

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kernville Union Elementary School District

CDS Code: 15635450000000

School Year: 2021-22

LEA contact information:

Dr. Steve Martinez

District Superintendent

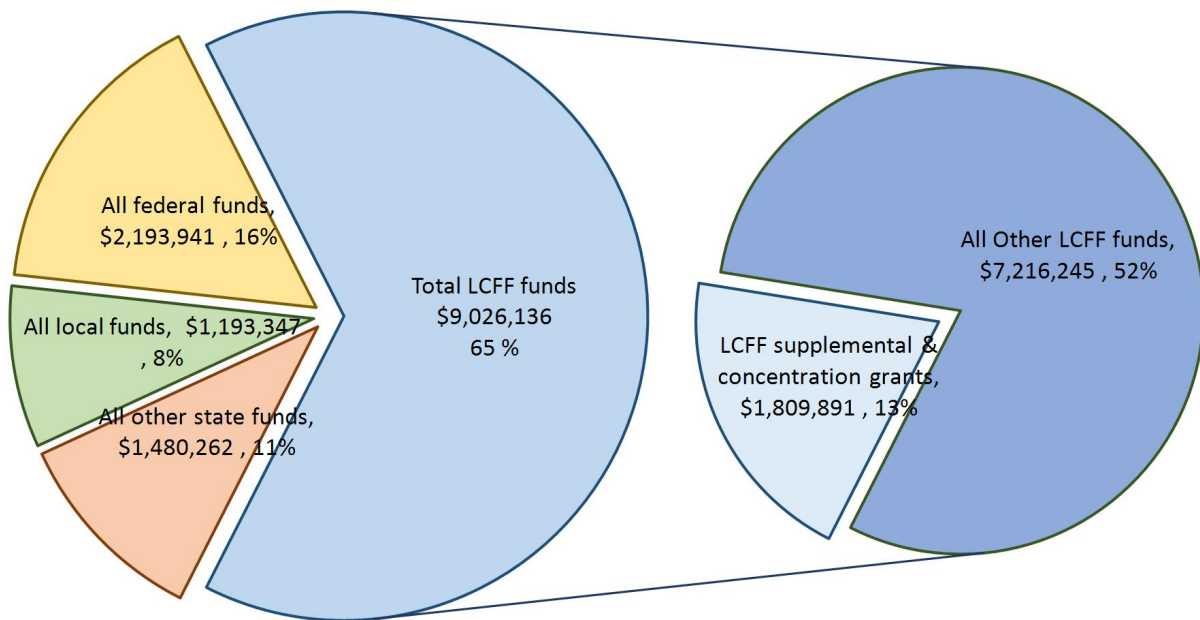
smartinez@kernvilleusd.org

760.379.3651

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



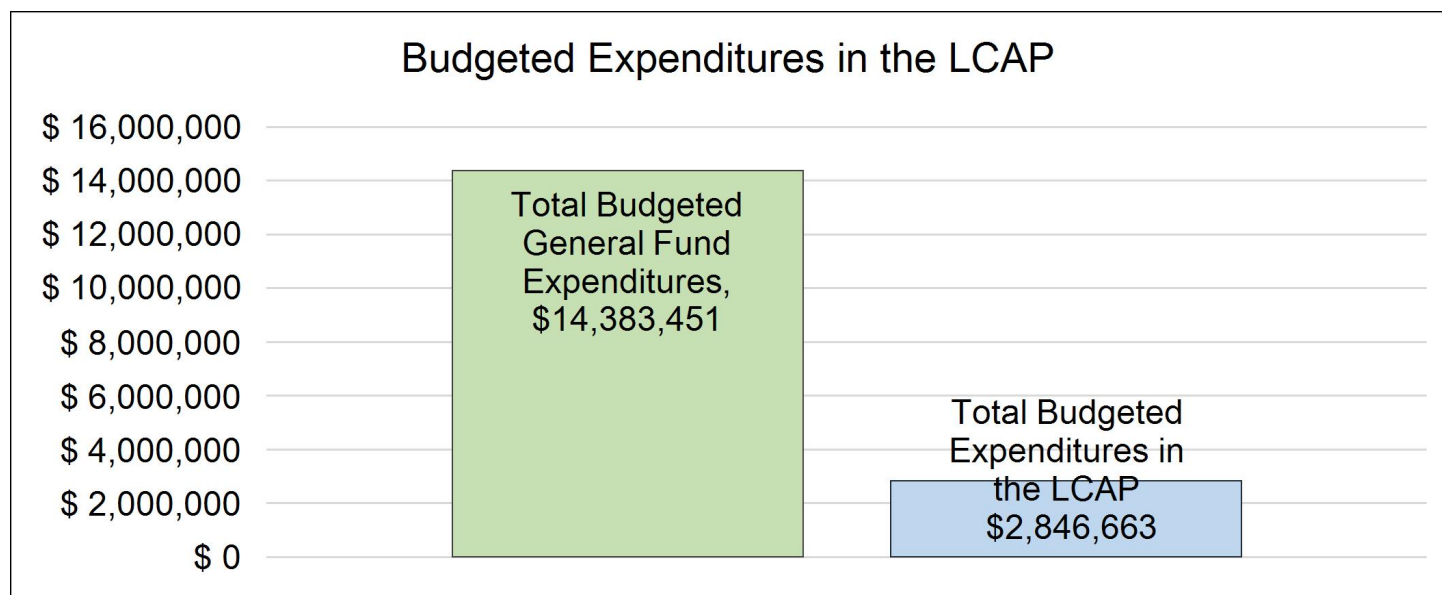
This chart shows the total general purpose revenue Kernville Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Kernville Union Elementary School District is \$13,893,686, of which \$9,026,136 is Local Control Funding Formula (LCFF), \$1,480,262 is other state funds, \$1,193,347 is local

funds, and \$2,193,941 is federal funds. Of the \$9,026,136 in LCFF Funds, \$1,809,891 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 Kernville Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Kernville Union Elementary School District plans to spend \$14,383,451 for the 2021-22 school year. Of that amount, \$2,846,663 is tied to actions/services in the LCAP and \$11,536,788 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 2021-2022 school year that are not included in the Local Control and Accountability Plan include but are not limited to personnel salaries and benefits, instructional and office supplies, subagreements for services, contracted services, travel and conferences, memberships, insurance, rentals, leases, repairs, building and land improvements, loan payments, and indirect cost.

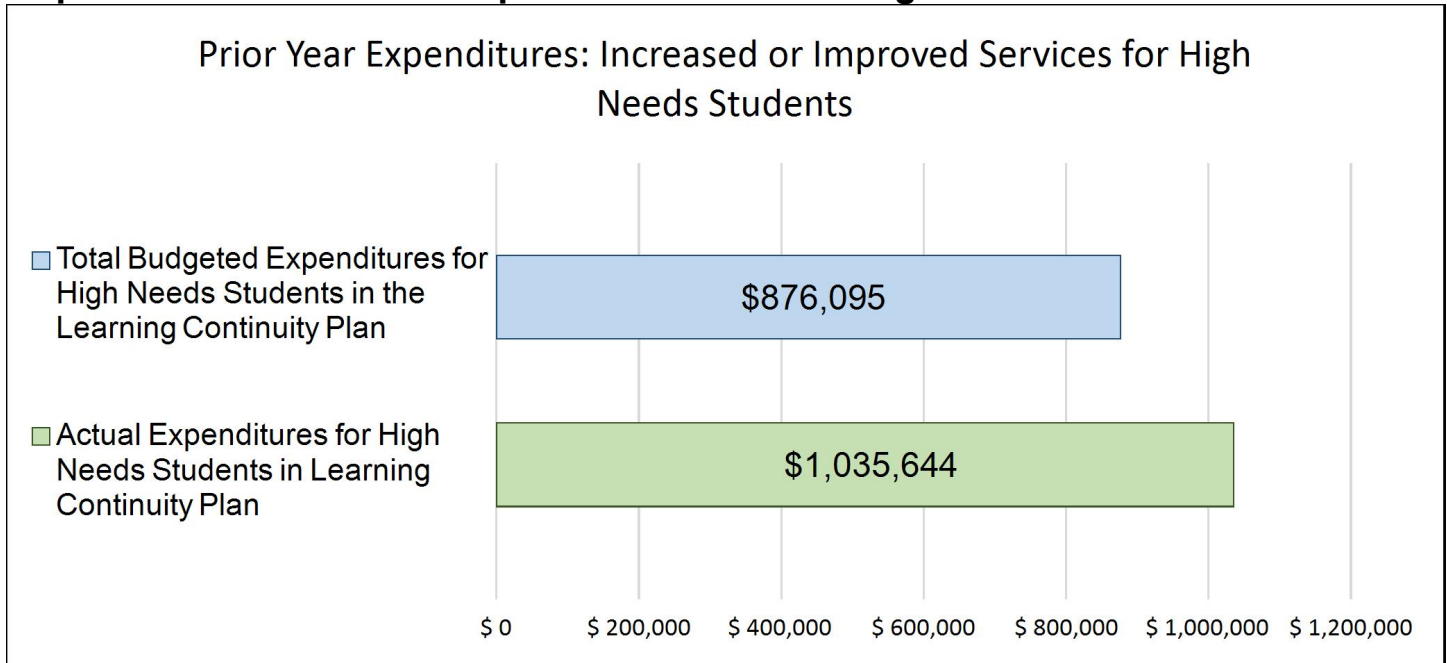
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Kernville Union Elementary School District is projecting it will receive \$1,809,891 based on the enrollment of foster youth, English learner, and low-income students. Kernville Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kernville Union Elementary School District plans to spend \$1,864,583 towards meeting this requirement, as described in the LCAP.

The District plans to meet the needs of all students, including English Learners, low income, Foster Youth, and Special Education students through individualized intervention plans. Expenditures for teacher and staff salaries and benefits, student intervention curriculum, professional development, materials, hardware, and software are budgeted.

# LCFF Budget Overview for Parents

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



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

In 2020-21, Kernville Union Elementary School District's Learning Continuity Plan budgeted \$876,095 for planned actions to increase or improve services for high needs students. Kernville Union Elementary School District actually spent \$1,035,644 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Kernville Union Elementary School District	Dr. Steve Martinez District Superintendent	smartinez@kernvilleusd.org 760.379.3651

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

Goal 1: Conditions of Learning - Students enrolled in Kernville Union School District will have access to a broad course of study, full implementation of State and academic standards, including access by EL and LI students. Students will be taught by appropriately credentialed staff in facilities that are maintained in good repair.

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
<b>19-20</b> Priority 1 Basic Services  >Teachers Appropriately Assigned: 100%  >Teachers Fully Credentialed: 98%  >Student access to standards-aligned materials: 100%  >School facility rating: Exemplary  >LCAP Surveys – teachers supportive, instructional materials/supplies provided, and facility condition: Students – 80% positive Parents – 80% positive Staff – 85% positive	    100% of teachers appropriately assigned  77% of teachers fully credentialed  100% of students have access to standards-aligned materials.  KUSD review each school's facilities with the school principal each May using the FIT (Facilities Inspection Tool). Facilities were rated as exemplary.  The District administered a more detailed survey to parents/guardians, teachers, administrators, classified staff to extract more specific examples regarding teacher support and instructional materials and supplies. Stakeholder surveys of parents/guardians, teachers, administrators, classified staff were

Expected	Actual
	<p>conducted in January and February 2020. Surveys asked stakeholders to prioritize Conditions of Learning services. The top 5 priorities for surveyed parents/guardians, teachers, administrators, and classified staff were: Salary and Benefits for Kernville Elementary Site Lead and Reading Intervention Teacher, Salary and Benefits for two Reading Intervention Paraprofessionals, Student and Teacher Technology Devices, Reading Intervention Materials, and Middle School Electives.</p> <p>During February 2020, in order to gather more detailed responses from students, the District met with a representative group of students from grades 4 and 5 at the elementary schools and from grades 6th -8th at the middle school as part of a focus group and asked about safety, classes, school activities, class offerings, attendance, discipline, and success. Overall students shared they enjoy their classes, particularly when learning is "hands-on;" they sometimes feel safe but are worried about school shootings and fighting; are involved with sports inside and outside of school and want to see more clubs, sports at school, and games during recess; they want to see more electives such as yearbook, art, Spanish, and music; they come to school to learn and socialize and think others don't come to school because they are scared, don't like school, or don't want to do work; only some students receive consequences for their behavior and the school can do more; additional time and recognition would help them be more successful at school.</p>

