilities: Exemplary</p>	EHSD Facilities have maintained exemplary status
<p>Metric/Indicator Priority 2 - IMPLEMENTATION OF STATE STANDARDS A) Implementation of the academic content and performance standards,CCSS</p> <p>19-20 A) Implementation of the academic content and performance standards adopted by the state board will be substantial implemented as measured by Administrative observation.</p> <p>Baseline</p>	Maintained Substantial implementation status as per administrative classroom walkthroughs.

Expected	Actual
<p>A) Implementation of the academic content and academic content and performance standards CCSS: Partially implemented as per administrative walk throughs.</p> <p>Metric/Indicator B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p> <p>19-20 B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p> <p>Baseline B) 100 % of EL students have access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p>	<p>100% of EL students were able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p>
<p>Metric/Indicator Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in: A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>19-20 A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>Baseline A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>	<p>100% of students had access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>

Expected	Actual
Metric/Indicator B) Programs and services are developed and provided to 100% of unduplicated pupils. 19-20 B) Programs and services will continue to be developed and provided to 100% of unduplicated pupils. Baseline B) Programs and services are developed and provided to 100% of unduplicated pupils.	Programs and services were developed and provided to 100% of unduplicated pupils.
Metric/Indicator C) Programs and services are developed and provided to 100% of individuals with exceptional needs. 19-20 C) Programs and services are developed and maintained to 100% of individuals with exceptional needs. Baseline C) Programs and services are developed and provided to 100% of individuals with exceptional needs.	Programs and services were developed and provided to 100% of individuals with exceptional needs.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School leadership will complete regular classroom visits supporting the implementation of state academic standards in alignment with newly adopted curriculum for ELA and Math.	\$0	\$0
Train staff / provide professional development opportunities on usage of new materials around ELA and Math implementation (Go Math, Journeys).	1000-1999: Certificated Personnel Salaries Base \$5,000 3000-3999: Employee Benefits Base \$500	1000-1999: Certificated Personnel Salaries Base \$11,200 3000-3999: Employee Benefits Base \$2,094.96
Retain (3) teachers. The district maintained class size of 22-25 with the current level of staffing in grades K-5. If the district did not receive the	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
supplemental and concentration funding, the district class size would rise to 29 students (reduction of three teachers). The third teacher helps lower class sizes to better assist the educational program for unduplicated pupils.	Supplemental/Concentration \$182,947 3000-3999: Employee Benefits Supplemental/Concentration \$91,788	Supplemental/Concentration \$188,178.40 3000-3999: Employee Benefits Supplemental/Concentration 91,818.18
Establish list of support materials for Core EL, Math and Science	\$0	\$0
Monitor student progress through the implementation of a supplemental comprehensive assessment system using state and local multiple measures to provide formative feedback to teachers, students, and parents.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000 3000-3999: Employee Benefits Supplemental/Concentration \$2,000	\$0 \$0
Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system. Teachers will be provided release time to identify grade level and subject area informal assessments and site-based benchmarks principally directed to support unduplicated students.	Student Progress Monitoring System 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000	Curriculum Design / Assessment for Learning & Math Coaching 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$8,300
Action will provide supplemental material and software to support students below grade level. Additionally, this action/service will compensate certificated staff in order to provide out-of-class interventions (before school, lunch, and during prep. periods) in ELA and Math.	Out-of-class intervention and support services for students below grade level. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$17,500 3000-3999: Employee Benefits Supplemental/Concentration \$4,320 4000-4999: Books And Supplies Supplemental/Concentration \$9,000	\$0 \$0 \$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.

LCAP funds not implemented for the 2019-20 school year were distributed to classrooms through classroom materials and supplies. The sudden school closure required a shift of human capital and creation of learning tools for the first time. LCAP Actions and services were implemented with the purpose of supporting the achievement of LCAP goals for specified student groups. While 19-20 goals remained a focus to support students, families and faculty -- original expenditures changed as newly identified needs were identified. For instance, the EHSD student daily schedule was adjusted to align with minimum number of instructional minutes and provide flexibility for virtual intervention and support for students below grade level as well as students who have individual educational learning plans. Additionally, additional safety and mitigation supplies to ensure a safe return to in-person instruction were purchased. These included: PPE, Water Dispensers, Hand Washing Stations, Cleaning and Disinfectant Supplies, Classroom/Office Barriers, Additional tables, which were not part of the initial 19-20 LCAP.

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

Significant challenges were presented by the onset of the COVID-19 pandemic in March 2020, which interrupted EHSD's ability to consistently implement programs and accurately measure student progress in ELA and Math. Student performance was previously measured by the SBAC, which the district suspended due to school closures. Despite these challenges, EHSD put together a distance learning program ensuring students continued their education through the end of the academic school year. EHSD considers the building of a robust distance learning program and adoption of Canvas as its LMS a success. The LMS was aligned K-8 and provided students with a consistent learning platform with aligned resources modified and adjusted by grade level and in collaboration with the Kern County of Superintendent of Schools Learning Networks. Additionally, EHSD secured NWEA/MAP in order to measure student learning and individual student needs during the pandemic. This accountability tool will be used in order to map and prepare correlations between Spring 2022 CAASPP and future college readiness assessments as part of the district's college and career readiness initiative. Overall effectiveness was measured through direct observation and direct teacher support. 100% of teachers implemented modified actions and services. Preliminary results from NWEA/MAP have been used to plan and prepare for summer school and fall small group support.

Goal 2

All students will demonstrate academic growth in English Language Arts, Mathematics, and English Language Development.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING A) Statewide SBAC testing 19-20 ELA: 60 points below Distance From Standard Math: 80 points below Distance From Standard Baseline Statewide SBAC current test results: 16-17: Elk Hills: ELA: 58.6 points below Level 3 Math: 88.7 points below Level 3	Did not test due to school closure due to pandemic.
Metric/Indicator B) API 19-20 API – N/A	N/A

Expected	Actual
Baseline API - NA	
Metric/Indicator C) Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A 19-20 Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A Baseline Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A	N/A
Metric/Indicator D) EL Pupils will make progress toward English proficiency as measured by the CELDT/ELPAC 19-20 Increase number of EL Pupils making progress toward English proficiency as measured by the CELDT/ELPAC. Baseline 10% of EL Pupils will make progress toward English proficiency as measured by the CELDT/ELPAC (6 students)	Unable to test due to school closure due to pandemic.
Metric/Indicator E) English Learner reclassification rate 19-20 English Learner reclassification rate will increase each year based on baseline data.. Baseline 0% of our English Learners were reclassified (six students)	Unable to test due to school closure due to pandemic.
Metric/Indicator F) Pupils passed AP exam with a score of 3 or higher – N/A 19-20 Pupils passed AP exam with a score of 3 or higher – N/A	N/A

Expected	Actual
Baseline Pupils passed AP exam with a score of 3 or higher – N/A	
Metric/Indicator G) Pupils in EAP – N/A 19-20 Pupils in EAP – N/A Baseline Pupils in EAP – N/A	N/A
Metric/Indicator Priority 8 – Other pupil Outcomes A) Pupil outcomes in the subject areas described in Sections mentioned above, as available 19-20 Increase Physical Fitness test scores by 7% Baseline Elk Hills current scores: 5th grade: 34% passed 5 of 6 fitness standards 7th grade: 16% passed 5 of 6 fitness standards	Unable to assess due to school closure due to pandemic.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain supplemental NextGen Math Subscription	NextGen Math Subscription 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$3,300	NextGen Math Subscription 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$3,330
Professional development will continue activities will provide staff with (1) time and materials to continue the development of course pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS.	Release time/Substitutes 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2500	Summer Curriculum Camp / Course Pacing 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Workshops 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5000 3000-3999: Employee Benefits Supplemental/Concentration \$500	Instructional Services 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$8,300 3000-3999: Employee Benefits Supplemental/Concentration \$0
Eliminating this action/service due to redundancy. This action is covered under goal 1 action 6	Not Applicable Not Applicable	Not Applicable Not Applicable
Purchase & replace chromebooks for remaining sixth grade in order to supplement curricular access for all unduplicated students; technology monitoring software will also be added to 100% of chromebooks school-wide (GoGuardian).	Chrombooks w/ cart & replacement chromebooks 4000-4999: Books And Supplies Supplemental/Concentration \$15,000	Chrombooks w/ cart & replacement chromebooks 4000-4999: Books And Supplies Supplemental/Concentration \$13,583.93

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 and services were implemented as planned and funds were distributed to teachers for the purpose of enhancing 19-20 LCAP goals for specified student groups. The only exception included the action related to compensation for release time for additional training and planning. Due to the adjusted 20-21 student schedule, time was embedded as part of the schedule to ensure continuity of professional development and ongoing training. Additional training was devoted to EHSD's learning management system (Canvas) and measurement tools to track student learning (case management tracker, NWEA/MAP).

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

A major success was the acceleration of 1:1 devices and internet connectivity for 100% of students in order to remain connected with their teachers as well as access learning in a new and innovative way. EHSD used budgeted funds to ensure Chromebooks were purchased and repaired during the school year. GoGuardian provided safety and security safeguards for both parents and faculty members. GoGuardian helped ensure students were using their school-issued technology appropriately and focused on learning. EHSD enhanced its NextGen Math subscription in order to align with a virtual and hybrid learning structure and provide grade level assessments on essential math standards. We noticed that the social emotional health of our students suffered after the COVID

closure in March. The K-8 alignment and continuity of academic and social-emotional strategies (virtually) was an additional success for EHSD after the initial challenge of transitioning to distance learning began back in March. This was a focus (and a challenge) prior to the pandemic which only exacerbated the need for continued priority placed in leveraging each grade for overall and long term success of EHSD students. 100% of students maintained access to computer and internet throughout the school year.