Expected	Actual
<p><b>19-20</b> Priority 2 – Implementation of State Standards</p> <p>Content standards in all content areas are being taught in all classrooms as evidenced by classroom observations and lesson plans. Learners in English and Academic Language have access to CCSS and ELD standards through designated and integrated language conventions in all classes. NGSS will be fully implemented.</p> <p>&gt;Admin Observation Tool – Instructional Rounds DOK Levels Student Collaboration/Engagement Revised May 2018 Teacher -binary- observed/not observed Uses mixture of questions/life connections - Phrases questions: careful, concise and clear - Addresses questions to whole class,groups, individuals - Pauses to give wait time - Uses variety of strategies when calling on students - Allows students to answer question instead of teacher - Student- binary - observed/not observed Complete sentences when answering questions ( academic language) - Can explain their learning - can tell observer what is learned - Make real life connections - Uses graphic organizer: frames, journals,organizers, etc. - Responses to teacher strategies -</p>	<p>Content standards in all areas are being taught in all classrooms as evidenced by classroom observation by site principals.</p> <p>Learners in English and Academic Language have access to CCSS and ELD standards through designated and integrated language conventions in all classes.</p> <p>NGSS aligned curriculum was reviewed and will be adopted during the 2020-2021 school year.</p> <p>The Admin Observation Tool for Inastructional Rounds for DOK levels and student engagement was not utilized during the 2019-2020 school year.</p>



Expected	Actual
<p>students answering questions when prompted -  Level of Rigor - tally marks  Recall DOK 1 -  Skill/Concept DOK 2 -  Strategic DOK 3 -  Extended Thinking DOK 4 -  Remember -  Understand (Comprehension) -  Apply -  Analyze -  Evaluate -  Create (Synthesize) - 3  Total - 140</p> <p>&gt;LCAP Surveys - CCSS implemented and plan communicated  Students - 92%  Parents - 84%  Staff - 84%</p> <p>&gt;RSDSS Rubrics:  ELA – Full Implementation  Math – Full Implementation  (See CASSI for ELA and Math in this link:  <a href="https://padlet.com/herichter/Priority2Tools">https://padlet.com/herichter/Priority2Tools</a>)</p>	<p>Due to the pandemic, surveys were not completed for the 2019-2020 school year.</p> <p>RSDSS Rubrics were not utilized.</p>

Expected	Actual
<p><b>19-20</b> Priority 7 - Course Access</p> <p>All students including unduplicated students and special needs students are provided a broad course of study as described in the Education Code. Instruction will include PE for all grades, including adaptations for special needs students. Electives offered in grades 7 and 8 will include preparation for CTE courses, with priority enrollment given to unduplicated and special needs students.</p> <p>&gt;Students in grades 7 and 8 enrolled in electives - 100%</p> <p>&gt;LCAP Surveys – quality programs and provide broad course of study Students agree - 90% Staff agree - 90%</p>	<p>All students, including unduplicated students and special needs students, are provided a broad course of study. Instruction includes PE for all grades. Electives were not offered to students in grades 7 and 8. English-Language Arts intervention was offered to all students in grades 1-8 needing reading intervention, with priority given to unduplicated and special needs students.</p> <p>The District administered a more detailed survey to parents/guardians, teachers, administrators, classified staff to extract more specific examples regarding course access. Stakeholder surveys of parents/guardians, teachers, administrators, classified staff were conducted in January and February 2020. Surveys asked stakeholders to prioritize Conditions of Learning services. The top 5 priorities for surveyed parents/guardians, teachers, administrators, and classified staff were: Salary and Benefits for Kernville Elementary Site Lead and Reading Intervention Teacher, Salary and Benefits for two Reading Intervention Paraprofessionals, Student and Teacher Technology Devices, Reading Intervention Materials, and Middle School Electives.</p> <p>During February 2020, in order to gather more detailed responses from students, the District met with a representative group of students from grades 4 and 5 at the elementary schools and from grades 6th -8th at the middle school as part of a focus group and asked about safety, classes, school activities, class offerings, attendance, discipline, and success. Overall students shared they enjoy their classes, particularly when learning is "hands-on;" they sometimes feel safe but are worried about school shootings and</p>

Expected	Actual
	fighting; are involved with sports inside and outside of school and want to see more clubs, sports at school, and games during recess; they want to see more electives such as yearbook, art, Spanish, and music; they come to school to learn and socialize and think others don't come to school because they are scared, don't like school, or don't want to do work; only some students receive consequences for their behavior and the school can do more; additional time and recognition would help them be more successful at school.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Elementary Site Lead/Intervention Teacher</p> <p>Site Lead/Intervention Teacher to support and coach new and seasoned teachers in State Standards, handle some student behaviors, and provide academic interventions for elementary students. The majority of unduplicated students are the lowest performing group and benefit from interventions in academic subjects that are provided by a highly effective Master Teacher.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$42,740</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$16,151</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$43,373</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$16,677</p>
Technology Staff and Training	5800: Professional/Consulting Services And Operating	5800: Professional/Consulting Services And Operating

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Maintain technology staff to train teachers in technology software and hardware. Staff to teach and attend professional development and bring the information back to the school sites.</p> <p>Revised 05/2018: Technology Training Technology staff will be funded through General Funds. Technology learning and sustainability software and training expenses will be included.</p> <p>Revised 05/2019 Teachers will voice their preferences for digital learning software and programs to be purchased for increased student achievement.</p>	Expenditures LCFF Supplemental and Concentration \$1,500	Expenditures LCFF Supplemental and Concentration \$2,063
<p>Student Devices</p> <p>Maintain, repair and replace electronic devices for instruction to use with digital based textbook learning, access to software programs, and assessments. Unduplicated students have limited access to technology at home. The District needs to provide devices to SED students for them to have equitable access to technology.</p>	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$35,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$33,067
<p>Academic Diagnostics, Technology Licenses, and Digital Assessments</p> <p>Provide formative, prescriptive data to inform instruction and identify students' progress towards mastery of standards based expectations. To support the programs used, we will update the licensing. The formative and summative assessments will support the cycle of instruction to show evidence of learning and support growth in achievement gaps, along with universal screening and progress monitoring. The majority of unduplicated students in our District have learning gaps due to poverty and limited background experiences/knowledge. Formative and prescriptive assessments and data will identify areas for teachers to drill down to find gaps and needs</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$48,502</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$949</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$37,956</p> <p>\$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
of unduplicated students. In addition, as interventions are administered teachers will monitor effectiveness of interventions and continue or change course as needed through progress monitoring.		
<p>Teacher Collaboration and Professional Development</p> <p>Teachers need time to collaborate and increase collective efficacy for unduplicated student population success. Professional Learning will include Universal Design for Learning, unique strategies for students from poverty, and classroom management techniques designed to be effective through Trauma Informed Care. These are all issues our unduplicated students groups need to be successful.</p> <p>1. Provide time, materials and resources for teacher collaboration through the use of minimum and early release days once a week, prep time embedded in the schedule.</p> <p>2. Provide an additional days before school begins for all staff collaboration and Professional Development.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$47,516</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$11,029</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$46,475</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,794</p>
<p>Course Access</p> <p>Provide elective courses access to all 7th and 8th grade students as identified in Education code by purchasing licenses and support online courses/programs. maintain staff to facilitate and support students in on-line learning and provide additional learning activities as appropriate.</p> <p>Revised 05/2018: Add Kern River Environmental Magnet as an alternative learning experience to facilitate course access for 4th through 8th grade students.</p> <p>Revised 05/2019</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$79,712</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$32,365</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,350</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$40,031</p> <p>\$0</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,463</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,807</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
We will add Edgenuity for expanded Course Access to 7th and 8th grade students.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$150  5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$12,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$150  5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$820
<b>Standards-Aligned Materials Printed</b>  Print shop will provide and staff to run print shop for duplication of materials required for at-risk students and SED students - includes supplemental materials and Common Core aligned materials.  Revised 05/2018: Interventions for Tier 2 and 3 Students  Standards Aligned supplemental curriculum and diagnostics will be purchased for unduplicated students who struggle academically. A paraprofessional will work with Certificated staff to implement delivery of supplemental curriculum.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$24,299  3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,994  4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$20,529  3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,790  4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,150
<b>Supplemental Supplies</b>  Purchase supplemental supplies for students in our unduplicated count. Students of poverty need basic supplies for homework and classwork. Family incomes are limited and can't provide basic supplies.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,000	\$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.

Funds not used for budgeted actions and services were used to support district learning during the pandemic. The District supported low income, foster youth, and homeless students by purchasing Chromebooks for every student to use at home and classroom sets of Chromebooks to use at school as well as software such as Canvas online learning platform, Zoom meeting software, and Impero and Lightspeed student internet security software. The District purchased 1,034 Chromebooks for all students to be used at home for distance learning and to add to school inventory to be used at school. Teachers lacked the proper basic equipment to teach online; therefore, laptop computers and iPads were purchased. The District purchased 65 laptop Personal Computers and 55 iPads. The District surveyed and contacted unresponsive families about internet access. The District purchased 82 internet hotspots and wireless internet service for low income, foster youth, and homeless students, representing 10% of the District's students. Teachers provided additional support and tutoring outside the school day and the District increased home visits to assist students and parents connect to school remotely and any additional services through the Family Resource Center.

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

The biggest challenge to implementing the actions and services to achieve this goal was obviously the COVID-19 pandemic which forced our three school to shut down in-person learning and transition to distance learning. Challenges to overcome to achieve this goal are stakeholder engagement from parents and the community, implementing NGSS standards and adopting a NGSS aligned achieve curriculum, and offering electives to our middle school students. While the District does engage with parent and community stakeholder groups, it is the same parents and community members that participate in district and school stakeholder opportunities. The District is re-building trust with parent and community stakeholders by demonstrating and communicating how their input is valuable and influences decisions. English-Language Arts, mathematics, and attendance have been the focal points since the District entered targeted assistance while science has gone to the wayside. The District is piloting and evaluating new NGSS aligned curriculum to be fully adopted for the 2022-2023 school year. Targeted assistance has prompted academic intervention and behavior intervention classes that have been prioritized over electives. While 100% of our teachers are not fully credentialed, all of our teachers are on pathways to become fully credentialed within 2-3 years. Our rural location separated by a narrow canyon road between Bakersfield and the Kern River Valley is a challenge to hiring and retaining credentialed teachers. The District has maintained safe and clean facilities with exemplary ratings since our campuses were modernized in the early 2000s. The District has fully implemented and aligned all instructional materials with the CCSS. All of our students have access to courses aligned with their grade level with options for middle school mathematics. Elementary students have access to higher level mathematics courses because our largest elementary schools shares a campus with our middle school. Our middle school students have access to upper level math courses because the local high school is adjacent to our middle school campus.

## Goal 2

Goal 2: Engagement - Kernville Union School District will strive to encourage parent input and participation; student attendance will increase while suspensions and expulsion and chronic absenteeism will decrease, thus ensuring a school climate of support and connectedness.

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
<p><b>19-20</b> Priority 3 - Parental Involvement</p> <p>Parents of all students, including unduplicated students and students with exceptional needs are encouraged to participate In addition, decision-making groups such as School Site Councils, School Parent Clubs, and District Advisory Committee are invited and encouraged to participate. Parent Education nights will be held. They are invited via software and staff communication through parent portal web page, calendar, social media, newsletters, USPS mailed notices, and Blackboard.</p> <p>&gt;Family and Community Engagement Metric - RSDSS: Welcoming to Families - Build Capacity Communicating - Build Capacity Supporting Students - Build Capacity Advocacy - Build Capacity Leadership - Build Capacity Collaborating - Build Capacity</p> <p>&gt;LCAP Surveys – parent participation, input sought, parents valued: Students - 70% positive Parents - 80% positive Staff - 90% positive</p>	<p>Site Councils at all three school sites had 100% participation for the parent group requirement. The Wallace Elementary and Kernville Elementary Parent Teacher Clubs (PTC) and the Wallace Middle School Boosters were active and met monthly, prior to the pandemic. At the end of the academic year, Wallace Elementary PTC had an account balance of \$15,675.51, Kernville Elementary PRC had an account balance of \$12,216.23 and Wallace Booster had an account balance of \$58,204.42. Each school's PTC and Boosters support enrichment learning opportunities such as field trips and science school and extracurricular activities throughout the year. Ending account balances were higher due to the pandemic.</p> <p>The District held 4 District Advisory Committee meetings to share the 19-20 LCAP, and solicit feedback for the 20-21 LCAP.</p> <p>All three school sites collaborated to host a Family Literacy Fair in October 2019. The Family Math Fair and The Leader In Me Family Night were cancelled due to the pandemic.</p> <p>The District shares and updates families about school events through its website, Blackboard communication, and social media sites-Twitter and Facebook.</p> <p>The RSDSS was not utilized to measure parental involvement.</p> <p>Due to the pandemic, surveys were not completed for the 2019-2020 school year. However, during the Fall of 2020, the District partnered with Transforming Local Communities to survey parents</p>

Expected	Actual
	<p>about school culture. Two hundred thirty eight parent/guardian surveys were completed representing a minimum of 398 students (49%) in grades TK-8.</p> <p>This was a different parent/guardian survey than was previously administered with results reported differently.</p> <p>Parents/guardians were asked to rate questions on a scale from 1-lowest to 5-highest.</p> <p>How helpful were the school staff when you needed help with something"</p> <p>4.5 average response</p> <p>How respectful were the school staff towards you?</p> <p>4.5 average response</p> <p>How welcome did you feel at this school last year?</p> <p>4.6 average response</p> <p>The school promptly responded to my phone calls, messages, or emails.</p> <p>4.4 average response</p> <p>The school did a good job of keeping parents up-to-date on events and activities.</p> <p>4.5 average response</p> <p>How helpful were the school staff when you needed help?</p> <p>4.5 average response</p> <p>Participation in school events such as dance, sports, parent night, or science fair.</p> <p>74%</p> <p>Participation in school meetings such as open house, back to school night.</p> <p>84%</p> <p>Participation in parent-teacher conference.</p> <p>90%</p> <p>Volunteered at school.</p> <p>32%</p>

Expected	Actual
<p><b>19-20</b> Priority 5 - Pupil Engagement</p> <p>&gt;Attendance rate: Kernville Elementary - 97% Wallace Elementary - 96% Wallace Middle - 98%</p> <p>&gt;Chronic Absenteeism rate: Kernville Elementary - 5% Wallace Elementary - 13% Wallace Middle - 5%</p> <p>&gt;Middle School Dropout rate: WMS - 0%</p> <p>&gt;High School Dropout rate: n/a &gt;High School Graduation rate: n/a</p> <p>&gt;LCAP Surveys – attendance issues addressed: Students – 80% agree Parents – 70% agree Staff – 70% agree</p>	<p>Attendance for 2019-2020 is from August 2019 to February 2020 due to the pandemic.</p> <p>&gt;Attendance rate: Kernville Elementary 94.29% Wallace Elementary 93.13% Wallace Middle 93.93%</p> <p>Chronic Absenteeism is from the 2019 California School Dashboard</p> <p>&gt;Chronic Absenteeism rate: Kernville Elementary 13.4% Wallace Elementary 29.6% Wallace Middle 18.1%</p> <p>&gt;Middle School Dropout rate: WMS - 0%</p> <p>&gt;High School Dropout rate: n/a &gt;High School Graduation rate: n/a</p> <p>Students did not participate in LCAP surveys, only focus groups, during the 2019-2020 school year. The Superintendent met with a representative group of students from grades 4 and 5 at the</p>

Expected	Actual
	<p>elementary schools and from grades 6th -8th at the middle school that included questions about attendance. When students were asked why they come to school, students reported they come to school to learn and socialize and think others don't come to school because they are scared, don't like school, or don't want to do work.</p> <p>Parents/guardians were not surveyed about the District addressing attendance issues. Parents were surveyed during Ferbruary 2020 about prioritizing LCAP actions regarding attendance. Out of 10 actions in Goal 2, atttendance incentives for students was ranked 3 most important action and funding a part time attendance clerk was ranked 5th most important.</p>
<p><b>19-20</b> Priority 6 School Climate</p> <p>&gt;Suspension rate: Kernville Elementary - 0% Wallace Elementary -0.1% Wallace Middle - 0.3%</p> <p>&gt;Expulsion rate: Kernville Elementary - 0% Wallace Elementary - 0% Wallace Middle- 0%</p> <p>&gt;Truancy rate: Kernville Elementary - 25%</p>	<p>Suspension rate is from the 2019 California School Dashboard</p> <p>&gt;Suspension rate: Kernville Elementary 0% Wallace Elementary 2.9% Wallace Middle 15.2%</p> <p>&gt;Expulsion rate: Kernville Elementary 0% Wallace Elementary 0%</p>

Expected	Actual
<p>Wallace Elementary - 15%</p> <p>Wallace Middle - 20%</p> <p>&gt;LCAP Surveys – quality education, look forward daily, feel safe, help make decisions:</p> <p>Students – 85% agree</p> <p>Parents – 85% agree</p> <p>Staff – 90% agree</p> <p>&gt; CA Healthy Kids Survey:</p> <p>Engagement/Supports - 69%</p> <p>Feeling of Safety - 56%</p> <p>Substance Abuse - 2%</p>	<p>Wallace Middle .3%</p> <p>&gt;Truancy rate:</p> <p>Kernville Elementary 18%</p> <p>Wallace Elementary 15%</p> <p>Wallace Middle 13%</p> <p>Due to the pandemic, surveys were not completed for the 19-20 school year. In February 2020, a representative group of students from grades 4 and 5 at the elementary schools and from grades 6th -8th at the middle school met as part of a focus group and asked about safety, classes, school activities, class offerings, attendance, discipline, and success. Overall students shared they enjoy their classes, particularly when learning is "hands-on;" they sometimes feel safe but are worried about school shootings and fighting; are involved with sports inside and outside of school and want to see more clubs, sports at school, and games during recess; they want to see more electives such as yearbook, art, Spanish, and music; they come to school to learn and socialize and think others don't come to school because they are scared, don't like school, or don't want to do work; only some students receive consequences for their behavior and the school can do more; additional time and recognition would help them be more successful at school.</p> <p>CA Healthy Kids Survey:</p> <p>Engagement/Supports 41%</p> <p>Feeling of Safety 40%</p> <p>Substance Abuse .71%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Positive School Climate</p> <p>1. Create a menu of monetary and non-monetary incentive awards for Positive Behavior as supported by the PBIS program. Utilize awards daily, weekly and or monthly. Each site will be allocated funds based per unduplicated student count.</p> <p>2. Maintain staff to analyze data and input data of PBIS program. Deleted 05/2018</p> <p>3. Maintain increased 1.0 FTE to work with and counsel students as an alternative to suspension and building positive school climate. Moved to Goal 3, 05/2018</p> <p>4. Maintain Director of Positive School Climate to train and maintain fidelity of positive school culture. The director will oversee alternative education classes. Deleted, 05/2018, Position eliminated.</p> <p>5. 3 Alternative education classes will be formed and administration restructured to support the program. Moved to Goal 3, Action 7 05/2018</p> <p>6. Teachers and support staff will be hired and maintained to support students in a variety of Instructional Learning Plans through a specialized classroom that includes Home Instruction, shortened day, alternative curriculum that aligns with FAPE. Specialized classroom moved to Goal 1, Action 6, 05/2018</p> <p>7. Time for training and pay staff for training of CPI. Our current staff is a trainer of trainers and will train the staff as well as follow-up practice throughout the year to keep CPI current. Included in Actions 2 and 3, revised 05/2018.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$21,828</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,890</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,186</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$10,814</p>	<p>\$0</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$14,411</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,417</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,302</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$250</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$2,128</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
8. Train staff regarding teaching executive skills to students of poverty and students with disabilities.		
<p>Truancy and Chronic Absenteeism</p> <p>1.Maintain a shared truancy /campus officer with a neighbor district to provide efficiency in the use of a highly effective SARB program.</p> <p>Revised 05/2018: SARB Officer expense deleted.</p> <p>2.Maintain staff to make home visits and phone calls to chronic absent students and check on truants.</p> <p>3.Maintain staff to make phone calls to unidentified absences.</p> <p>4.Employ staff to hold in-house suspension in lieu of home based suspension.</p> <p>Revised 05/2018: In-house suspension budget deleted.</p> <p>05/2018 Add:</p> <p>5. Postage and printing costs to send attendance letters to parents.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$12,647</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,772</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,500</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$29,115</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$21,321</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$111</p>
<p>Communication with Parents</p> <p>1. Purchase and support/maintain software and associated expenses to increase communication with parents through parent portal web page,</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,600</p> <p>5800: Professional/Consulting Services And Operating</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,775</p> <p>5800: Professional/Consulting Services And Operating</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>calendar, social media, Blackboard, etc. with a focus on parents of unduplicated students.</p> <p>2. Purchase paper and pay for copy costs for newsletters. Utilize existing staff for distribution of newsletters with students.</p> <p>3. Purchase postage to mail out important information to parents.</p>	Expenditures LCFF Supplemental and Concentration \$1,600	Expenditures LCFF Supplemental and Concentration \$1,859
<p>Parent Meetings/Trainings</p> <p>1. C&amp;I leaders to teach classes and facilitate family nights; purchase materials and resources not already available by the District. Revised 05/2018: C&amp;I leaders' stipends moved to Goal 3 - Professional Development.</p> <p>2. Utilize existing staff , resources, and planned professional development activities to sponsor a quarterly parent common core training in the District and invite parents to attend at least one staff development session through a district-side professional development activity with a focus on parents of unduplicated students.</p> <p>3. Provide refreshments and child care with a focus on parents of unduplicated students at DAC meetings, and other parent education nights. Parents of unduplicated students have difficulty attending meetings because of the cost or availability of child care. Providing food during the meetings makes it more appealing for parents to attend and give valuable information to guide the LCAP in addressing the needs of unduplicated students.</p> <p>4. Family Resource Center will provide Nurturing Parent Classes and Parent Project</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$589</p> <p>4000-4999: Books And Supplies Other \$350</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500</p>	<p>4000-4999: Books And Supplies LCFF Base \$589</p> <p>4000-4999: Books And Supplies Other \$69</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500</p>
Extra Curricular and Non-Curricular activities	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Stipends for coaches and athletic director to keep unduplicated students motivated to succeed, team building, and encourage health and fitness. Gives opportunity to have experience that may lead to higher education. Can also include other clubs and organization participation as funds allow. Includes all students to foster peer-to-peer collaboration and learning. Statistics show that unduplicated students have a higher obesity rate. By providing physical and team sports opportunities our unduplicated students have lowered BMI.</p>	<p>Supplemental and Concentration \$7,692</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,866</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,264</p>	<p>Supplemental and Concentration \$11,712</p> <p>\$0</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,310</p>
<p>Health and Safety</p> <p>Provide nurse services , home visits, calls to parents, triage services and referrals to mental health and health services. The District RN has provided needed health services and referrals to students in poverty whose parents can not afford or get referrals in a timely manner. The District RN has also tracked health indicators for data on effectiveness of Physical Education and extra curricular opportunities for students of poverty.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$39,081</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$36,600</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$20,423</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$39,730</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,257</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$21,080</p>
<p>Transportation</p> <p>1. Transport students to and from school with emphasis on bus stops in neighborhoods where transportation is more accessible. Unduplicated count students struggle with transportation needs. Bus routes will include all students to conserve resources.</p> <p>2. Transport students for home instruction and alternative education for successful achievement and student outcomes.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$53,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$33,061</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$62,061</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$44,473</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$8,752</p>

## Goal Analysis

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

Funds not used for budgeted actions and services were used to support distance learning and food services during the pandemic. Supplies normally used in the classroom were purchased for students to use at home. The District provides universal breakfast and lunch to all students and serves snack and supper to all students who participate in the afterschool program. The District had to purchase supplies, packaging, and food items for "grab and go" meals. The District prepared 4 meals and a snack daily for each District student and any student under age 18 since the District participated in the Seamless Summer program made available at the end of the 2019-2020 school year. Because the Kernville Union School District is located in a rural part of Kern County with limited access to public transportation and walkways. The District supported low income, foster youth, and homeless students by delivering instructional materials and supplies and meals to students unable to pick them up from the school site. In order to maximize accessibility, food and supplies were delivered along the regularly scheduled bus routes, stopping at designated bus stops. The District's and school sites' leadership teams collaborated with the Family Resource Center to coordinate home visits from March 18-May 27, 2020. Students not regularly engaged in distance learning would be visited and school and social supports were made available to families.

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

Student attendance and transportation costs have been and will continue to be challenges for student engagement. Parents are the key to consistent and regular student attendance and the District is increasing home visits to students that are chronically truant. The goal is to better educate families about the importance of consistent and regular school attendance. In spite of the challenges with school attendance, there were no dropouts in the district. Because KUSD is a rural district covering 295 square miles, home to school transportation is an essential service. Increases in transportation maintenance and labor without additional transportation funding continues to encroach on the District's general fund. The District reaped many student engagement successes before and during the pandemic. School sites in partnership with the District's Family Resource Center increased home visits to support students and families on distance learning. The District formed a partnership with Mojave Unified School District for a federal School Climate Transformation Grant to support PBIS. This grant has allowed the District to hire two full time PBIS certificated staff to fully implement and maintain the PBIS program for the next 5 years. The grant also provides initial and follow up PBIS training for all staff through the Placer County Office of Education. In conjunction with PBIS, all staff and students are trained in The Leader In Me program which focuses on the 7 habits of highly effective people. The District has maintained two behavior specialists, two full time physical education teachers, an alternative to suspension/expulsion class, a middle school league sports program, and planned two (but held one due to the pandemic) family nights. The District has established a communication plan utilizing Blackboard messenger, the district's website, and social media platforms. The District's Family Resource Center offered the Parent Project class to families and continued the class via Zoom during the pandemic. Transportation transitioned from transporting students to transporting meals and instructional materials and supplies to support students the last 10 weeks of school during distance learning.