Goal 3

The Elk Hills School District will foster a school environment that ensures safety and engagement of students, staff, and families and prepare Students to be High School, College, Trade School or Career ready.

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3 - PARENTAL INVOLVEMENT A) Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site. 19-20 A) Continue to hold meetings for PTO, DAC and parent nights throughout the year. Send home parent surveys with 40% participation Baseline A) Held meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 90% participation,	85% of parents completed their survey.
Metric/Indicator B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils 19-20	100% of activities/efforts continued to promote parental participation for unduplicated students.

Expected	Actual
<p>B) Continue to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts</p> <p>Baseline B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts</p>	
<p>Metric/Indicator C) Same for individuals with exceptional needs.</p> <p>19-20 C) 100% of exceptional needs students will be invited to attend and participate in all school events/activities and educational academic programs.</p> <p>Baseline C) Elk Hills has no exceptional needs students</p>	<p>100% of exceptional needs students were invited to attend and participate in all school activities.</p>
<p>Metric/Indicator Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE A) School attendance rate</p> <p>19-20 A) Increase our current attendance rate from 92% to 93%.</p> <p>Baseline Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE A) School attendance rate: 96%</p>	<p>We achieved a 93% attendance rate as per local data.</p>
<p>Metric/Indicator B) Chronic absenteeism rate</p> <p>19-20 B) Maintain our current rate of 5% or below chronic absenteeism</p> <p>Baseline</p>	<p>27% of students were chronically absent as per local data.</p>

Expected	Actual
B) Chronic absenteeism rate: 5%	
Metric/Indicator C) Middle School dropout rate 19-20 C) Maintain our current rate of 0% Middle school drop out Baseline C) Middle School dropout rate: 0%	0% dropout rate for Middle School students.
Metric/Indicator D) High School dropout rate 19-20 D) High School dropout rate – N/A Baseline D) High School dropout rate – N/A	N/A
Metric/Indicator E) High School graduation rate 19-20 E) High School graduation rate – N/A Baseline E) High School graduation rate – N/A	N/A
Metric/Indicator Priority 6 – School Climate as measured by all of the following, as applicable A) Pupil suspension rate 19-20 A) Maintain pupil suspension rate at or below 5% Baseline A) Pupil suspension rate: 5%	0% of students suspended in 2019-20.
Metric/Indicator B) Pupil expulsion rate:	0% of students expelled in 2019-2020.

Expected	Actual
19-20 B) Maintain pupil expulsion rate at 0% Baseline B) Pupil expulsion rate: 0%	
Metric/Indicator C) Results of other local measures, surveys of pupils, parents, and staff feel a sense of safety and school connectedness. 19-20 C) Continue to send surveys to pupils, parents, and staff and maintain that at least 95% feel a sense of safety and school connectedness. Baseline C) Results of other local measures, surveys indicate 90% of pupils, parents, and staff feel a sense of safety and school connectedness.	90% of pupils, parents, and staff responded to surveys stating that they felt a sense of safety and school connectedness.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue with supplemental attendance incentives for students with perfect attendance and above 95% attendance rates principally directed to support unduplicated students, and students who have been chronically absent.	Attendance incentives, ie. field trips 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,500 Attendance incentives, ie. awards/raffle/supplies 4000-4999: Books And Supplies Supplemental/Concentration \$2,500	Attendance incentives, ie. field trips 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,828.50 Attendance incentives, ie. awards/raffle/supplies 4000-4999: Books And Supplies Supplemental/Concentration \$672.40
Engage in "PBIS" training and supports in order to engage all faculty and students with positive behavior support plans and multiple tiered systems of support across the district. This modified action will be aimed at ensuring attendance continues to increase, suspensions	Staff Training 5000-5999: Services And Other Operating Expenditures	\$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
continue to decrease and overall academic achievement is positively impacted.	Supplemental/Concentration \$2,500 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2,000 3000-3999: Employee Benefits Supplemental/Concentration \$500	\$0 3000-3999: Employee Benefits Supplemental/Concentration \$0
The district will be more active in the various communities in order to ensure parents have access to school leadership mitigating the concern parents are unable to attend meetings because of distance and time/schedule. This specific action/service will provide snacks, food and refreshments in order to host various parent meetings in various locations more proximate to our families (PTO and DAC).	4000-4999: Books And Supplies Supplemental/Concentration \$1000	4000-4999: Books And Supplies Supplemental/Concentration \$0
Visit a university and or college next year with our 6-8th grade students and parents, because many of our students will be first time college goers. Increasing the access for 6th graders so they too visit a college/university.	Possible overtime pay for bus driver 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$1500 3000-3999: Employee Benefits Supplemental/Concentration \$500	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$59.85 3000-3999: Employee Benefits Supplemental/Concentration \$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.

Actions, services, and funds continue to support the achievement of LCAP goals for specified student groups, with grade level readiness in reading and college and career as EHSD's ultimate goal. The majority of actions were implemented. PBIS trainings took place, but were funded by federal grant funds rather than LCFF funding streams. Attendance incentives and learning trips were postponed due to the pandemic. Funds were used to promote online and virtual engagement since learning trips were not possible. Original budgeted expenditures were not necessary to expend since all funding to enhance PBIS initiatives were paid from federal school climate transformation grant monies.

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

The district kept 100% of facilities in "good repair" as evidenced by the 2019-20 Williams Report. Adding a variety of funding sources that are principally directed for our most marginalized students is a major success. EHSD maintained over 90% of faculty, staff and families reporting feeling a sense of welcome and a valued EHSD partner. School closures from the COVID-19 pandemic interrupted and altered EHSD's professional development program. Prior to school closures, EHSD had a Math focus while building teacher's conceptual understanding. EHSD made a shift to focus on distance learning best practices and content development and organization. While there was a shift in focus, EHSD considers the transition to a digital platform a success. EHSD maintains a college and career focus and will continue leveraging lessons learned during the pandemic. There are many connections faculty will make with students and families as we prepare K-8 students for 21st century learning expectations. In conclusion, full college and career initiatives were a challenge during the 20-21 school year. Creative solutions in a fully remote learning environment will be necessary. However, school will be fully reopen EHSD will continue its focus on learning trips and college visits with appropriate mitigation strategies. Additional challenges were observed in engaging families virtually. EHSD has planned to engage families virtual or in-person during the upcoming school year as part of our school-wide PBIS committee which will now include family members.

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
EHSD is providing personal protective equipment/cleaning/disinfecting materials for staff, students and community members. Face coverings (masks and, where appropriate, face shields) will ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of COVID-19.	\$7,641.83	\$50,365.67	No
Campus Wireless/Internet Infrastructure upgrade will prepare the school for a full in-person return with continued use of 1:1 chromebook devices in each classroom. Upgrades will include updating switches, ethernet ports, power supplies, and access points.	\$12,225.00	\$159.26	No
Small group lunch and after-school intervention groups provided by certificated personnel for students below grade level in math and ELA.	\$15,000.00	\$0	Yes
Before and after-school academic tutoring provided by classified personnel for students below grade level due to learning loss and directed towards unduplicated student groups.	\$10,000.00	\$0	Yes
NextGen Math license fee upgraded to provide additional distance learning resources for unduplicated student groups. NextGen provides common core math resources and assessments along with customizable intervention and materials.	\$4,140.00	4,140.00	Yes
Literacy license fee will provide literacy small group, one-on-one customizable intervention and materials facilitated by teachers and	\$10,000.00	\$6,404.82	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
geared toward unduplicated student groups below grade level and at risk of further learning loss.			
Maintain additional certificated staff hired to keep class sizes lower. This action will enable teachers to better address student learning loss and accelerate learning, especially during the COVID-19 pandemic.	\$55,000.00	\$74,483.68	Yes

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

Substantive differences between planned and budgeted expenditures include:

(*) Protective Equipment and Safety Parameters to minimize the spread of COVID-19: EHSD aligned to state and federal guidance through-out the school year, and the enormity in purchases of equipment was not clearly known during the development of this plan. As such, expenditures varied and increased when increasing services between distance learning to in-person instruction.

(*) Wireless/Internet Infrastructure: LCP allocated funds to ensure computer devices and internet connectivity for all students; this action falls under the distance learning category of this plan. Additionally, EHSD applied for Category 2 E-RATE funds to support internet infrastructure needs.

(*) Intervention offerings: Small group and student interventions were offered during the school day. EHSD modified its school daily schedule to mirror a minimum school day (8:30 - 1:30 PM). As a result, teachers and staff worked within the work day (8:00 - 3:30 PM) to provide services and did not require additional, extra duty funding.

Analysis of In-Person Instructional Offerings

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

A major success in offering in-person instruction beginning November 2020 and continuing in a hybrid model through the end of the school year. Full in-person offering was provided to current kindergarten, first, and second grade in addition to at-risk students with individualized educational plans (IEPs). Actions that contributed to the success included full use of health and safety related budgeted funds (PPE, Sanitation) as well ensuring teachers for each classroom and a maintenance of small class sizes by maintaining an additional teacher. Challenges were many considering that while in person on campus, students were asked to (and did a great job of) continuously wear a mask and social distance. Students and staff rose the challenge of maintaining PPE and health and safety requirements, while teaching and learning!