## Goal 3

Goal 3: Pupil Outcomes - Kernville Union School District students will demonstrate academic achievement on standardized tests, will participate in pathways to college and career readiness. English Learners will become English proficient.

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
<b>Metric/Indicator</b>	<p>CAASPP testing was suspended for the 2019-2020 school year.</p> <p>Due to the pandemic, surveys were not completed for the 19-20 school year. In February 2020, a representative group of students from grades 4 and 5 at the the elementary schools and from grades 6th -8th at the middle school met as part of a focus group and asked about safety, classes, school activities, class offerings, attendance, discipline, and success. Overall students shared they enjoy their classes, particularly when learning is "hands-on;" they sometimes feel safe but are worried about school shootings and fighting; are involved with sports inside and outside of school and want to see more clubs, sports at school, and games during recess; they want to see more electives such as yearbook, art,</p>

Expected	Actual
<p><b>19-20</b> Priority 4 - Pupil Achievement</p> <p>&gt;CAASPP Reading/Literacy - At or above standard: Kernville Elementary - 45% Wallace Elementary - 43% Wallace Middle - 35%</p> <p>&gt;CAASPP Mathematics - At or above standard: Kernville Elementary - 30% Wallace Elementary - 30% Wallace Middle - 26%</p> <p>&gt;CAASPP Science - At or above standard: 5th grade - increased from baseline 8th grade - increased from baseline</p> <p>&gt;AYP - n/a</p> <p>&gt;LCAP Surveys – Students prepared for next grade and college/career ready Students - 90% Parents - 75% Staff - 90%</p> <p>&gt;% completed UC, CSU requirements or CTE sequence or program - na</p> <p>&gt;% of ELS that make progress toward English proficiency - na EL reclassification rate - na</p> <p>&gt;% who have passed AP tests - na</p> <p>&gt;% who have taken EAP - na</p>	<p>Spanish, and music; they come to school to learn and socialize and think others don't come to school because they are scared, don't like school, or don't want to do work; only some students receive consequences for their behavior and the school can do more; additional time and recognition would help them be more successful at school.</p> <p>CA Healthy Kids Survey: Engagement/Supports 41% Feeling of Safety 40% Substance Abuse .71%</p> <p>Stakeholder surveys of parents/guardians, teachers, administrators, classified staff were conducted in January and February 2020. Surveys asked stakeholders to prioritize Conditions of Learning services. The top 5 priorities for surveyed parents/guardians, teachers, administrators, and classified staff were: Salary and Benefits for Kernville Elementary Site Lead and Reading Intervention Teacher, Salary and Benefits for two Reading Intervention Paraprofessionals, Student and Teacher Technology Devices, Reading Intervention Materials, and Middle School Electives.</p> <p>UC, CSU requirements and CTE sequence program data was not collected since it is not applicable to elementary and middle school students.</p> <p>AP tests are not applicable not elementary and middle school students.</p> <p>EAP are not applicable to elementary and middle school students.</p> <p>100% of English learners are making progress toward English language proficiency; 100% of English learners scored in levels 2,</p>

Expected	Actual
	3, or 4 as measured on the 2018-2019 Summative ELPAC. 0% of students scored level 1 on the 2018-2019 Summative ELPAC
<p><b>19-20</b> Priority 8 - Other Pupil Outcomes</p> <p>&gt;iReady Diagnostic ELA End of Year: Students at or above grade level</p> <p>K - 85%</p> <p>1st - 55%</p> <p>2nd - 60%</p> <p>3rd - 65%</p> <p>4th - 40%</p> <p>5th - 45%</p> <p>6th - 30%</p> <p>7th - 45%</p> <p>8th - 50%</p>	<p>iReady Diagnostic ELA End of Year: % of Students at or above grade level</p> <p>K 44%</p> <p>1st 36%</p> <p>2nd 50%</p> <p>3rd 60%</p> <p>4th 35%</p> <p>5th 30%</p>

Expected	Actual
<p>&gt;EnVision Math End of Year: Students at or above grade level</p> <p>K - 92%</p> <p>1st - 50%</p> <p>2nd - 60%</p> <p>3rd - 50%</p> <p>4th - 55%</p> <p>5th - 45%</p> <p>&gt;4 Sight Math End of Year: Students at or above grade level</p> <p>6th - 45%</p> <p>7th - 45%</p> <p>8th - 45%</p> <p>&gt;Physical Fitness test Pass:</p> <p>5th - 86%</p> <p>7th - 82%</p> <p>&gt;LCAP Surveys – At risk students make progress</p> <p>Students - 84% agree</p> <p>Parents - 50% agree</p> <p>Staff - 80% agree</p>	<p>6th 28%</p> <p>7th 28%</p> <p>8th 27%</p> <p>Students did not participate in the EnVision Math End of Year Assessment for 2019-2020 due to the pandemic.</p> <p>Middle school students participated in the iReady End of Year Math Assessment.</p> <p>iReady Math Diagnostic: % of Students at or above grade level</p> <p>6th - 23%</p> <p>7th - 16%</p> <p>8th - 17%</p> <p>4 Sight Math Assessment not longer used within the District.</p> <p>The California Physical Fitness Test was suspended for the 2019-2020 school year.</p> <p>Due to the pandemic, surveys were not completed for the 19-20 school year. In February 2020, a representative group of students from grades 4 and 5 at the the elementary schools and from grades 6th -8th at the middle school met as part of a focus group and asked about safety, classes, school activities, class offerings, attendance, discipline, and success. Overall students shared they enjoy their classes, particularly when learning is "hands-on;" they sometimes feel safe but are worried about school shootings and fighting; are involved with sports inside and outside of school and want to see more clubs, sports at school, and games during recess; they want to see more electives such as yearbook, art,</p>

Expected	Actual
	<p>Spanish, and music; they come to school to learn and socialize and think others don't come to school because they are scared, don't like school, or don't want to do work; only some students receive consequences for their behavior and the school can do more; additional time and recognition would help them be more successful at school.</p> <p>CA Healthy Kids Survey: Engagement/Supports 41% Feeling of Safety 40% Substance Abuse .71%</p> <p>Stakeholder surveys of parents/guardians, teachers, administrators, classified staff were conducted in January and February 2020. Surveys asked stakeholders to prioritize Conditions of Learning services. The top 5 priorities for surveyed parents/guardians, teachers, administrators, and classified staff were: Salary and Benefits for Kernville Elementary Site Lead and Reading Intervention Teacher, Salary and Benefits for two Reading Intervention Paraprofessionals, Student and Teacher Technology Devices, Reading Intervention Materials, and Middle School Electives.</p>

Expected	Actual

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Expanded Learning through Make-Up Attendance School</p> <p>1. Employ certificated staff and provide transportation for students to attend Make-Up Attendance school for at-risk students</p> <p>2. Provide supplies for Make -Up Attendance school.</p> <p>Revised May 2018: Action removed</p>	Not Applicable	Not Applicable
<p>Broad Course Access - Science</p> <p>Maintain credentialed science teacher to reduce average class size in grades 4-8 to 25 students to 1 teacher, and provide science classes. Smaller class sizes give teachers the opportunity to focus on developing a student-teacher relationship that fosters increased connectedness between them. This connectedness is missing in many of our unduplicated students.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$78,445</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$30,924</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$72,070</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$28,428</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Every Student Eats Breakfast</p> <p>1. Maintain staff to serve breakfast in the classrooms. Our unduplicated student population come from families with limited financial means and many come to school hungry. By providing the students with a nutritious breakfast they have a greater attention span and ability to concentrate on academics and school.</p> <p>2. Maintain custodial time to clean classrooms due to increased spills in the classroom due to students eating in the classroom.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$20,211</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,046</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$20,298</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,120</p>
<p>Special Education Inclusion</p> <p>The majority of our Students with Disabilities is in our unduplicated student count. Parents are not able to financially afford services to ease the access to an equitable environment. Delivery of specialized services and supports through in- class delivery provided by special education certificated and classified staff in tandem with the classroom teacher to ensure that students have access and can succeed in the core curriculum and meet expected standards and the goals of ILPs through services and supports. Use of existing staff and materials.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$71,490</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$17,407</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$72,061</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$13,038</p>
<p>Course Access - PE</p> <p>Increase to a 1.75 FTE for 4th-8th grade physical education which will help students of LI populations become more physically active to help cut down on obesity and sharpen academic precision.</p> <p>Revised 05/2018: Increase to 2.0 FTE PE teachers.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$152,608</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$61,009</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$154,897</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$61,745</p>
<p>LCAP Data Analysis</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Increase staff to .5 FTE to analyze data and support Dashboard reports of data to stakeholders.</p> <p>Revised 05/2018: Decrease staff time to 0.3 FTE to data analysis and Dashboard support. Progress and analysis of unduplicated student measures is reported regularly for a continuous improvement process and to refine actions to meet the needs of unduplicated students.</p>	<p>Supplemental and Concentration \$34,456</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$11,414</p>	<p>Supplemental and Concentration \$34,447</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$11,203</p>
<p>Response to Intervention</p> <p>Maintain intervention programs and referral processes from 2015-2016; make adjustments to programs, processes and services as identified through the use of on-going monitoring of student data. Create two Alternative Education classrooms for students needing smaller groupings, adjusted schedules and other interventions.</p> <p>Revised 05/2018 Add another Alternative Education classroom to make a total of 4.5 FTE. The District has made progress with our unduplicated students through this method of intensive delivery. We will increase the number of certificated and classified staff to provide more of the unduplicated students academic interventions.</p> <p>Revised 05/2019 Add Professional Development for teachers to implement additional interventions in classrooms. The Intervention teachers have had success with pull-out model. Training teachers will increase effectiveness of interventions for all unduplicated students. Additional staff hours and materials will be increased expenses.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$281,984</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$51,559</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$132,844</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$282,459</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$51,375</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$149,969</p>
<p>ELD Coordinator</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Maintain staff members to analyze data regarding performance and progress of English Language Learners to teachers as a way to inform instruction and use of instructional strategies. the coordinator will attend ELD trainings and serve as a trainer of trainers for the district.	Supplemental and Concentration \$803  3000-3999: Employee Benefits LCFF Supplemental and Concentration \$272	Supplemental and Concentration \$839  3000-3999: Employee Benefits LCFF Supplemental and Concentration \$285
<p>Professional Development</p> <p>Provide on-going professional development/coaching for C&amp;I leaders and administrators every month from an expert in working with student's of poverty utilizing a trainer of trainer model. C&amp;I leaders will serve as early implementers and provide like information and strategies to staff through district-wide, school-wide, grade level or content-alike groups through PLCs.</p> <p>Support teachers in cultural and 4C's strategies within classrooms.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$4,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,032</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$10,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$480</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,790</p> <p>\$0</p>
<p>Behavior Interventions</p> <p>Maintain 1 FTE behavior specialist to deliver counseling services to 6th-8th grade students to address emotional, behavioral, and truancy issues that serve as a barrier to student learning.</p> <p>Revised 05/2018: Increase to 2.0 FTE Behavior Intervention Specialists.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$113,435</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 59,667</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$95,349</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$50,560</p>
<p>Tutoring</p> <p>Maintain extra hour service for tutoring from paraprofessional and/or teacher at lunch, before and after school for at-risk student populations</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$4,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,650</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$882	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$720

## Goal Analysis

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

Most funds budgeted for this goal were expended; the discrepancy in budgeted funds and expended funds resulted from salary and benefit actual costs and the closure of in-person instruction and transition to distance learning for the remainder of the 2019-2020 school year. Remaining funds were used to support the purchase of Chromebooks, Canvas learning platform software, and consumable supplies for students.

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

The greatest challenge with implementing some actions and services was due to the pandemic, not offering services such as tutoring for the entire school year. Another challenge was recruiting and maintaining staff for Make Up School and enforcing student attendance. Most of the actions and services were successful in spite of the pandemic. The District offered full inclusion for Special education students, when appropriate, with individual supports in the general education classroom. The District employed two dedicated physical education teachers to focus on supporting students' physical well-being. Reading intervention teachers targeted Tier II and Tier III students needing additional support with reading fluency and comprehension. Teachers and support staff transitioned their programs to the Canvas learning platform supported with Zoom video conferencing during the pandemic.

# 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
Training for Social-Emotional Team Members to respond to student needs	5,067	5,209	Yes
Consumable supplies for students	23,282	23,282	Yes
Diagnostic and Benchmark Assessments	26,673	28,624	Yes
Social Emotional Learning (SEL) Team	196,628	198,235	Yes
Supplies for SEL team	1,256	0	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.

The amount budgeted for SEL team was an estimate prior to any expenditures. The SEL team utilized existing resources and therefore additional supplies were not needed.