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
EHSD will purchase additional 1:1 chromebooks plus license fees. Additional chromebooks will be geared for unduplicated student groups and will ensuring access to distance EHSD's learning platform from the home environment.	\$28,466.35	\$36,991.95	Yes
EHSD will secure reliable internet connectivity devices for students in order to connect with their teachers and access online learning platform from home environment.	\$5,840.00	\$23,866.40	Yes
EHSD will transition from exclusively using Google Classroom to using Canvas as its primary learning management system for unduplicated students to have equitable access to a robust online learning and communication system.	\$1,015.00	\$1,015.00	Yes
EHSD will purchase zoom account host licenses for each teacher in order to connect and facilitate online learning for students. Zoom licenses provide access to small group breakouts and other monitoring features in order for teachers and school staff to regularly engage and monitor unduplicated student groups.	\$1,800.00	\$1,800.00	Yes
EHSD will purchase license to administer assessment to NWEA/MAP to gauge and monitor learning loss for unduplicated student groups.	\$5,850.00	\$0	Yes
EHSD will enter into an agreement with Kern County Superintendent Schools providing coaching days, professional development, learning management support for the 20-21 SY in literacy and mathematics focused on addressing learning loss mitigation for unduplicated student groups.	\$20,000.00	\$0	Yes
EHSD is providing student supplies for distance learning at home for unduplicated student groups - materials include white boards, dry erase markers, paper, construction paper, and art supplies.	\$2,499.09	\$3,992.27	Yes
EHSD has secured substitutes and has provided teachers with release time and training opportunities between March 2020 - August 2020 in order to prepare for distance learning. Additionally, EHSD	\$28,247.75	\$21,095.48	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
extended the school year by a month to support a targeted group of students at risk of continued learning loss.			
EHSD has purchased laptops for teachers needing an upgrade in order to have the technology required to facilitate a robust learning experience for each student.	\$5,001.72	\$2,910.47	No
EHSD has purchased extra meals/milk/lunch bags/food storage and has secured meal delivery for all students during the pandemic and school closure.	\$6,494.00	\$5,773.93	No
EHSD has purchased teacher supplies for each teacher in order for them to facilitate a robust distance learning program (document cameras, white boards, dry erase markers).	\$5,031.32	\$3,255.14	Yes
EHSD has purchased Mystery Science K-5 licenses in order to provide a DL science program for each K-5 student.	\$499	\$499.00	No
EHSD has purchased Amplify Science 6-8 licenses in order to provide a DL science program for each 6-8 student.	\$0	\$0	No
EHSD has purchased GoGuardian licenses for each teacher in order to monitor targeted groups of student during distance synchronous and asynchronous learning.	\$2,848	2,848.00	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.

Due to the severity of the COVID-19 pandemic, the Board of Education made the decision to keep all EHSD schools in a distance learning environment through November 2020. The impact of the pandemic resulted in a need for the district to transition from a physical environment to an entirely virtual environment, which created a shift in how support services, professional development, trainings, field trips, physical materials, etc. were implemented, distributed, and deployed. This significantly impacted costs in some areas, as listed above. Further, the influx of stimulus funds may have impacted the use of local funds by the district, due to the extremely tight time frame to spend the dollars (December 2020), with the risk of losing them otherwise. Lastly, cost savings experienced by the district due to stay-at-home orders specifically impacted supplemental and concentration expenditures, including transportation, additional duty hours, conferences/travel, and substitute teacher costs.

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

A variety of instructional resources were developed and made digital to ensure continuity of instruction in the event that in-person learning opportunities became available. Those resources were created through Google Classroom as well as Canvas, EHSD's learning management system of choice. Learning activities and experiences were adjusted, modified and in some cases created to maintain rigor and grade level standard alignment. GoGuardian allowed EHSD staff and teachers to carefully monitor online activity and focus. Assessments and learning software were purchased to ensure learning was monitored in a DL space (NWEA, Learning A-Z, etc.).

Access to Devices and Connectivity

In the spring of 2020, EHSD successfully distributed technology devices, including the purchase of devices to replace devices that were distributed to students in the spring of 2020, as well as additional devices to ensure the availability of technology for every student during the 2020-2021 school year. Through the implementation of this plan, EHSD became a 1:1 district. EHSD also ensured internet hotspots to district students. Consistent with stakeholder feedback, parents could request device distribution and repair, as well as technology support facilitated by the EHSD community coordinator. A key challenge in this area was maintaining access to fast, reliable, and affordable broadband to withstand the heightened amount of online activity resulting from Distance Learning in rural communities across our school communities. Similarly, the demand for devices increased nationwide due to school closures across the country, so devices were back ordered for a period of time. Attendance became a major challenge during Distance Learning. Overall Chronic Absenteeism increased from 15% in 2019-2020 to 26% in 2020-2021. Vulnerable student groups demonstrated higher rates of Chronic Absenteeism than the overall rate. EHSD's community coordinator as well as new social worker worked diligently to monitor and case manage individual family needs. We observed attendance and overall engagement increase when students were brought in from DL to hybrid to full-time.

Professional Development/ Roles & Responsibilities

Teachers instructed students using virtual platforms such as Zoom and Canvas. EHSD worked closely to build the capacity of teachers leaders and partnered with the Kern County Superintendent of Schools to ensure focused attention and development related to the district's learning management system (Canvas). All team members certificated and classified continued to deliver services through online methods such as video calls, email communication and phone calls. Supports for pupils with unique needs during school closures, Special Education team and the learning mitigation task force for instance, coordinated supports and services for students with unique needs (including English learners, students with disabilities, students in foster care, and students in homeless situations). Additional support for English learners was provided during the 2020-2021 school year, including (but not limited to): Curriculum guides/scope and sequences for designated and integrated ELD, supplemental English Language Development classes and virtual trainings for teachers in accessing support for English learners.

Support for Students with Disabilities:

EHSD's RSP Special Education students were provided with all services outlined in their IEPs through distance learning and hybrid learning structures. One-on-one support continued to be provided during school closure virtually through the district's RSP teacher and instructional aides. The district completed reopening plans in early fall and opened its doors in late September of 2020 exclusively for students with unique needs (cohorts). Students were provided with individual support in a small group setting to ensure access to grade level material in all subject areas.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Before and after-school academic tutoring provided by classified personnel for students below grade level due to learning loss and directed towards unduplicated student groups (duplicate)	\$10,000.00	\$0	Yes
EHSD will purchase license to administer assessment to NWEA/MAP to gauge and monitor learning loss for unduplicated student groups (duplicate).	\$5,850.00	\$5,850.00	Yes
Small group lunch and after-school intervention groups provided by certificated personnel for students below grade level in math and ELA (duplicate).	\$15,000.00	\$0	Yes

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

The EHSD student schedule was adjusted to provide teachers with additional planning time as well as time devoted to meet with individual or groups of students. As a result, tutoring and intervention groups occurred as part of the daily schedule and occurred during the work/school day. Additional funds (NWEA/MAP assessment administration) were utilized as previously 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.

A major success this year was EHSD's commitment to measure student learning loss in order to establish a baseline and set ambitious goals. The team purchased NWEA/MAP Growth and administered the tool in the winter and in the spring. Assessment results provided teachers and staff with growth and achievement measures for each student in Kinder through eighth grade. This focus and analysis has provided efforts to maximize learning time in all learning structures (distance learning, hybrid and in-person) while also ensure alignment and continuity of measurement among all grade levels. As per our testing/assessment data, achievement gaps have grown for our English learners, low income, Foster Youth, as well as our students with disabilities. We are planning to address these gaps with additional supports and services for our unduplicated students and all students in need for our 2021-2022 LCAP and beyond.

Analysis of Mental Health and Social and Emotional Well-Being

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

The Student Wellness and Support Services team developed several new offerings to support staff and student social-emotional learning (SEL) and mental health. The team is comprised of community coordinator, PBIS coordinator, social worker and AmeriCorps member. These offerings included (but were not limited to): daily SEL lessons, access to counselors, home visits, and virtual group check-ins. Additionally, the team successfully streamlined the process for referrals to mental health services to make it easier for site staff to refer students for supports. This protocol included the involvement of site administrators, health professionals, counselors, nurses, and psychologists, (to conduct wellness checks on students as needed). Therapy services were made available through the district's relationship with Community Schools Services as well as the district's social worker.

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.

EHSD implemented tiered re-engagement strategies for students and families who did not meet participation requirements for Distance Learning throughout the course of the 2020-2021 school year. The first tier of the district's re-engagement strategy required sites to implement schoolwide processes to encourage consistent student attendance. These processes included (but were not limited to) establishing a positive school culture, ensuring that all student contact information is accurate, offering incentives for good attendance, and monitoring attendance trends. The second tier of the district's re-engagement strategy provided targeted support to students with 3 or more absences. Tier 2 interventions included (but were not limited to) phone calls home, home visits, postcards mailed home with positive messages, Student Attendance Review Team (SART) meetings. The third tier targeted students who showed an ongoing pattern of attendance issues and unresponsiveness to the strategies in Tiers 1 and 2 which included further referrals to Community Counseling Services as well as continued home visits with individual learning plans for students and families.

Analysis of School Nutrition

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

During the 2020-2021 school year, EHSD continued to provide free meals to all students under 18 years of age. Grab-and-Go meals were provided to students twice a week, with enough food to sustain them for the duration of the week and weekend. To make meal distribution accessible to students in all areas, EHSD began the year distributing meals at multiple sites across the district. Based on community input gathered through surveys and board meetings, EHSD expanded meal distribution across the district to improve the community's ability to access available meals.

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.

EHSD is proud and has learned a lot during the pandemic. The mindset among all team members has been one that embraces learning as a strength. The consistent implementation of the district's Distance Learning program as well as hybrid and in-person offerings provided key information about student and community needs that informed the development of the 2021-2024 LCAP. To address health and safety considerations as a part of the ongoing response to the COVID-19 pandemic, the LCAP goals were revised to ensure a focus on social and emotional well being in addition to addressing the learning loss and need for learning supports. Trauma informed care and instruction are themes that emerged from stakeholder feedback that was collected through surveys and community meetings.

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

EHSD has embedded assessment, intervention, and additional support for students with unique needs into the 2021-2024 LCAP. EHSD's 2021-2024 LCAP placed an emphasis on the acceleration of learning due to school closures as a priority through all three goals. For the 2021-2024 LCAP cycle, EHSD included actions intended to address ongoing student needs, including the need to fill any gaps in learning that result from school closures and the lack of in-person instruction during the 2020-2021 school year. Such actions include (but are not limited to) additional tutoring support, smaller class sizes and individualized support during the school day.

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.

The impact of the pandemic resulted in a need for the district to transition from a physical environment to an entirely virtual environment, which created a shift in how support services, professional development, trainings, field trips, physical materials, etc. were implemented, distributed, and deployed. This significantly impacted costs in some areas. The significant reduction in the use of busing and student transportation due to the lack on in-person learning opportunities during the beginning of the 20-21 school year led to the biggest source of substantive difference between budgeted and actual expenditures for contributing actions. Additionally, the influx of stimulus funds may have impacted the use of local funds by the district, due to the extremely tight time frame to spend the dollars, with the risk of losing them otherwise. Lastly, cost savings experienced by the district due to stay-at-home orders specifically impacted supplemental and concentration expenditures, including transportation, additional duty hours, conferences/travel, and substitute teacher costs.

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.

EHSD analysis of student performance throughout the 2019-2020 and 2020-2021 school years, as well the analysis of input provided by stakeholders over a two-year period, led to the formation of LCAP goals that have been revised for the 2021-2024 LCAP cycle. The 2021-2024 LCAP goals that reflect those revisions include a focus on access to rigorous grade level accelerated learning, access to college and career initiatives and holistic wrap around services. The analysis of student data and stakeholder feedback impacted the district's decision to focus on reducing the suspension rate, and improving the attendance rate overall, for all low-income students and for students with disabilities. EHSD will continue to focus on academic achievement including achievement gaps for unduplicated students, mental health, school climate, and family engagement throughout the duration of the 2021-2024 LCAP cycle, for the benefit of the entire EHSD community.

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	362,355.00	338,366.22
	0.00	0.00
Base	5,500.00	13,294.96
Supplemental/Concentration	356,855.00	325,071.26

* 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	362,355.00	338,366.22
	0.00	0.00
1000-1999: Certificated Personnel Salaries	214,947.00	199,378.40
2000-2999: Classified Personnel Salaries	1,500.00	59.85
3000-3999: Employee Benefits	100,108.00	93,913.14
4000-4999: Books And Supplies	27,500.00	14,256.33
5000-5999: Services And Other Operating Expenditures	13,300.00	30,758.50
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	0.00

* 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	362,355.00	338,366.22
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	5,000.00	11,200.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	209,947.00	188,178.40
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	1,500.00	59.85
3000-3999: Employee Benefits	Base	500.00	2,094.96
3000-3999: Employee Benefits	Supplemental/Concentration	99,608.00	91,818.18
4000-4999: Books And Supplies	Supplemental/Concentration	27,500.00	14,256.33
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	13,300.00	30,758.50
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	5,000.00	0.00

* 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	323,055.00	301,591.54
Goal 2	26,300.00	25,213.93
Goal 3	13,000.00	11,560.75

* 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	\$114,006.83	\$135,553.43
Distance Learning Program	\$113,592.23	\$104,047.64
Pupil Learning Loss	\$30,850.00	\$5,850.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$258,449.06	\$245,451.07

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$19,866.83	\$50,524.93
Distance Learning Program	\$11,994.72	\$9,183.40
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$31,861.55	\$59,708.33

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$94,140.00	\$85,028.50
Distance Learning Program	\$101,597.51	\$94,864.24
Pupil Learning Loss	\$30,850.00	\$5,850.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$226,587.51	\$185,742.74

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
Elk Hills Elementary School District	Ricardo Esquivel Superintendent/Principal	riesquivel@elkhills.org (661) 765-7431

Plan Summary [2021-22]

General Information

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

Welcome to the Elk Hills Elementary School District. Elk Hills School offers a K-8 program with a population of approximately 175 students located in the rural community of Tupman, CA. 70% of Elk Hills School qualify for free and reduced priced meals. Elk Hills School takes pride in providing a nurturing, caring environment with reduced class sizes and personalized attention for each and every individual child. Our district's focus on college and career exposes students to hands-on, real world learning experiences. In addition to core academic offerings, learners at Elk Hills participate in several athletic and social events in partnership with other schools and districts across the county. Our learners also participate in a variety of grade and age-level appropriate field trips helping make their learning relevant. College and career initiatives have taken a stronger focus with accompanied college trips and partnership based on local industry needs to ensure exposure and preparation. In the 2020-21 school year, Elk Hills School will have nine full-time teachers who lead K-8 grade level classes, one special education teacher, one literacy intervention TOSA, one K-2 small group teacher well as a superintendent/principal. The district is comprised of a classified support staff including an assistant to the superintendent, school secretary, a food services manager, a supervisor of maintenance, operations, and transportation; the district also has four instructional aides, one school custodian, food service aide and several certificated and classified substitutes.

Reflections: Successes

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

The pandemic has made it clear education must focus on whole-child outcomes that include knowledge, habits, and skills. There have been many notable lessons our community has learned from the pandemic and will undoubtedly continue as goals and actions into the new school year. For instance, expanding our view of success through an equity-lens, adopting flexible learning environments and schedules, enhancing leadership capacity among all stakeholder groups, using technology to deliver instruction in new and innovative ways, to name a few.

Several successful outcomes include retaining 100% of classified and certificated staff for three consecutive school years while ensuring 100% of teachers are fully credentialed. Another success is noted in recent end of year stakeholder surveys seeking input on stakeholder's sense of value, safety and partnership. According to spring 2021 stakeholder survey results, 93% of faculty feel valued as a contributing partner to the district while 90% of students in grades 5-8 noted feeling safe and part of a school campus that is clean and welcoming. In reviewing feedback from parent respondents, 98% of families reported their children's school is clean, safe and good repair. Additionally, 89% of parents reported having opportunities to take part in decisions related to their child's education.

The school suspension indicator was blue (CA Dashboard) and the district has maintained at 0% suspensions during through the 20-21 school year. According to the CA school dashboard and prior to the pandemic, 3rd grade literacy and math, as well as 8th grade literacy made steady progress. The mathematics indicator increased to Yellow from Orange with a 13.4 point increase. In looking at achievement and growth during the 20-21 school year, over 55% of students met or exceeded projected growth projections based on the end of year NWEA/MAP Growth in reading and math.

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.

Elk Hills students are faced with multiple additional barriers that have an adverse impact on their academic outcomes. We face a lack of community resources including no local library, very limited healthcare facilities and we lack access to mental health facilities and mental health professionals. Our families tend to face a lack of access to reliable transportation which impedes their ability to consistently bring their students to school. The transportation challenge also prohibits our families to accessing health care services including mental health services. We lack access for students to attend preschool and we notice that our students tend to enter kindergarten and first grade with very limited literacy and numeracy skills. Reliable wireless access, while improved, remains a significant challenge for our families. Our student's need additional supports from their teachers and our staff in that smaller group instruction allows for more personalized learning opportunities and better more personal relationships to be built.

While there are pockets of success and growth across the school academically, the school will focus school-wide in reading across the curriculum while substantially addressing the low achievement outcomes in Mathematics and English Language Arts K-8. According to the 2019 California School Dashboard release, the Academic Indicators for both ELA and Math indicate that we are in Yellow (or "Low" status) for "All Students". However, there was an increase for "All Students" in ELA by 15.1 points and for "Socioeconomically Disadvantaged" students of 18.1 points on the state's Distance From Standard (DFS) metric. In Math, while still at the "Low Status" level, "All Students" grew by 6.5 points while our "Socioeconomically Disadvantaged" students grew by 8.5 points (DFS). As per an in depth review of percent of students who Met or Exceeded standards in ELA and Mathematics, we notice the following achievement gaps exist for Elk Hills School that must be addressed. (Due to small size of English learner population, data is not available for English learners.)

- ELA Met / Exceeded for All Students = 30.37%
- ELA Met / Exceeded for Socioeconomically Disadvantaged Students = 25.5%
- ELA Met/ Exceeded for Non Low Income Students = 47.23%

- Math Met / Exceeded for All Students = 20.89%
- Math Met / Exceeded for Socioeconomically Disadvantaged Students = 14.77%
- Math Met/ Exceeded for Non Low Income Students = 25%

In continuing to address learning gaps, Elk Hills will be developing local indicators to further measure continuous improvement efforts by adding a literacy intervention TOSA, doubling down on individual student readiness supported by small group, guided reading and robust extended learning opportunities and strategies.