### Analysis of In-Person Instructional Offerings

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

The challenges to offering in-person instruction due to the pandemic were numerous. Challenges included: limiting the number of students in classes, limiting the number of students on buses, preparing student meals, disinfecting and sanitizing classrooms and common areas, teachers preparing in-person lessons and distance learning lessons, COVID screenings of students and staff, and maintaining student groups. Even with numerous challenges, the teachers, administrators, and classified staff of the Kernville Union School District overcame these challenges. The Kernville Union School District began offering in-person instruction to special education students on September 28, 2020; transitional kindergarten, kindergarten, and 1st grade students on October 5th, 2020; third through fifth grade students on October 19th, 2020; and sixth through eighth grade students on March 15th, 2021. The District

transitioned back to distance learning November 30th 2020 - February 5th, 2021 due to the surge in the pandemic. In order to adhere to the California Department of Public Health school guidance, the District limited classes to 12-14 students; limited seating on school busses and vans and grouped students by household; prepared and packaged 4 meals for each student to be served in the classroom and for home consumption; increased custodial hours to disinfect and sanitize classrooms, busses, and common areas between student groups; teachers prepared lessons for in-person instruction and lessons for 50 and 60 minutes of distance learning to meet instructional minutes requirements; developed COVID-19 safety protocols; screened all students and staff for COVID-19 symptoms, negotiated MOUs with bargaining units to reopen schools; and adapted student schedules, particularly special education students through the IEP process, to meet each student's learning and social-emotional needs. Approximately 70% of elementary students and 62% of middle school students returned to school for in-person instruction because of the diligent efforts, supports, and COVID-19 protocol successes implemented by our staff.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks, ipads, zoom, and software for students	177,975	338,803	Yes
Internet hotspots and wireless	9,802	22,979	Yes
Assessments- iReady, iXL	12,978	12,979	Yes
Tiny Eye Speech Services	55,250	57,857	No
Technology hotline	12,354	7,866	Yes
Canvas Learning Platform	4,550	4,550	Yes
iReady training for teachers	3,000	0	Yes
Homeless Liaison Training	5,220	6,662	Yes
Zoom Meeting Platform	4,770	4,770	Yes
PBIS Trainings for PBIS Coach, Coordinator	37,500	14,936	Yes
The Leader In Me Program, including training	10,000	10,000	Yes
Teacher Leads for PLC and teacher collaboration during the school year	38,300	31,917	Yes
Parent Communication System	1,600	5,345	Yes
Family Resource Center- student family support services	5,220	6,662	Yes
Consumable supplies for distance learning	1,600	20,773	Yes
Parent- Student- Teacher Conference Meetings	5,000	10,000	Yes
Laptops for Teachers	32,803	34,311	Yes
Learning Plans for students with 504 Plans and IEPs	10,606	11,038	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers and administrators Professional Development for Canvas, Zoom, Distance Learning	127,001	127,426	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.

Substantive differences between planned actions/budgeted expenditures and implemented actions/expended funds were due to some increased costs, increased needs of students, other funding sources, new systems, and increased hours for teachers. The Learning Continuity and Attendance Plan was developed during August and September 2020 during a pandemic and some of the anticipated actions and expenditures were very preliminary. The most substantial increase was because additional technology hardware, specifically Chromebooks and iPads, were purchased to support low-socioeconomic and special education students. Additional students needed access to internet so the District partnered with a local internet company to provide internet to low-socioeconomic and foster students and students experiencing homelessness. Other increases were a new communication system, Aeries Communications with Paren Square, consumable supplies for students during distance learning for the entire school year, and additional hours for parent-teacher conferences. There were decreases in expenditures for the technology hotline which was utilized a shorter period of time than anticipated, fewer teacher lead stipends and fewer PLC meetings in order to offer in-person instruction, and other funding sources for iReady teacher and PBIS coach and coordinator trainings.

## Analysis of the Distance Learning Program

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

The biggest challenge to maintaining continuity of instruction was managing, adhering, and adjusting to the guidance and plan requirements from the California Department of Public Health, Cal-OSHA, Kern County Department of Public Health, and the California Department of Education. The District successfully submitted a waiver to reopen elementary schools, a cohorting plan for to return special education students to in-person instruction, and a COVID-19 Safety Plan. The District also submitted a Safety Review Check to CDPH and was informed the program was retired.

The Kernville Union School District successfully and safely reopened schools under its reopening plan in several phases, prioritizing special education and foster youth students and students experiencing homelessness. The first group of students returned to school September 28, 2020 with additional groups returning for in-person instruction October 5, 2020, October 19, 2020, and March 15, 2021. Approximately 70% of all elementary students and 62% of all middle school students returned to school for in-person learning during the 2020-2021 school year. Some families opted for their students to continue distance learning through the end of the school year.



CDPH guidance for schools presented numerous challenges that were met by the teachers, administrators, and support staff of the Kernville Union School District. Classrooms accommodated 12-15 socially distanced students. Students attended either a morning or afternoon classroom session for 3 hours daily with Kindergarten meeting the 180 daily instructional minutes requirement for in person instruction. Students in grades 1-3 participated in an additional 50 minutes and students in grades 4-8 participated in an additional 60 instructional minutes of distance learning to meet the 230 and 240 daily instructional minutes requirements.

The District successfully messaged the importance of COVID-19 safety guidelines. All students and all staff were required to wear face coverings at all times. Initially, temperature checks and COVID screenings for all students and staff were implemented, later adjusted to the most recent CDPH COVID-19 guidance. Classrooms, buses, cars, offices, and restrooms were cleaned, sanitized, and disinfected daily and after each student group. To maintain group continuity, students did not participate in outside recess, and meals were served and eaten in classrooms. Students were provided both grab and go breakfast, lunch, snack, and supper.

The District negotiated return to work MOUs with its two bargaining units and implemented COVID-19 Safety Protocols that were adjusted as public health guidance adjusted.

The Kernville Union School District successfully deployed hardware and internet connectivity to all students. The District purchased 1,034 Chromebooks for every KUSD Transitional Kindergarten through eighth grade student, including additional Chromebooks for classrooms, and purchased iPads for special education students for specialized instruction services. Sixty-five computers and 55 iPads were purchased for teachers to teach during distance learning. Internet access was and still is a concern for some families in the Kern River Valley. Families of students needing internet access were identified by teachers during individualized Back to School before the August 17th start of school. Once students were identified, teachers shared this information with the District's Information Technology department who contacted families in need of internet and arranged for hotspot pick up or delivery. The District purchased mobile hotspots through Verizon and At&t wireless. However, hotspots do not work in every area in our rural community; therefore, the District secured a contract with Lake Linx, a local internet provider, to prioritize wireless internet in students' homes in areas currently not covered by hotspots. The District wrote a letter to the Bureau of Land Management (BLM) asking the BLM to allow Lake Linx to install additional towers for internet access for our students. Overall the District provided access to 82 families, approximately 10% of the District's student population.

The District also created a hotline for families to access technology support. Students and parents/guardians could call or email the call center between 8:30 a.m. – 6:00 p.m. The call center was open from August 2020 through October 2020. As the number of related questions subsided, technology related calls and emails were transferred to the technology department.

The Kernville Union School District developed an attendance accounting and daily engagement plan monitoring pupil participation through synchronous and asynchronous engagement. Student attendance has been an ongoing challenge for the District, even prior to the pandemic. The pandemic has exacerbated attendance challenges. The District's attendance rate for the 2020-2021 school year was 90%, less than the District's 92.7% 2019-2020 Average Daily Attendance. The District's goal is 95% Average Daily Attendance.

The District successfully utilized the Blackboard and Aeries Communication systems to update parents on their child's progress. During distance learning and hybrid instruction, students were provided asynchronous assignments through the Canvas learning platform. One measure of student progress during asynchronous learning was the Time value assigned to students' work. Time value was based on teacher's prior experience with similar assignments for a particular grade level. Teachers analyzed and measured the time value of each assignment by asking "how long would it take a typical\_\_\_\_grade student to complete the assignment?" Students' progress during asynchronous and synchronous learning was measured through completion and accuracy of assignments and assessments. Achievement and progress for students in grades TK-3 was measured and reported as: O-Outstanding, S- Satisfactory, and N-Needs Improvement. For students in grades 4-8 students' achievement and progress was measured and reported as: A (90-100%) Outstanding Achievement, 4.0 grade points; B (80-89%) Above Average Achievement, 3.0 grade points; C (70-79%) Average Achievement, 2.0 grade points; D (60-69%) Below Average Achievement, 1.0 grade points; F (0-59%) Little or No Achievement, 0 grade points; and I Incomplete, 0 grade points. Parent-student-teacher conferences were held via Zoom for 6th - 8th grade students during September 2020 and in November 2020 for students in TK- 5th grades. Parent-student-teacher conferences were also held in March 2021 for students needing additional intervention and supports.

Another measure of students' progress and achievement was the iReady Reading and iReady Math assessments. These assessments were given during 4 windows throughout the school year. The assessment data shows that students did not experience learning loss in reading because teachers adjusted their instruction to meet student needs during both in-person instruction and distance learning. During the August 16 – October 2, 2020 reading window assessment period, 19% of students were 3 or more grade levels below, 15% were two grade levels below, 32% were one grade level below, 15% were early on grade level, and 20% were at mid or above grade level. During the April 22 – June 1, 2021 reading assessment period, 20% of students were 3 or more grade levels below, 11% were two grade levels below, 29% were one grade level below, 18% were early on grade level, and 22% were at mid or above grade level. However, data shows students struggled with math and adjusting from in-person to distance learning throughout the school year. During the August 16 – October 2, 2020 math window assessment period, 21% of students were 3 or more grade levels below, 17% were two grade levels below, 42% were one grade level below, 12% were early on grade level, and 9% were at mid or above grade level. During the April 22 – June 1, 2021 math assessment period, 26% of students were 3 or more grade levels below, 16% were two grade levels below, 39% were one grade level below, 12% were early on grade level, and 7% were at mid or above grade level.

A social-emotional (SEL) team was created to respond to the COVID pandemic. The SEL team includes two counselors, the school psychologist, PBIS coach, PBIS coordinator, and the Family Resource Center supervisor. The purpose of the SEL team is to provide additional resources and supports to students and to assist teachers' response to students' social emotional and attendance needs. Resources and supports may include social services, counseling, check ins, connecting students and families to additional mental health services in our community. The SEL team created a procedure chart and referral process for teachers and support staff to notify the SEL team to investigate and respond to each students' social emotional, attendance, and academic needs. During the 2020-2021 school year, school counselors received 619 student referrals for support with grief, substance abuse, academic support, emotional support, attendance, behavior support and intervention, anger management, and restorative justice. The Family Resource Center received 27 referrals from District staff for additional social service supports.

The training the District provided to its staff greatly contributed to the District's successful transition to distance learning. Teachers, counselors, speech pathologist, and school principals were provided seven (7) days of professional and curriculum development and planning time during July and August 2020. KUSD Canvas and Zoom professional development built upon the training and professional development provided by the Kern County Superintendent of Schools during the 2019-2020 school year. Professional development for Canvas and Zoom was provided by the District's instructional technology team. Training covered creating classes in the Canvas learning platform, submitting student work through the Canvas learning platform, and utilizing the Zoom meeting platform. Certificated teachers, principals, and the information technology team collaborated to streamline the "shell" or tiles of each classes homepage and the submission of student assignments on Canvas. The product was a cohesive Canvas platform organized into TK-2, 3-5, and 6-8 grade spans. Certificated teachers and principals were allocated work time before the start of school to build their Canvas classrooms by developing lessons, assignments, and compile online resources for the Canvas learning platform. The District trained teachers and principals on the iReady assessment system. The District hosted Zoom meetings on Mondays and Wednesdays each week from August through October 2020 to provide technology support and trainings. The District's technology team prioritized their availability to assist teachers with any immediate distance learning technology needs. During September 2020, paraprofessionals received Systemic Instruction in Phonological Awareness, Phonics, and Site Words (SIPPS) training. SIPPS is an established, research-based, regimented reading program for students struggling with reading fluency. Paraprofessionals assisted teachers with online reading intervention through small break out groups first during distance learning and continued when in-person instruction resumed in October 2020.

The District planned to continue PLC, time for professional development, and staff meetings every Wednesday from 1:00- 4:00 p.m. However, because teachers taught two in-person sessions, this time was unavailable. Teachers still met for staff meeting twice each month and middle school teachers were trained on the Lucy Calkins Writing Program in April and May 2021. Some grade levels continued to meet for PLCs outside of their work hours.

The teachers, classified staff, and administrators successfully adapted to meet the challenges brought by the pandemic. The core roles and responsibilities of certificated and classified team members were largely unchanged; however, the procedure, process, and delivery of some staff responsibilities changed during the 2020-2021 school year. For example, food service workers prepared "grab and go" meals instead of serving meals; counselors focused on remote services engagement and mental health outreach to students and families during distance learning and then pivoted to work with both students attending school and students who remained on distance learning. Teachers designed both in-person and distance learning lessons for hybrid instruction. The District negotiated MOUs with the local CTA (KUSTA) and CSEA (Thyra Apalatae Memorial Chapter #635) labor unions to allow for flexibility required during distance and hybrid learning to best serve students and families. All certificated and classified staff members demonstrated flexibility in their roles to best meet the needs of students and families. For example, paraprofessionals assisted with staff and student COVID screenings when students returned for in-person instruction and MOT classified employees assisted with delivery of meals along bus routes during distance learning. The District developed COVID safety protocols in accordance with California Department of Public Health guidance and distributed to all staff. Protocols included the wearing of face coverings; social distancing; work cohorts; safety measures in common areas; cleaning, disinfecting, and sanitizing procedures; and guidelines for staying home when feeling ill, and exposure and potential exposure to COVID.

The District successfully implemented multiple transitions between distance learning and in-person instruction for all students including English learner, special education, and foster care students, and students experiencing homelessness. The following statistics were reported to the California Department of Education during the 2020-2021 school year via CALPADS, but has not been published. English learners are less than 2% of the District's student population and decreased by 11%, or 2 students, during the 2020-2021 students. The District's foster youth student population decreased by 25%, 2 students, and the population of students experiencing homelessness decreased by 44%, 11 students. However, the District's unduplicated student population increased from 74.25% in 2019-2020 to 80.7% in 2020-2021 and the special education population increased 15% from 19-20 to 20-21.

English learners received ELD services through their teacher via the Zoom platform and during in-person instruction. The District prioritized Chromebook distribution and internet access for English learner, special education, and foster students and for students experiencing homelessness. Special education case managers and family resource center case managers contacted unduplicated students to assist with the multiple transitions between distance learning and in-person instruction.

Special education students received services and supports in accordance with their IEP and 504 plans. During distance learning, the special education team organized IEP meetings with each special education student's teacher(s), principal, parents/guardians, and students and created learning plans. These services included: academic modifications and accommodations, speech, counseling, behavior supports, and one on one and small group instruction and support. Once the District returned to in-person instruction, IEPs were once again adjusted to meet each student's unique learning needs. Meeting each student's unique needs through the IEP process was challenging as IEP meetings were held on almost a daily basis. One or two IEP meetings may be held during a pre-pandemic school year; 3 to 4 IEP meetings were held during the 2020-2021 school year to meet each student's needs. The District prioritized returning special education students to campus before general education students. Special education students returned to school for in-person instruction on September 28, 2020 under the cohort model.

Parents/guardians who chose to continue distance learning received instruction and targeted, specialized services through distance learning.

Foster students and students experiencing homelessness received priority for education related services and supplies needed to support their education. The District's family resource center provided social services and supports to students and families. Family resource center supports included supplies, transportation assistance, food assistance, utility assistance, and parent education.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Intervention Teacher	87,546	66,462	Yes
Phonics intervention-SIPPS	0	0	No
Software converting PCs to Chromebooks	21,420	11,325	Yes
Teacher Tutoring	5,000	16,978	Yes
Canvas Learning Platform	4,550	4,550	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.

An intervention teacher was hired for the 2020-2021 school year. The District used the funds to support teachers and students during distance learning by building a studio and hiring a contractor to film and produce video lessons and parent/community messages. The budgeted amount for software converting PCs to Chromebooks was a preliminary amount before the District secured quotes and the software. Teacher tutoring increased because our middle school created a "hybrid" learning component to better engage our 6th - 8th grade students.

## Analysis of Pupil Learning Loss

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

The greatest challenge in addressing pupil learning loss during the 2020-2021 school year was inconsistent student attendance and engagement. Students are not as engaged and do not have the same level of teacher support during asynchronous learning. The District's attendance rate was 90%, below the 2019-2020 attendance rate of 92.7%. However, many successes grew out of the pandemic. The pandemic forced, out of necessity, more focused and targeted instruction. Teachers leveraged small class sizes and implemented small group instructional strategies regularly into their lessons because classes were split into 3 hour morning and 3 hour afternoons session during in-person instruction. The shortened instructional minutes also forced teachers to prioritize essential standards and skills during in-person instruction. The pandemic required teachers and principals to re-examine the role of technology in education. During distance and hybrid learning, teachers created supplemental instructional videos for students during asynchronous learning and linked them to their Canvas online classrooms. Early assessment data shows learning loss was minimal

and not as significant as anticipated. Benchmark and diagnostic assessments showed students did not experience learning loss in reading. On the fall assessment 19% of students were 3 or more grade levels below, 15% were two grade levels below, 32% were one grade level below, 15% were early on grade level, and 20% were at mid or above grade level. On the end of year assessment, 20% of students were 3 or more grade levels below, 11% were two grade levels below, 29% were one grade level below, 18% were early on grade level, and 22% were at mid or above grade level. Math assessments showed students struggled with math throughout the school year. On the fall assessment, 21% of students were 3 or more grade levels below, 17% were two grade levels below, 42% were one grade level below, 12% were early on grade level, and 9% were at mid or above grade level. On the spring assessment, 26% of students were 3 or more grade levels below, 16% were two grade levels below, 39% were one grade level below, 12% were early on grade level, and 7% were at mid or above grade level. Contributing factors to less learning loss were the District offered in person instruction to elementary students for most of the school year in which 70% of elementary students participated. Teachers successfully implemented technology resources into their instruction and classrooms at all grade levels. However, the long term affects of the pandemic on pupil learning loss are not completely yet known. The District is prioritizing state and federal resources to combat long term effects of the pandemic on learning loss.



## 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 biggest success was creating a collaborative social-emotional team and referral process to support the mental health and social and emotional well-being of our students. This team has become a systemic part of the District that will continue beyond the pandemic. The District's social-emotional learning (SEL) team includes counselors, district psychologist, principals, PBIS coach, PBIS coordinator, and Family Resource Center supervisor. The team created a tiered referral process for teachers, principals, and school secretaries to assist students and families. Teachers, principals, and school secretaries were trained on how to use the referral process. The team collaborated with teachers and principals to identify students who have demonstrated social-emotional needs and attendance issues in the past and identify new students with social-emotional needs. The team proactively contacts these students and families to connect and assess needs to direct resources to students and families. During the 2020-2021 school year, school counselors received 619 student referrals for support with grief, substance abuse, academic support, emotional support, attendance, behavior support and intervention, anger management, and restorative justice. The Family Resource Center received 27 referrals from District staff for additional social service supports.

COVID safety restrictions was the biggest challenge with supporting students' mental health and emotional well-being. SEL team members would contact students via Zoom, phone, and sometimes even text when possible. When students and families required more direct services, SEL team members would visit student homes, while adhering to COVID safety guidelines.

## 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.

Student participation and attendance was the primary measure of pupil and family engagement. Pre-pandemic engagement was more easily monitored through active, in-person attendance and participation. Monitoring students' and families' engagement and attendance virtually was challenging and required creative solutions. Families were integral in maintaining student participation and engagement, taking on the various roles normally assigned to teachers and school staff members. There was a direct correlation with the level of parent involvement and student engagement and school attendance. Measuring student participation and attendance was multi-faceted, tracking synchronous and asynchronous attendance during distance and hybrid learning. Principals monitored attendance regularly and deployed reengagement strategies. The District implemented an early attendance intervention policy, contacting disengaged students and families within the first 3 absences. The frequency of home visits also increased to reengage students, visually check in on the well being of students, and offer school and social supports. While elementary students were able to return for in-person instruction, middle school was not able to return until March 15, 2021. Attendance data and analysis revealed a group of 14 middle school students, 5% of the population, not actively engaged. This group of students usually lived with a grandparent who struggled accessing distance learning resources. In addition to online instruction, middle school teachers met individually with these students and provided individual instruction and paper packets that mirrored online work. Twelve of the fourteen students, 86%,

demonstrated improvement in their grades. Overall, efforts made by the District resulted in a 90% attendance rate and 70% of elementary students and 62% of middle school students returning to in-person instruction. Due to the success of increasing early contact and home visits, these two strategies will be added to the District attendance improvement plan for the 2021-2022 school year. The District utilized multiple means to communicate with students' families. At the start of the pandemic, traditional means were utilized at first, Blackboard and Aeries communication systems; Remind; Class DoJo; emails blasts; and posts on social media and district and school websites. The District added video and livestreams to modernize and immediately reach students' families. Video messages welcoming students back to school and showing protocols, explaining distance learning, and providing step by step visual instructions on how to utilize certain technology features. Multiple Facebook Live events were broadcast to share information and answer parent questions. Online trainings were broadcast to support parents with the Canvas online learning platform and the Zoom meeting platform. District advisory, school site council, and safety committee meetings, parent-teacher conferences, as well as Back to School Night and Open House transitioned to an exclusive online format. Parents/guardians and community members could attend and participate, through public comment, in board meetings via Zoom or Facebook Live. When parents were asked in a Fall 2020 parent survey how schools could best support parents, watching a video and attending a virtual live meeting were the top two responses. Teachers indicated they were able to more closely connect with students and families because of the online resources available to them. The use of online meeting options and learning platforms will continue to be used during post-pandemic school years.

## **Analysis of School Nutrition**

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

Staffing, storage, refrigeration, and distribution were the biggest challenges facing our nutrition program. The District participates in the National School Lunch Program (NSLP) and because KUSD has over 70% socio-economically disadvantaged, we are a Community Eligibility Provision (CEP) which allows the District to provide free breakfast and lunch to all KUSD students. Snack and supper are free to all KUSD students under the Child and Adult Care Food Program. This translates to providing 3 grab and go meals plus a snack to every student every school day. Meals include breakfast, lunch, and supper. Prior to the pandemic, the District served approximately 80% of our student population, or 660 students.

The District added staffing hours and purchased equipment such as a package sealer for grab and go meals, vans to deliver meals to homes during distance learning, and a Gator to deliver meals to classes when students returned to in-person instruction. Food services utilized the entire cafeteria seating area to store non-perishable food items. During December 2020, a positive COVID-19 case required the District to close the cafeteria at two of our three schools. The District quickly collaborated with Kern Valley High School and the Kern High School District to provide meals to our students for 10 school days.

The District was granted a waiver by the U.S. Department of Agriculture to allow KUSD the District to participate in the Seamless Summer Option. This allowed the District to provide free meals to all school age students regardless of District attendance. Even with the waiver, student participation varied from 20-50% during the 2020-2021 school year. Students and parents shared the options



limitations with grab and go meals made the meals less appealing over time. Due to the decrease in student participation, the District will lose federal NSLP funding and will need to utilize stimulus funds to supplement the District's nutrition program.

The District's nutrition program accomplished many successes through all challenges the pandemic presented. Pre-pandemic, our food services serve one meal a time; the pandemic required our staff to prepare and distribute 2-4 meals at time. Food service employees prepared and distributed meals up to 2,000 meals, including snacks, a day for approximately 500 students. Our food services department coordinated meals delivery with our MOT department to deliver daily and bulk meals along bus routes during distance learning and to classrooms twice daily and to the Boys and Girls Club during in-person instruction. Even though 70% of elementary students and 62% of middle school students returned for in-person instruction, food services prepared meals for pick up for students remaining on distance learning while preparing meals for students attending school. Food services created a bulk meal distribution program to allow delivery and pick up of a week's worth of meals for each student.

The District looks forward to offering more varied, nutritious meals, and not just grab and go meals, when students return to full time instruction in 2021-2022.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Behavior Training- Addressing and intervening students' behaviors	15,000	21,000	Yes

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.

The difference between the planned actions and budgeted expenditures were due to personnel costs for after hours training with Crista Leischer and Associates.

## Overall Analysis

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

The lessons learned from implementing in-person and distance learning in 2020-2021 reaffirmed the goals and actions from the 2017-2020 LCAP. In short, we're on the right track. However, the 2020-2021 school year revealed areas for improvement and the need for additional or refined goals and actions in the 2017-2020 LCAP. These areas for improvement became glaringly apparent when the District quickly transitioned to address distance learning needs of students. The District surveyed students, parents, teachers, and support staff about the challenges and successes of the 2020-2021 school year. The admin team, which includes district and school site leadership, met weekly throughout the year to adjust and on reflect actions to address students' needs during a unique school year. Analysis of survey results and leadership meetings led to the development of an additional goal with actions in the 2021-2024 LCAP. Goals and actions established in the 2017-2020 LCAP and carried over to the 2021-2024 LCAP were refined and additional actions were added. The biggest revelation was in social-emotional learning services. The District added an additional goal with actions to address students' mental health. Other lessons learned that are addressed in the 2021-2024 LCAP are: the need for on-going students' and teachers computing devices and supporting software; the need for an on-line learning platform to address students on independent study; the need for students' access to internet at home; the need for video and streaming communication with parents/guardians; the need to continue to provide meals to students to support learning; the need to for early interventions addressing student engagement and attendance; the need to re-instate Professional Learning Communities; the need to re-instate Tier II and III reading intervention programs with the addition of a comprehensive Tier I math intervention throughout the District; and the need for early behavior interventions to support all students' learning.