LCAP Highlights

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

The Elk Hills School District is guided by the following core values: 1. Excellence 2. Family 3. Leadership 4. Equity -- Elk Hills School takes pride in engaging and involving all local stakeholders in thoughtful and transparent conversations as it relates to school-wide initiatives and the success of its students. An inclusive approach has invested team members with a sense of urgency and focus in addressing the needs of our most marginalized student groups.

After a series of planning sessions with faculty, board members and input through stakeholder surveys (parents, students and staff) the following focus areas were developed for the 2021-22 school-year:

1. Provide K-8 literacy small group support aligned to district and school-wide academic and performance goals facilitated by a literacy intervention teacher on special assignment.
2. Align balanced literacy strategies K-8
3. Maintain and sustain positive behavior support initiatives K-8
4. Continue providing small class sizes. Supplemental and concentration funds will help keep three teachers in order to maintain small class sizes
5. Enhance college and career focused initiatives

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.

Elk Hills did not qualify for CSI status.

Support for Identified Schools

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

Elk Hills did not qualify for CSI status.

Monitoring and Evaluating Effectiveness

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

Elk Hills did not qualify for CSI status.

Stakeholder Engagement

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

EHSD's stakeholder engagement efforts included: empathy interviews, surveys (student, parents, and faculty), task force committees, and continuous meetings with stakeholder groups. Additional sources of input included superintendent reports during monthly board of trustees meetings, ongoing feedback gathered by faculty/staff and public comments on the school reopening board items. The input gathered has been used by staff to inform ongoing planning before finalizing the LCAP.

Parent surveys were conducted to seek input and general feedback regarding the reopening of school. Surveys were sent via email, text, and also hard copy. Telephonic surveys were conducted to support any family who lacked internet connectivity or who needed items translated in languages other than English. the survey also sought to learn the following:

- (*) Academic Need
- (*) Social Emotional Need
- (*) Sense of Safety and Welcome

Additionally, the superintendent also engaged by calling a sample of families across the school to learn what has and has not been working.

Classified and certificated bargaining units including teachers and all other classified personnel engaged throughout the school's closure with scheduled time to debrief and review questions, concerns, and needs while also having an opportunity to negotiate. In general, the school established structures in order to communicate, and gather as much feedback, and respond as quickly and efficiently as feasible. The parent advisory committee reviewed the plan and had no comments or questions for which the superintendent/principal had to respond.

On April 12, 2021 EHSD consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team to seek input regarding the development of our 2021-22 LCAP. The purpose of this meeting was to ensure the needs of students with disabilities are being addressed appropriately by the district.

Below is a series of task force and summary of engagement structures for which we engaged our stakeholders throughout the school year:

Regular opportunities for community feedback throughout the school year are as follows:

- Parent/Parent Teacher Organization Meetings - quarterly
- Learning Loss Mitigation Task Force Meetings - monthly
- PBIS/Climate Task Force Meetings - monthly
- Certificated and Classified Bargaining Units - quarterly

Board of Trustees - Public Comment - LCAP Hearing was held on June 8, 2021.

Board of Trustee Meeting adopted the EHSD LCAP on June 15, 2021.

A summary of the feedback provided by specific stakeholder groups.

Key takeaways from families, guardians, or caregivers included below:

1. More time in school including after-school programming
2. A return to full-time (5 days/week) full-day programming
3. Available counseling for all children (and parents) to help transition children to a "normal" schedule again
4. Classroom syllabus to help parents understand what students are learning and how parents can support at home
5. Less passes for missed work; hold students accountable for missed work
6. A focusing on reading for instance, accelerated reader
7. College/career initiatives and experiences that were on the up rise in the months before the pandemic
8. Middle school preparation for high school rigor
9. One-on-one help and support for students
10. Student committees, ELKS with a Cause, etc..
11. Continue staff/student mentorship program
12. Incentives to promote achievement and positive behavior

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

EHSD received over 40% parent responses from multiple surveys throughout the spring. All stakeholders helped shape the LCAP by highlighting common interests, concerns, and hopes for the future. The LCAP includes goals and actions that emphasize the whole child while taking a multi-year approach in establishing LEA goals and metrics. Stakeholder empathy interviews and observations have emphasized the need to focus. A focused approach with strong attention to the following: student/staff capacity building, continued leadership development, personalized learning for students, and social emotional learning and community partnerships.

Goals and Actions

Goal

Goal #	Description
1	All students grades TK-8 will be provided with learning acceleration and access to rigorous, grade level common core curriculum and learning materials.

An explanation of why the LEA has developed this goal.

According to Zearn, there is compelling evidence school systems should make learning acceleration the foundation for next school year strategies and beyond. The pandemic has exacerbated achievement gaps between groups of students particularly students of color and students from low-income backgrounds; therefore, requiring a greater degree of attention on learning acceleration and exposure to rigorous, grade-level content. Elk Hills is committed to ensuring all students are reading on grade level by 3rd grade and committed to addressing the widened learning gaps through learning acceleration strategies. In order for this to be true, desired outcomes, as measured using the metrics below, will focus sustaining strategies from previous goals and ensuring learning acceleration and a focus on implementing common core state standards as well as retaining and ensuring strong teachers with full credentials are leading in all classrooms, maintaining an assessment system aimed at focusing on monitoring student groups, particularly those most marginalized by the pandemic (SWD, EL, Foster/Homeless, and Low-Income).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 - BASIC A) Teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching as measured by local staffing reports.	A) 100% of Teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.				100% of Teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B) Pupils have sufficient access to standards-aligned instructional materials as per local records and logs.	B) 100% of pupils have have sufficient access to standards-aligned instructional materials across all core subject areas.				100% of pupils have have sufficient access to standards-aligned instructional materials across all core subject areas.
C) School facilities are maintained in good repair, FIT report: Exemplary	C) School facilities: Exemplary				School facilities: Exemplary
Priority 2 - IMPLEMENTATION OF STATE STANDARDS A). Implementation of CA academic and performance standards as per CA State Standards Implementation Matrix.	A) As per administrative walk through observations the district is implementing CA Academic and Performance Standards a the "Developing Awareness" stage as per the CA State Standards Implementation Matrix.				As per administrative walk through observations the district will be implementing CA Academic and Performance Standards a the "Full Awareness" stage as per the CA State Standards Implementation Matrix.
B) Implementation of State Standards and ELD standards for English Learners as per regular	B) 100% of EL students have access to CCSS and ELD standards for purposes of gaining				Maintain 100% of EL students have access to CCSS and ELD standards for purposes of gaining

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
administrative classroom walkthroughs.	academic content knowledge and English Language proficiency through designated and integrated.				academic content knowledge and English Language proficiency through designated and integrated ELD.
Priority 7 – Course Access: The extent to which pupils have access to, and are enrolled in: A) broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) as per master schedule review.	A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)				Maintain 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
B) The extent to which pupils have access to, and are enrolled in programs and services for unduplicated pupils as per review of master schedules.	B) 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State of CA and the District.				Maintain 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State of CA and the District.
C) The extent to which pupils have access to, and are enrolled in programs and services for pupils with exceptional needs as per review of master schedules	C) 100% of students with exceptional needs will participate in regular programs to the extent possible with support from special education teachers and aides.				Maintain 100% of students with exceptional needs will participate in regular programs to the extent possible with support from special education teachers and aides.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and lesson plan review.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Learning Walks and Planning Time	Capacity building among teachers and school leadership engaging in regular classroom learning walks supporting the implementation of state academic standards in alignment with school-wide literacy and math initiatives; funds will be used to provide teachers with release time in order to engage in learning walks as well as plan following learning walks and benchmark assessments. Learning walks and planning time will focus on equitable teaching practices including grouping, one-on-one and alignment to CCSS and ELD standards aimed at specific student groups (EL, Foster, Low-Income).	\$5,000.00	Yes
2	Instructional Consultants and Training	Teacher training and professional development with the Kern Superintendent of Schools which will include UDL, equity-based training, as well as coaching and development for the new literacy TOSA while continuing ongoing math onsite coaching and lesson plan support (unpacking new math framework Fall 2021 and revising pacing plans for the 21-22 school year). Training and support will be aimed at elevating the achievement of 100% of students currently reading and performing below grade level.	\$18,000.00	Yes
3	Small Classroom Size / Case Management Support	Retain three classroom fully credentialed teachers. The district maintains small class sizes class size of 20-25 with the current staffing model in grades K-5. If the district did not receive the supplemental and concentration funding, the district class size would rise to 32 students in combination classrooms (reduction of three teachers). The third teacher helps lower class sizes to better assist the educational program for all unduplicated pupils.	\$289,473.50	Yes

Action #	Title	Description	Total Funds	Contributing
4	Supplementary materials and partnerships	In addition to focusing on school-wide math and literacy, Elk Hills School is committed to providing a well-rounded, enriching learning experience after-school/summer in the areas of S.T.E.A.M. Funds will enhance base offerings through partnerships with the Boys and Girls Club which will primary target low-income youth with individual academic and SEL support.	\$25,000.00	Yes
5	NWEA MAP Growth Assessment System	Monitor student progress through the implementation of a supplemental comprehensive assessment system using state and local multiple measures to provide formative instructional feedback. Teachers receive training on the use of state interim assessments as part of Smarter Balanced system as well as continue developing mastery with new NWEA/MAP Growth assessment tool will provide growth and achievement trends principally directed to support unduplicated student groups.	\$4,700.00	Yes
6	Math Skill-based Software/Tutoring (eg.: IXL, Moby Max, Zearn)	Action will provide supplemental material and software to support students below grade level whom have shown minimal to below average growth during the school year with access to additional skill-based support in mathematics through a research-based learning software. Additionally, funds will fund lunch time tutoring on a quarterly basis for both certificated and classified staff members in math and reading.	\$17,500.00	Yes
7	English learner supports.	Provide English learners with additional resources and supports to improve conversational and academic English language proficiency. We plan on purchasing supplemental resources such as books and activities for English Learners use at home for extending their learning.	\$500.00	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	All students will demonstrate academic growth in English Language Arts and Mathematics as measured by state and national norm referenced metrics.