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

Pupil learning loss will continue to be assessed in the 2021-2024 LCAP through formative and benchmark assessments and progress monitoring assessments. During the 2021-2022 school year, the District will use the iReady diagnostic and benchmark to assess student's progress in reading and math at all grade levels. The District will add the CAASPP interim math and English-language arts assessments during the 2022-2023 school year. The District will utilize progress monitoring assessments from Tier I, II, and III math and reading intervention programs. These programs include SIPPS, IXL Learning, Fountas and Pinnell reading, Learning Without Tears. Formative assessments will be analyzed during PLCs and guide adjustments to teachers' instruction. The District will also address learning loss in the 2021-2024 LCAP through Tier I, II, and III interventions. Tier I interventions include effective whole group and small group instruction. Small groups will allow students to target the learning needs of each student. Tier II intervention is small group targeted instruction from the reading intervention in the general education class. Tier III intervention is a pull out intervention program where students receive one on one or small group highly targeted reading and math instruction in addition to regular reading and math instruction. Socio-economically disadvantaged students, foster youth, English learners, and students experiencing homelessness will be prioritized for Tier II and III intervention services.

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.

A description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved is described within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections.

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

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

The analysis of the 2019-2020 LCAP was incomplete due to the COVID-19 pandemic disrupting the completion of metrics, such as the CAASPP, and suspension of data, such as attendance accounting in 19-20. However, the analysis and reflection confirmed a commitment to the goals and actions from the 2019-2020 LCAP, with some additions and modifications. While the District made improvements on some goals and metrics, the need to continue the goals and build and maintain successes is needed. For example, the District has demonstrated academic progress in English language arts and math while chronic absenteeism and attendance continue to be areas of high need. Goals and actions established in the 2019 LCAP were modified for the 2021-2022 LCAP. Modifications were made to goals and actions addressing early students' attendance and engagement interventions; math and reading intervention programs to include more targeted Tier I interventions; and the need for early behavior interventions to support all students' needs.

Student outcomes resulting from the 2020-2021 Learning Continuity and Attendance Plan significantly impacted the development of the 2021-2022 through 2023-2024 LCAP. Seven actions from the 2020-2021 Learning Continuity and Attendance Plan were included in the 2021-2022 through 2023-2024 LCAP. The District recognized the need for replacing older laptop computers and providing home internet access for our socioeconomically disadvantaged, English learner and foster youth, and students experiencing homelessness. The District budgeted in the LCAP \$117,500 for student computers and internet access. During the 2020-2021 school year, the District provided internet access to 82 student families (some families had multiple students), which is approximately 10% of the District's student population.

Due to the lingering effects of the pandemics, parents may opt to have their students remain learning from home through the District's long term independent study program. Approximately 39% of middle school and 30% of elementary students remained on distance learning to complete the 2020-2021 school year. The District's attendance rate during the 2020-2021 school year was 90%. In order to actively monitor students' attendance and re-engage remaining on long term independent study, the District will expand hours for the District's attendance clerk. The attendance clerk will work with site principals, the Family Resource Center, and school secretaries to monitor students' attendance. In addition to expanded hours for the attendance clerk, a family and community engagement liaison will collaborate with the attendance clerk to fulfill resources to support students' and families' engagement and attendance.

Another product of the 2020-2021 Learning Continuity and Attendance Plan was the need for a Social-Emotional screening tool to assist teachers, counselors, and administrators evaluate students' social-emotional needs throughout the year. The District budgeted \$5,000 in the LCAP to purchase and train staff with the tool. Both staff and parent/guardian surveys from April-May 2021 indicated an increased need for parent trainings. The top responses for both staff and parents/guardians were homework help, homework help with math, help motivating children, and help with social-emotional issues.

An intervention teacher was hired to support students through the 2020-2021 school year. While 2020-2021 benchmark assessments did not indicate significant learning loss in reading, learning loss was prominent in math. On the fall assessment, 21% of students were 3 or more grade levels below, 17% were two grade levels below, 42% were one grade level below, 12% were early on grade level, and 9% were at mid or above grade level. On the spring assessment, 26% of students were 3 or more grade levels below, 16% were two grade levels below, 39% were one grade level below, 12% were early on grade level, and 7% were at mid or above grade level. To address learning loss, the District will continue to provide and add, through the LCAP, two intervention teachers at Wallace Elementary School, one intervention teacher at Wallace Middle School, and one intervention teacher at Kernville Elementary School.

## 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](mailto:lcff@cde.ca.gov).*

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**



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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,795,008.00	1,686,173.00
	0.00	0.00
LCFF Base	0.00	589.00
LCFF Supplemental and Concentration	1,794,658.00	1,685,515.00
Other	350.00	69.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,795,008.00	1,686,173.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	841,456.00	779,037.00
2000-2999: Classified Personnel Salaries	294,016.00	271,521.00
3000-3999: Employee Benefits	424,385.00	431,943.00
4000-4999: Books And Supplies	108,024.00	103,431.00
5000-5999: Services And Other Operating Expenditures	37,211.00	46,663.00
5800: Professional/Consulting Services And Operating Expenditures	89,916.00	53,578.00
	0.00	0.00
	0.00	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	1,795,008.00	1,686,173.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	841,456.00	779,037.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	294,016.00	271,521.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	424,385.00	431,943.00
4000-4999: Books And Supplies	LCFF Base	0.00	589.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	107,674.00	102,773.00
4000-4999: Books And Supplies	Other	350.00	69.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	37,211.00	46,663.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	89,916.00	53,578.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	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	372,257.00	282,145.00
Goal 2	266,263.00	284,222.00
Goal 3	1,156,488.00	1,119,806.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$252,906.00	\$255,350.00
Distance Learning Program	\$555,529.00	\$728,874.00
Pupil Learning Loss	\$118,516.00	\$99,315.00
Additional Actions and Plan Requirements	\$15,000.00	\$21,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$941,951.00	\$1,104,539.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$65,856.00	\$68,895.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$65,856.00	\$68,895.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$252,906.00	\$255,350.00
Distance Learning Program	\$489,673.00	\$659,979.00
Pupil Learning Loss	\$118,516.00	\$99,315.00
Additional Actions and Plan Requirements	\$15,000.00	\$21,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$876,095.00	\$1,035,644.00



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kernville Union Elementary School District	Dr. Steve Martinez District Superintendent	smartinez@kernvilleusd.org 760.379.3651

## Plan Summary [2021-22]

### General Information

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

The Kernville Union School District, located in the rural Kern River Valley, serves approximately 812 students in the communities of Lake Isabella, Kernville, Mt. Mesa/Squirrel Valley, Wofford Heights, and Bodfish. The District operates two elementary schools, a middle school, and a Family Resource Center. Woodrow Wallace Elementary School is the largest of the District's three schools serving approximately 416 Transitional Kindergarten through fifth grade students. Kernville Elementary School serves approximately 119 Kindergarten through fifth grade students, and Woodrow Wallace Middle School serves approximately 277 sixth through eighth grade students. The District's four significant student populations include students with disabilities, Hispanic, socioeconomically disadvantaged, and white. Of the District's student population, 14% are students with disabilities, 24% are Hispanic, 80.7% are socioeconomically disadvantaged, and 70% are white. Other student groups include English learners 2%, foster youth .7%, students experiencing homelessness 1.7%, American Indian/Alaskan 2.5%, Filipino .4%, Asian .7%, Black/African American 1.1%, and 1.7% are of multiple ethnicities/races.



## Reflections: Successes

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

The most recent available California Dashboard data is from 2019. Although all students were still 39.4 points below standard in English – language arts and 81.3 points below standard in mathematics, all Kernville Union School District students continue to close the achievement gap. All students' scores on the 2019 CAASPP English – language arts assessment increased 17.7 points from the 2018 assessment. All student scores on the 2019 CAASPP mathematics assessment also increased by 8.2 points from the 2018 assessment. Students with disabilities outpaced all students on the CAASPP assessments, gaining 19.4 points on the 2019 English – language arts assessment and 21.7 points on mathematics assessment.

The most recently available local assessment data is from the Spring 2021 iReady end of year reading and math diagnostic assessments. Despite over a year of pandemic learning, 39% of all KUSD students scored mid/above grade level or early on grade level on the spring 2021 iReady reading diagnostic. Twenty-nine percent of students scored one grade level below. Overall, 68% of KUSD are above, at, or within a year of grade level as measured on the spring 2021 iReady reading diagnostic assessment. When compared to the 2020 spring iReady reading diagnostic assessment, there was a 1% increase of all KUSD students scoring mid/above grade level or early on grade level in 2021. When compared to the 2020 spring iReady reading diagnostic, there was only a 4% decrease of all KUSD students scoring at the mid/above grade level or early on grade level.

On the spring 2021 iReady mathematics diagnostic assessment, 26% of all KUSD students scored mid/above grade level or early on grade level. Thirty-eight percent of students scored one grade level below. While fewer students scored mid/above grade level on the mathematics assessment than on the reading assessment, more students scored one grade level below. Overall, 64% of KUSD are above, at, or within a year of grade level as measured on the spring 2021 iReady mathematics diagnostic assessment. When compared to the 2020 spring iReady mathematics diagnostic assessment, there was a 4% increase of all KUSD students scoring mid/above grade level or early on grade level in 2021. When compared to the 2020 spring iReady mathematics diagnostic, there was a 16% increase of all KUSD students scoring at the mid/above grade level or early on grade level.

While local assessment data clearly shows a need for improvement, a majority of KUSD students continued to make learning progress and significant learning loss did not occur.

The District will build upon its most recent academic successes by continuing to revise and implement our Continuous Improvement Plan (CIP). The CIP includes increased accountability for staff and students, training for all staff, data analysis through the PLC process, and targeted instructional strategies focused on guided reading and small group instruction.

## 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.

While KUSD students are demonstrating progress on the California Dashboard in English – language arts and mathematics, chronic absenteeism and the suspension rate are two areas needing significant improvement. Chronic absenteeism was already significantly high at 22.6% in 2018 and increased .9% to 23.5% in 2019. California's chronic absenteeism rate was 10.1% in 2019. KUSD's rate is more than double the state's rate. Four student groups have significantly high chronic absenteeism rates. Chronic absenteeism rates for students with disabilities was 41.3%, foster youth 50%, Hispanic students 24.9%, and socioeconomically disadvantaged students 27.4%. Chronic absenteeism rates for these 4 student groups increased between 2018 and 2019.

The suspension rate for all KUSD increased 1.4% between 2018 and 2019 from 5.1% to 6.5%. KUSD's suspension rate is nearly twice California's 3.4% suspension rate. The suspension rate for six student groups- foster youth, Hispanic students, students experiencing homelessness, socioeconomically disadvantaged, students with disabilities, and white students -increased between 2018 and 2019. The suspension rate for all six student groups was higher than the state's 3.4% suspension rate, and five of the six groups were above the District's 6.5% suspension rate. The suspension rate in 2019 for foster youth was 10%, Hispanic students 4.5%, students experiencing homelessness 14.3%, socioeconomically disadvantaged 8.1%, students with disabilities 16%, and white students 7.3%.

The District, through the guidance and support of the Kern County Superintendent of School's office, created a District Continuous Improvement Team. This team created a Continuous Improvement Plan (CIP) during the 2017-2018 school year with goals and strategies to address student academic needs. The CIP was aligned to the strategies and goals with the 2018-2020 LCAP's goals and actions/services. The plan has produced positive academic results in English - language arts and mathematics as indicated in Reflections, Successes section. However, in order to provide the framework for a successful implementation, the CIP purposefully did not address student behavior and only focused on academics. The Continuous Improvement Team worked with the Kern County Superintendent of School's office to add behavior goals and actions to the CIP. The CIP was again aligned with the 2021-2024 LCAP to correlate goals and actions and to ensure funding for the CIP. The behavior portion of the CIP will be implemented during the 2021-2022 school year.

## LCAP Highlights

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

The Kernville Union School District's 2021-2022 LCAP includes 4 goals. The first goal focuses on appropriately assigned and fully credentialed teachers; student access to instructional materials; teaching state board adopted academic content and performance standards, including ELD Standards; a broad course of study for students; and safe and clean facilities. This goal addresses state priority 1- basic conditions for learning, priority 2 state standards conditions of learning, and priority 7 course access conditions of learning. Key features of goal 1 are the addition of providing home internet access to socioeconomically disadvantaged, foster youth, English learners, special education students and students experiencing homelessness. The District will provide each TK-2 grade student a Chromebook and each 3-8 grade student two Chromebooks, one for school and one for home use. After examining and piloting science curriculums, the district's chose

a science curriculum for purchase and implementation during the 2021-2022 school year. Goal 1 also addresses the anticipated increased need for an alternative to in-person attendance through the expansion of the District's long-term independent study program.