An explanation of why the LEA has developed this goal.

Low-income unduplicated students have less access to early educational opportunities than their affluent peers; the same trend is true for access and exposure to books. 90% of EHSD incoming kindergarten students are attending school for the first time lacking foundational acceleration skills and tools to be successful. This goal was established to address these inequality; thereby, ensuring students are reading at grade level by 3rd grade which will have a positive ripple affect for years to come including annual outcomes on state and nationally norm reference assessment tools which will be linked to ACT/SAT readiness. Early outreach will ensure EHSD offers a transitional summer school program for all rising kindergarten students which will support their transition to school, build trusting relationships among students, families and faculty, administer kinder core readiness to all rising kindergarten students to ensure an individual plan is ready by the first day of the school year. In order to deliver on this commitment, the school is enhancing services through a full-time literacy teacher, summer school offerings for all unduplicated students in order to improve ELA and Math outcomes for all students as per the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING 4A) Statewide assessments (CAASPP ELA, Math, and Science CAST)	SBAC latest test results: 18-19: ELA: 58.6 points below - Distance from Standard Math: 88.7 points below - Distance from Standard.				SBAC: ELA: 48.6 points below - Distance from Standard Math: 78.7 points below - Distance from Standard
4A Local) NWEA/MAP Growth	Science: 16% of All Students Met/Exceeded Standard as per CAST.				Science: At least 45% of All Students will Meet/Exceed Standard as per CAST.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>K-8 NWEA Spring 20-21 % Hi/HiAvg in Reading: 21% % Hi/HiAvg in Math: 13%</p> <p>K-2 NWEA Spring 20-21 % Hi/HiAvg in Reading: 15% % Hi/HiAvg in Math: 25%</p> <p>K-8 NWEA Projection Growth Spring 20-21 % Met/Exceeded Growth in Reading: 63% % Met/Exceeded Growth in Math: 54%</p> <p>K-2 NWEA Projection Growth Spring 20-21 % Met/Exceeded Growth in Reading: 55% % Met/Exceeded Growth in Math: 32%</p>				<p>K-8 NWEA % Hi/HiAvg in Reading: 65% % Hi/HiAvg in Math: 50%</p> <p>K-2 NWEA % Hi/HiAvg in Reading: 75% % Hi/HiAvg in Math: 65%</p> <p>K-8 NWEA Projection Growth % Met/Exceeded Growth in Reading: 100% % Met/Exceeded Growth in Math: 100%</p> <p>K-2 NWEA Projection Growth % Met/Exceeded Growth in Reading: 100% % Met/Exceeded Growth in Math: 100%</p>
4B) % pupils who have successfully completed A-G Requirements	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4C) % pupils who have successfully completed CTE pathways	N/A				N/A
4D) % pupils who have successfully completed B & C	N/A				N/A
4E) % English learners who make progress toward English proficiency (as per ELPAC)	0% as per local data due to the effects of COVID 19.				100% of students make progress
4F) English Learner reclassification rate.	0% of our English Learners were reclassified as per local data.				50% of students will be reclassified.
4G) % pupils who pass AP exams with a score of 3 or higher	N/A				N/A
4H) % pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP)	N/A				N/A
Priority 8 – Other pupil Outcomes A) Kinder readiness as measured by Core Growth Assessment by end of year Full Year Inventory (FYI), 80% of students will	0% (Establishing baselines this year.)				By end of year Full Year Inventory (FYI), 80% of students will meet standard (by scoring 75% or higher) on the end of year FYI assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meet standard (by scoring 75% or higher) on the end of year FYI assessment.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	NextGen Premium Math	Maintain supplemental NextGen Math Subscription to accompany skill-based small group support in core mathematics classrooms for all students with a keen focus on the following and meeting the unique needs of student groups: EL, Foster Youth and Low Income.	\$4,940.00	Yes
2	Additional Professional Development and Training Days	These funds will add days to the teacher annual work calendar to further support teacher development during the summer to enhance academic and social emotional supports provided to unduplicated students as well as all students. Funds will provide release time for teachers to review interim assessment results with site leadership after each benchmark window. Professional development will provide staff with (1) time and materials to continue the development of pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS across subject areas. Professional development will be provided for new and returning teachers for a total of five professional days above and beyond teacher contractual work days. Lastly, release time will be provided at the conclusion of assessment windows in order to action plan with the assistance of a data cycle coach.	\$13,500.00	Yes
3	Summer School 2022	As per May 2021 NWEA data analysis, we are finding that dramatic learning gaps exist for our unduplicated students. Research tells us that learning gaps will take multiple years to address. Here at Elk Hills, there is a commitment to plan for additional summer school	\$33,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(summer 2022) learning opportunities in order to ensure that our unduplicated students are able to close their achievement gaps in ELA and Math. Priority registration will be given to unduplicated students who continue to experience the most extreme learning gaps.		
4	Technology and LMS, Collaboration Software	In order to ensure that our unduplicated students have access to in person and distance learning in order to access their education, we will continue to purchase and replace Chromebooks to maintain 1:1 devices for all students. Funds will also ensure internet connectivity and access for all unduplicated students. Funds will also secure technology monitoring software as well as continued Learning Management System Tools and Resources (Canvas, GoGuardian & Zoom). Computer cases will also be secured for each student.	\$18,500.00	Yes
5	Instructional Technology (Reading)	In order to continue accelerating student growth, EHSD is committed to researching instructional learning tools such as Learning A-Z, MAP Fluency, or Accelerated Reader for students reading below grade level.	\$18,769.29	Yes
6	Small Group Reading and Literacy Support	K-8 Literacy Teacher on Special Assignment will work to build the capacity of all K-8 teachers in reading and first instruction best practices. The TOSA will address students struggling to read while also accelerating the pace students are learning to read vs. reading to learn K-8. These funds will fund TOSA salary and benefits	\$14,986.12	Yes
7	Small Group Reading / Literacy Resources (Literacy Center)	Funds will provide resources and tools targeted to support unduplicated students and build-out a school-wide literacy center for all students. Resources and tools are targeted to supporting all kids reading below grade level while providing an environment to facilitate small reading groups and parent workshops to help build parent capacity.	\$10,000.00	Yes

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.

Goals and Actions

Goal

Goal #	Description
3	The Elk Hills School District will foster a college and career school environment that ensures equity, engagement, and connection among all students, staff, and families.

An explanation of why the LEA has developed this goal.

Elk Hills School mission is to prepare students for college and career and has an expanded definition for what success will be like for each student. Each student is equipped with unique interests and talents and through a enrichment and school-wide activities EHSD intends to tap into individual interests while raising student curiosity to the world around them. This will be accomplished with a strong focus on social and emotional learning as well as family and community partnerships. EHSD is committed in reaching the hearts and minds of our students and addressed root causes when working to address academic readiness. Root causes to chronic absentee rates lack of academic motivation are complex and will require additional resources. Engagement will be measured by chronic absenteeism (which is currently at a High Status Level for All students as well as Low Income students), average daily attendance and discipline/suspension information that have been exacerbated during the pandemic during the 20-21 school year. Additionally, family workshops will be facilitated for differentiated parent groups (K-2, 3-5 and 6-8) with further attention for families who are low-income. We plan to improve parent and student involvement and engagement through the actions supported within this goal as measured by the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 - PARENTAL INVOLVEMENT as measured by all of the following as applicable. 3A) Efforts to seek parent input in decision making for district and school sites as measured by	A) 100% of parents of students will receive invitations to give input for school wide decision making through automated phone calls, flyers, and links to the school's website for up to date calendaring				Maintain 100 % of parents of students will receive invitations to give input for school wide decision making through automated phone calls, flyers, and links to the school's website for up to date calendaring

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
number of parents attending via sign in sheets.	information for all events etc.				information for all events etc.
3B) How the district promotes participation of parents for unduplicated pupils as per local records.	B) 100% of parents of unduplicated students will be invited to all campus student and parents events via additional notification and phone call reminders, emails, and or electronic text messaging.				Maintain 100% of parents of unduplicated students will be invited to all campus student and parents events via additional notification and phone call reminders, emails, and or electronic text messaging.
3C) How the district promotes participation of parents of students with disabilities as per IEP and 504 reviews.	C) 100% of parents of students with disabilities receive additional reminders and notifications of their students PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making date and time changes for necessary meetings.				Maintain 100% of parents of students with disabilities receive additional reminders and notifications of their students PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making date and time changes for necessary meetings.
Priority 5 – PUPIL ENGAGEMENT as measured by all of the following, as applicable.	Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE				School Daily Average Attendance Rate: 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A) School Average Attendance Rate as measured by local data and records.	A) 93%				
5B) Chronic Absenteeism Rate as per the California School Dashboard.	B) 27% as per local data.				Chronic Absenteeism Rate: 5%
5C) Middle school dropout rates as per local data.	0% as per local data.				0%
5D) High school dropout rates	N/A				N/A
5E) High school graduation rates	N/A				N/A
Priority 6 – SCHOOL CLIMATE as measured by all of the following, as applicable. 6A) Pupil suspension rate (local data)	A) 0% as per local data.				0%
6B) Pupil Expulsion Rates (local data)	0% as per local data.				Maintain a 0% suspension rate
6C) Results of other local measures, surveys of pupils, parents, and staff feel a sense of safety and school connectedness.	C) 85% of pupils, parents, and staff felt a sense of school safety and connectedness as per survey results.				At least 90% of pupils, parents, and staff felt a sense of school safety and connectedness as per survey results.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Engagement and Attendance	Continue with supplemental attendance incentives for students with perfect attendance and above 96% attendance rates principally directed to support unduplicated students, and students who have been chronically absent. As per the 2019 CA School Dashboard, our SED student group is performing in the "High" status for the chronically absent indicator.	\$9,000.00	Yes
2	Social and Health Services	Engage in PBIS/MTSS training and supports in order to engage all faculty and students with positive behavior support plans and multiple tiered systems of support across the district. These funds will also add an AmeriCorps, Social Worker and Community Coordinator to the EHSD Campus aimed at targeting the diverse needs of student groups. This action will be aimed at also ensuring attendance continues to increase, chronic absenteeism is dramatically reduced while maintaining zero suspensions. Funds are 100% through the school climate transformation grant in partnership with the Lost Hills School District and the West Kern Consortium (WKC) Model of Community Schools.	\$93,608.73	No
3	Early Childhood Engagement and Parent Outreach	Funds will help revitalize the community parent center, literacy and support initiatives engaging parents with K-8 literacy strategies (book fair and county-wide competitions and incentives). This action will build capacity and empower parents to help unduplicated students with their homework and study habits at home.	\$10,000.00	Yes
4	College and Career Initiatives	Visit a university and or college next year with our 6-8th grade students and parents - college trips will be outside of Kern County. This action is intended to provide awareness, especially for unduplicated students, that there are many opportunities if they choose to attend college or commit to a career path. Funds will	\$16,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support scheduling, booking as well as transportation (non-personnel) as well as over contract time for faculty and staff. K/1: Local Community - Taft College 2/3: Local Community - Bakersfield College 4/5: Local Community - CSU Bakersfield 6-8: College System - CSU, UC, Private		
5	Multi-tiered System of Supports (SEL)	Adding a school psychologist to ensure proactive emotional assessment, facilitation skill-based groups focused on developmental need aimed at early identification of social emotional resources. School Psychologist will work closely with social worker and school community coordinator. School Psychologist (20%) or 1 Day/Week in partnership with the Maple School District.	\$20,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
33.59%	\$519,123

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

Required Descriptions

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

The Elk Hills School District (EHSD) is principally directing its LCFF Supplemental and Concentration Grant funds to support unduplicated students as determined by the district's goals and action steps. The district has carefully reviewed overall academic performance, social and emotional needs, conditions and circumstances of all EHSD unduplicated students. Academically in ELA according to the 2019 California School Dashboard, All Students were 49 points below Distance from Standard while our Low Income Students were almost 60 points below standard. Meanwhile in math, All students were more than 81 points below DFS and Low Income Students were almost 90 points below DFS. Identified barriers include a lack of access to transportation both to and from school, inaccessible physical and mental healthcare systems, and a lack of access to programs that extend the school day and learning time given the remote and rural nature of our school. Actions focus on supporting unduplicated students via additional staff development focusing on meeting teaching and learning, training on the use of supplemental programs and services, student accelerated supports, efforts to mitigate chronic absenteeism and improve overall attendance, as well as the funding of additional teaching positions, providing access to supplemental extra curricular activities, individual student supports including access to smaller group and personalized instruction and monitoring as well as additional parent programs and services that support student learning. In consideration of the existing academic performance and opportunity gaps, EHSD will focus on the following actions as principally directed toward meeting the needs of the 76% of unduplicated students within our school district.

Goal 1: All students in all grades TK-8 will be provided with learning acceleration and access to rigorous, grade level common core curriculum and learning materials.

A review of EHSD's CAASPP and NWEA data indicates student performance lower than the state and local expectation of standard met. Similarly, English Language Learners are not achieving grade level standards and are not reclassifying at an acceptable rate. 0% of

students met or exceeded grade level standards on the end of year NWEA assessment. In consideration of lower achievement standards, EHSD plans to:

1. Provide additional release time providing teachers with planning time and support in order to engage in learning walks across EHSD and action plan after quarterly benchmark assessments. Learning walks and planning time will focus on equitable teaching practices to better support low income, English learners, and Foster Youth students to include homogenous and heterogeneous grouping techniques and practices, one-on-one and alignment to CCSS and ELD standards aimed at specific student groups (EL, Foster, Low-Income).(Action 1)
2. Partner with the Kern County Superintendent of Schools Office in order to provide math and literacy instructional coaching as well as training in the areas of Universal Design for Learning and equity-based instructional practices. These two practices are especially for assisting unduplicated student groups as they emphasize and teach/coach how to better meet the needs of individual students providing for more access to individualized learning styles and access to additional instructional supports aimed at closing the achievement gap. Additionally, this partnership will support our new Literacy TOSA (grant funded) with additional coaching and training in order to better serve the teaching and learning at EHSD. (Action 2)
3. Retain three teachers to maintain small class sizes in order to provide for smaller group instruction and continued enhanced opportunities for building strong positive relationships between teachers and their students. Additionally, smaller class sizes have allows for Low Income English learners, and Foster Youth to grow academically as per CAASPP/SBAC achievement from Red status in 2017-18 to Yellow status in 2018-2019. (Action 3)
4. Provide skill-based support through evidence-informed technology software in science, technology, engineering, arts and mathematics. Access to this opportunity is an especially important experience for our unduplicated students as their attendance and participation is encouraged because otherwise they would tend not be exposed to S.T.E.A.M curriculum and practices which could positively impact their future choices in high school and beyond. (Action 4)
5. Utilize a national norm-referenced assessment system (NWEA) to be sure that we are accurately assessing and placing our unduplicated students in order to better serve their academic needs with personalized learning, UDL access points, and to ensure we are measuring effectiveness of our programs and services. Unduplicated students especially need to be assessed in a valid fashion and compared to the national norm so that their needs can continuously be assessed and and learning loss may be effectively mitigated. Additionally, teachers will receive training on the use of state interim assessments as part of Smarter Balanced system as well as continue developing mastery with new NWEA/MAP Growth assessment tool will provide growth and achievement trends principally directed to support unduplicated student groups. (Action 5)
6. Provide supplemental material and software to support students below grade level in mathematics. This action will provide supplemental material and software to support students below grade level whom have shown minimal to below average growth during the school year with access to additional skill-based support in mathematics through a research-based learning software. Additionally, funds will fund lunch time tutoring on a quarterly basis for both certificated and classified staff members in math and reading. (Action 6)

These actions will be provided to all low-income students and we expect to continue closing the achievement gap between low-income students and All Students in both ELA and Math. Collectively we feel, with above actions we will expect:

Actions 1, 2, 3 are continued services from the 19-20 LCAP (have been in place for just over a year and a half thus far) due to needing additional implementation time. However, the qualitative informal feedback we have received from teachers, other school staff, and parents as well as students thus far indicates that these practices together have made a very positive difference to teaching and learning at Elk Hills.

Quantitatively, when you take into account the increases in CAASPP/SBAC scores for ELA and Math from the 2017-2018 school year to the 2018-2019 school year you see substantial gains EHSD has undertaken. In ELA we had a "Significant Increase" in change level for both "Low Income" students and "All Students". When it comes to CAASPP/SBAC Math, we noticed an "increased" change level for "Low Income" students as well as "All Students". In both ELA and Math, we saw our "Low Income" students grow from Red to Yellow in the course of the one school year! We have been engaging in various school turnaround strategies since the 2018-19 school year and EHSD believes the above actions will continue to support unduplicated students and increase the academic achievement of low-income and English Language Learners in all subject areas when compared to "All Students" in our Expected Annual Measurable Outcomes for 21-22 in LCAP Goal 1. Actions 4-6 are new actions added to provide additional supports in meeting student needs based on individual academic and social emotional areas.

Goal 2: All students will demonstrate academic growth in English Language Arts and Mathematics as measured by state and national norm referenced metrics.

According to the 2019 California School Dashboard release, the Academic Indicators for both ELA and Math indicate that we are in Yellow (or "Low" status) for "All Students". However, there was an increase for "All Students" in ELA by 15.1 points and for "Socioeconomically Disadvantaged" students of 18.1 points on the state's Distance From Standard (DFS) metric. In Math, while still at the "Low Status" level, "All Students" grew by 6.5 points while our "Socioeconomically Disadvantaged" students grew by 8.5 points (DFS). As per an in depth review of percent of students who Met or Exceeded standards in ELA and Mathematics, we notice the following achievement gaps exist for Elk Hills School that must be addressed. (Due to small size of English learner population, data is not available for English learners.). Spring 2020 NWEA test results reported 21% of K-8 students meeting standards in reading and 13% in math. After careful review, the following actions and services will:

1. Provide additional NextGen Mathematics subscription and support. Maintaining this supplemental support will accompany skill-based small group instruction and intervention (especially designed first to meet the needs unduplicated students) in core mathematics classrooms will ensure support for all students with a keen focus on the following and meeting the unique needs of student groups: EL, Foster Youth and Low Income. (Action 1)
2. Target training and professional development for all teachers serving English Language Learners and low-income students. These funds will add days to the teacher annual work calendar to further support teacher development during the summer to enhance academic and social emotional supports provided to unduplicated students as well as all students. Funds will provide release time for teachers to review interim assessment results with site leadership after each benchmark window. Professional development will provide staff with (1) time and materials to continue the development of pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS across subject areas. (Action 2)
3. Extend Learning through summer school. As per our local May 2021 NWEA data analysis, we are finding that dramatic learning gaps exist for our unduplicated students. Research tells us that learning gaps will take multiple years to address. Here at Elk Hills, there is a commitment to plan for additional summer school (summer 2022) learning opportunities in order to ensure that our unduplicated students are able to close their achievement gaps in ELA and Math. Priority registration will be given to unduplicated students who continue to experience the most extreme learning gaps. (Action 3)
4. In order to ensure that our unduplicated students have access to in person and distance learning in order to access their education, we will continue to purchase and replace Chromebooks to maintain 1:1 devices for all students. Funds will also ensure internet connectivity and

access for all unduplicated students. Funds will also secure technology monitoring software as well as continued Learning Management System Tools and Resources (Canvas, GoGuardian & Zoom). Computer cases will also be secured for each student. (Action 4)

5. Provide skill-based support through evidence-informed technology software in literacy. In order to continue accelerating student growth, EHSD is committed to researching instructional learning tools such as Learning A-Z, MAP Fluency, or Accelerated Reader for students reading below grade level. (Action 5)

6 and 7. Organize small Group reading support and Literacy Center. K-8 Literacy Teacher on Special Assignment will work to build the capacity of all K-8 teachers in reading and first instruction best practices. The TOSA will address students struggling to read while also accelerating the pace students are learning to read vs. reading to learn K-8. These funds will fund TOSA salary and benefits. Funds will provide resources and tools targeted to support unduplicated students and build-out a school-wide literacy center for all students. Resources and tools are targeted to supporting all kids reading below grade level while providing an environment to facilitate small reading groups and parent workshops to help build parent capacity. (Actions 6 and 7)

As a result of extended learning time and targeted individual learning plans we believe the actions listed above will support the achievement in Math and English Language Arts for low-income and English Language Learners as measured in LCAP Goal 2. Students below grade level in elementary school who happen to fall in a low-income, foster youth or ELL category have additional barriers to short-term and long-term success. These actions give low-income students opportunities whose families may be financially unable to provide such opportunities access to technology, curricula, learning tools, individual tutoring and access to faculty who have been trained in differentiation and data-driven instruction. Due to an overall increase from 2017 to 2019 in ELA and Math, we are carrying over the above actions from the last LCAP and we expect to continue to increase Statewide Testing outcomes as well as continue to close the achievement gap between All Students and low income students.

Goal 3: The Elk Hill School District will foster a school environment that ensures safety, engagement, and connection among students, staff and families.

According to the 2019 release of the California School Dashboard, Chronic Absenteeism was improving at EHSD. While still considered "High" for status level in Chronic Absenteeism, we saw a decrease in "Socioeconomically Disadvantaged" students of 2.2% over the previous year and 1.3% decline for "All Students". However, EHSD's Chronic Absenteeism increased to 27% during the COVID-19 pandemic. Further review of our parent engagement and stakeholder input the following Goal 3 Action/Services will be prioritized by:

1. Sustaining PBIS and MTSS LEA-wide. This action allows for students to be a part of a positive discipline system where desired behaviors (such as attending school regularly) are rewarded. Additionally, the tiers within the MTSS system allows for unduplicated students to be automatically seen as initially assumed to need Tier II supports and they have access to pro active skills based groups focused on developmental need aimed at early identification of social emotional resources including working with the school psychologist and the school's social worker until data tells us otherwise. (Actions 1, 2, 5)
2. Rewarding and incentives promoting strong attendance. Continue with supplemental attendance incentives for students with perfect attendance and above 96% attendance rates principally directed to support unduplicated students, and students who have been chronically absent. The decrease in Chronic Absenteeism as mentioned above along with is evidence that this incentive is working, therefore we will continue this action from the 2017-2019 LCAP. (Action 1)

3. Early Childhood Engagement and Parent Outreach: Funds will help revitalize the community parent center, literacy and support initiatives engaging parents with K-8 literacy strategies (book fair and county-wide competitions and incentives). This action will build capacity and empower parents to help unduplicated students with their homework and study habits at home. (Action 3)
4. Providing access to college and career initiatives. Students will visit a university and or college next year with our 6-8th grade students and parents - college trips will be outside of Kern County. This action is intended to provide awareness, especially for unduplicated students, that there are many opportunities if they choose to attend college or commit to a career path. Funds will support scheduling, booking as well as transportation (non-personnel) as well as over contract time for faculty and staff. (Action 4)
- K/1: Local Community - Taft College
2/3: Local Community - Bakersfield College
4/5: Local Community - CSU Bakersfield
6-8: College System - CSU, UC, Private

According to The Education Trust, 51% of schools have resumed in-person learning at least one day a week after a year of remote learning. While EHSD returned to hybrid learning in November 2020, there were many barriers that prevented children from accessing the full spectrum of educational services while learning remotely. Chronic absenteeism has been an ongoing focus for the district, but will play an even greater role in ensuring individual case management of services with personal outreach through a variety of new positions made possible by a combination of funds and resources, including base and supplemental and concentration grants. We expect that these actions will not only ensure access to college and career initiatives to ensure engagement and support goal setting, but also motivate students to set individual growth goals; thereby, altering their future prospect and ensure a smoother transition to high school and beyond.

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 and services being provided LEA wide (above), the action described below is increased /improved and will meet and or exceed the totality of the requirement percentage to increase compared to all students.

- Provide English learners with additional resources and supports to improve conversational and academic English language proficiency (Goal 1, Action7).

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$519,868.91	\$103,608.73			\$623,477.64

Totals:	Total Personnel	Total Non-personnel
Totals:	\$496,768.35	\$126,709.29

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Learning Walks and Planning Time	\$5,000.00				\$5,000.00
1	2	English Learners Foster Youth Low Income	Instructional Consultants and Training	\$18,000.00				\$18,000.00
1	3	English Learners Foster Youth Low Income	Small Classroom Size / Case Management Support	\$289,473.50				\$289,473.50
1	4	English Learners Foster Youth Low Income	Supplementary materials and partnerships	\$25,000.00				\$25,000.00
1	5	English Learners Foster Youth Low Income	NWEA MAP Growth Assessment System	\$4,700.00				\$4,700.00
1	6	English Learners Foster Youth Low Income	Math Skill-based Software/Tutoring (eg.: IXL, Moby Max, Zearn)	\$17,500.00				\$17,500.00
1	7	English Learners	English learner supports.	\$500.00				\$500.00
2	1	English Learners Foster Youth Low Income	NextGen Premium Math	\$4,940.00				\$4,940.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Additional Professional Development and Training Days	\$13,500.00				\$13,500.00
2	3	English Learners Foster Youth Low Income	Summer School 2022	\$33,500.00				\$33,500.00
2	4	English Learners Foster Youth Low Income	Technology and LMS, Collaboration Software	\$18,500.00				\$18,500.00
2	5	English Learners Foster Youth Low Income	Instructional Technology (Reading)	\$18,769.29				\$18,769.29
2	6	English Learners Foster Youth Low Income	Small Group Reading and Literacy Support	\$14,986.12				\$14,986.12
2	7	English Learners Foster Youth Low Income	Small Group Reading / Literacy Resources (Literacy Center)	\$10,000.00				\$10,000.00
3	1	English Learners Foster Youth Low Income	Student Engagement and Attendance	\$9,000.00				\$9,000.00
3	2	All	Social and Health Services		\$93,608.73			\$93,608.73
3	3	English Learners Foster Youth Low Income	Early Childhood Engagement and Parent Outreach	\$10,000.00				\$10,000.00
3	4	English Learners Foster Youth Low Income	College and Career Initiatives	\$16,500.00				\$16,500.00
3	5	English Learners Foster Youth Low Income	Multi-tiered System of Supports (SEL)	\$10,000.00	\$10,000.00			\$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$519,868.91	\$529,868.91
LEA-wide Total:	\$519,868.91	\$529,868.91
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Learning Walks and Planning Time	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	2	Instructional Consultants and Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	\$18,000.00
1	3	Small Classroom Size / Case Management Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$289,473.50	\$289,473.50
1	4	Supplementary materials and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
1	5	NWEA MAP Growth Assessment System	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,700.00	\$4,700.00
1	6	Math Skill-based Software/Tutoring (eg.: IXL, Moby Max, Zearn)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,500.00	\$17,500.00
1	7	English learner supports.	LEA-wide	English Learners	All Schools	\$500.00	\$500.00
2	1	NextGen Premium Math	LEA-wide	English Learners Foster Youth	All Schools	\$4,940.00	\$4,940.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	2	Additional Professional Development and Training Days	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,500.00	\$13,500.00
2	3	Summer School 2022	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,500.00	\$33,500.00
2	4	Technology and LMS, Collaboration Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,500.00	\$18,500.00
2	5	Instructional Technology (Reading)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,769.29	\$18,769.29
2	6	Small Group Reading and Literacy Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,986.12	\$14,986.12
2	7	Small Group Reading / Literacy Resources (Literacy Center)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
3	1	Student Engagement and Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	\$9,000.00
3	3	Early Childhood Engagement and Parent Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
3	4	College and Career Initiatives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,500.00	\$16,500.00
3	5	Multi-tiered System of Supports (SEL)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$20,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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