Goal 2 focuses on reducing chronic absenteeism and suspensions by increasing positive climate, student engagement, and parent participation at each school site. This goal addresses the three engagement state priorities- 3 parental involvement, 5- pupil engagement, and 6- school climate. Key features of goal 2 are additional hours for an attendance clerk to support student engagement and attendance, parent/guardian trainings to help parents/guardians support their child at home, and a family and community liaison to provide individual outreach and support to families with educational and social service needs.

Goal 3 focuses on students' growth and progress on state assessments - the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), California Science Test (CAST), and the California Physical Fitness Test (PFT). The goal addresses state priority 4- pupil achievement and priority 8, other pupil outcomes. Goal 3 also includes preparing students for college and career readiness through middle school electives. Key features of goal 3 are the returning intervention teachers to each school with the added focus on mathematics, a data manager and reporting technician to assist school and district leaders will performance and attendance data for analysis and monitoring, and career and technical education electives for middle school students.

Goal 4 focuses on social-emotional learning and supports for all students through the tiered MTSS intervention pyramid and mental health supports for all KUSD staff. The goal addresses state priority 8, school climate. Key features of goal 3 are implementing an evidence based social-emotional learning screening tool and the addition of a vice principal at the middle school and a teacher on special assignment at Wallace Elementary School to address and correct student behaviors.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

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

The District consulted with parents/guardians, teachers, administrators, classified staff, 4th and 5th grade students, and middle school students (stakeholders), and the Kern County Consortium SELPA in the LCAP process. The District does not have a English learner (EL) parent advisory committee because the District's EL population is less than 2%. The Parent Advisory Committee, that includes community members, held two LCAP meetings on April 15th at 8:30 a.m. and 3:30 p.m. and May 26th at 9:00 a.m. and May 27th at 4:00 p.m. Teachers (part of the Kernville Union School Teachers Association), principals, and classified staff (part of CSEA's Thyra Apalatae Memorial Chapter #635) also participated in two meetings on April 15th and May 24th.

For all stakeholders, the first set of meetings reviewed the 2019-2020 LCAP, provided opportunities for stakeholders to ask questions, and shared online survey information. The second set of meetings presented the 2021-2022 LCAP and consulted with all stakeholders by providing opportunities for stakeholders to ask questions and provide ideas and suggestions. Stakeholders were also provided an opportunity to share ideas and suggestions through an online form as well as during live interaction,

Four online surveys were available for stakeholders to participate in the LCAP process: a survey for parents/guardians and community members; a survey for teachers, principals, and classified staff; a survey for 4th and 5th grade students; and a survey for middle school students. Surveys were open between April 15th and May 15th. A paper survey was not necessary because the District provided Chromebooks to all students and offered internet access to the families socioeconomically disadvantaged, English learner, foster youth students, and students experiencing homelessness.

The Kernville Union School District is a member of the Kern County Consortium SELPA and consulted with the SELPA on June 1, 2021. All data was presented in a format to allow stakeholders to provide input and feedback for actions and services. Stakeholders are most interested in the actions and services provided to students. Through meetings and surveys, stakeholder input helped shape the actions and services in the LCAP. Details are provided in the next two parts of this stakeholder engagement section.

A summary of the feedback provided by specific stakeholder groups.

The following stakeholder groups were consulted during the LCAP process: parents, students, teachers, principals, administrators, classified staff, confidential staff, community members, and the Kern County Consortium SELPA. Four surveys were distributed to stakeholders and stakeholders were grouped for survey purposes. The first survey included parents, parent advisory members, and community members (Parent-Community Survey). The second survey (Elementary Survey) included elementary students in the 4th and 5th grades. The third survey (Middle School survey) included middle school students in the 6th, 7th, and 8th grades. The fourth survey (Staff Survey) included teachers, classified staff, confidential staff, principals, and other administrators. Teachers are members of the Kernville Union School Teachers Association bargaining unit and classified staff are members of CSEA's Thyra Apalatae Memorial Chapter #635 bargaining unit. Each of the four surveys tailored questions to best seek input from each stakeholder group but covered common themes of student and parent/guardian engagement, school climate, and instruction programs and resources. The Parent-Community survey included 19 questions, Elementary Survey included 9 questions, Middle School survey included 16 questions, and the Staff Survey included 17 questions.

As a result of the feedback session with student representatives the following major themes were raised:

Overall, all stakeholders indicated school as a positive place for work and school:

- Certificated, classified, and confidential staff; principals; and other administrators enjoy their work
- Parents shared their children look forward to attending school.
- Elementary students and middle school students like going to school.

KUSD schools are safe places for learning:

- Certificated, classified, and confidential staff; principals; and other administrators feel at work,
- Parents shared their children feel safe at school
- Elementary students and middle school students feel safe at school.

However, KUSD stakeholders are split when it comes to the quality of the district's educational programs:

- Less than half of all parent and community stakeholders feel the district offers a high quality education
- More than half of certificated, classified, and confidential staff; principals; and other administrators do feel the district offers a high quality education
- Elementary and middle school students overwhelmingly feel they are learning in school.

The foundation for learning is attending school. KUSD stakeholders are split when it comes to the district addressing attendance issues:

- Parents feel the district effectively addresses student attendance
- Certificated, classified, and confidential staff; principals; and other administrators feel the district does not effectively address student attendance.

One indicator of strong attendance is student connectedness to schools and their classrooms. Elementary and middle school students overwhelmingly like their teachers and shared they have friends at school.

Student behaviors at school and in the classroom have been a major area of concern in recent years:

- Parents; certificated, classified, and confidential staff; principals; and other administrators do not feel schools effectively address student behaviors
- Less than half of parents perceive discipline as fair and reasonable in classrooms and at schools.
- However, elementary students feel there are consequences for undesired behaviors while less than half of middle school students feel there are consequences for undesired behaviors.

All stakeholders- elementary and middle school students; parents; community members; certificated, classified, and confidential staff; principals; and other administrators- agreed school facilities are safe and in good repair.

When it comes to students being prepared for the next grade level, a majority of parents feel their children are prepared for the next grade level while less than half of certificated, classified, and confidential staff; principals; and other administrators do not feel students are prepared for the next grade.

Parent and community member stakeholders and certificated, classified, and confidential staff; principals; and other administrators were asked about increased student and parental support for the 21-22 school year. The top responses for additional student support from parents; community members; certificated, classified, and confidential staff; principals; and other administrators were increased support for students were summer school and longer school days. The top responses for additional parent support from parents and community members were how to help their child succeed at school, how to motivate their child, homework help, social-emotional help, and math homework help. The top responses from certificated, classified, and confidential staff; principals; and other administrators were social-emotional help, student motivation, help with reading, help with math homework, and homework help.

The Kern County Consortium SELPA reviewed the District's LCAP on June 1, 2021 to ensure all 8 state priorities were addressed.

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

Stakeholder input contributed to the actions developed in goals 2 and 3 and the addition of goal 4 to the LCAP. Goal two added 3 and a half hours to the attendance clerk position to coordinate with school principals and secretaries with providing additional home visits and supports to students and families chronically absent and truant. In the past, parent support and trainings were generally offered during scheduled family nights, conferences, and back to school. Stakeholder surveys indicated a need to provide devoted trainings and supports to assist parents/guardians with student achievement, motivation, social-emotional support, math and general homework help. A family and community engagement liaison was created to provide additional outreach to students and their families and to be a resource and bridge school to home. The family and community engagement liaison will connect students and their families with parent/guardian trainings, social supports through the District's family resource center, community resources, and school resources.

Stakeholders shared a need for additional student supports due to the COVID-19 pandemic. All three of the District's school sites are provided intervention teachers to address tier II and III reading and math intervention. A data manager and technician position was created to provide teachers, principals, and district leaders with timely data to continuously respond to students' academic and social-emotional needs throughout the year. All stakeholders will have access to data and data analysis to better respond to students' needs.

In the previous LCAP, social-emotional learning was addressed in multiple goals and actions. The COVID-19 pandemic emphasized the need for our District to focus on social-emotional health. Goal 4 was created to address students' and staff's social-emotional well-being. The District in partnership with local county and community agencies, the District will provide access to trainings and resources to a healthy balance between home and work. A vice principal position and alternative to suspension/expulsion class were created at Wallace Middle School to address student behaviors and provide more targeted supports to students and families. A Teacher on Special Assignment position was added to Wallace Elementary to also provide more responsive behavior supports to students and families. In addition, all staff, not just special education staff, will be trained in de-escalation strategies through the Crisis Prevention and Intervention (CPI) program.



# Goals and Actions

## Goal

Goal #	Description
1	All students will receive a high quality education and will have access to a standards based instructional program that meets their unique learning needs. The district will maintain teachers are appropriately assigned and fully credentialed; students have continued access to sufficient standards-aligned instructional materials; implementation of state board adopted academic content and performance standards will continue to be implemented, including English Learner access to English Language Development standards to gain academic content knowledge and English language proficiency; students have continued access to a broad course of study; and all school facilities continue to be maintained in good repair.

An explanation of why the LEA has developed this goal.

This goal was developed to provide the basics services and basic conditions for learning. High quality instruction, access to standards-aligned materials, English Language Development for English Learners, students access to a broad course of study, and functioning, safe, and clean facilities are the foundations for high quality education for all students. Our District's rural setting combined with the lingering effects of the Great Recession have created challenges for recruiting and retaining high quality teachers. Seventy-seven percent of our District's teachers were fully credentialed as reported to CALPADS. Job satisfaction and student connectedness are good indicators for teacher and staff retention. On Spring 2021 surveys, 82% of District staff expressed they enjoy their work. Further, 91.3% of elementary students and 88.5% of middle school students stated they like their teachers. Quarterly reports on Williams Uniform Complaints, classroom observations, teacher lesson plans, student schedules, and special education students' Individual Education Plans indicate 100% of students have access to standards-aligned materials, English Language Development for English Learners, a broad course of study, and sufficient facilities. Spring 2021 parent/guardian and student survey results reported 66.1% of elementary students, 53.8% of middle school students, and 68% of parents indicate schools are clean and safe. Sixty percent of District staff feel they have sufficient resurces and instructional materials to meet the needs of students. The District's goal is to maintain these basic services and basic conditions for learning while continuing to improve retaining and hiring high quality teachers and implementing a Next Generation Science Standards Curriculum in all science classes.

In order to ensure students receive a high quality education, we plan to improve the hiring and retention of fully credentialed teachers and support the continued implementation of a standards based instructional program. We hope to improve teacher retention by providing teacher supports through peer mentors, site leads and PLC time. We hope to support the implementation of a standards based instructional program by maintaining state adopted curriculum, implementing various assessments, and providing students with the necessary tools for learning, including an alternative instructional program, as needed. The accompanying metrics will be used to measure the effectiveness of the actions in this goal. Metrics that are not met may indicate a need to adjust actions in the annual update to achieve the goal the following school year.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A Fully Credentialed and Appropriately Assigned Teachers: Maintain the percentage of teachers appropriately assigned as reported to CALPADS and the quarterly report on Williams Uniform Complaints.	100% of teachers appropriately assigned as reported to CALPADS and the quarterly report on Williams Uniform Complaints.				100% of teachers appropriately assigned as reported to CALPADS.
Priority 1A Fully Credentialed and Appropriately Assigned Teachers: Increase the percentage of fully credentialed teachers as reported to CALPADS.	77% of teachers fully credentialed as reported to CALPADS.				100% of teachers full credentialed as reported to CALPADS.
Priority 1B. Standards-aligned Instructional Materials for Every Student: Maintain students' access to sufficient standards-aligned instructional materials as reported on the quarterly report on Williams Uniform Complaints.	100% of students have access to sufficient standards-aligned instructional materials as reported on the quarterly report on Williams Uniform Complaints.				100% of students have access to sufficient standards-aligned instructional materials as reported on the quarterly report on Williams Uniform Complaints.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2A Implementation of State Board Adopted Standards: Maintain Common Core State Standards being taught in all classrooms as evidenced by classroom observations and lesson plans.	100% of classrooms teach Common Core State Standards evidenced by classroom observations and lesson plans.				100% of classrooms teach Common Core State Standards evidenced by classroom observations and lesson plans.
Priority 1B. Standards-aligned Instructional Materials for Every Student: Priority 2A Implementation of State Board Adopted Standards: Maintain Next Generation Science Standards(NGSS) are taught in all science courses using NGSS state adopted curriculum as evidenced by classroom observations and lesson plans.	Next Generation Science Standards(NGSS) are taught in 100% of science courses as evidenced by classroom observations and lesson plans.				Next Generation Science Standards are taught in 100% of science courses using NGSS state adopted curriculum as evidenced by classroom observations and lesson plans.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2B EL Access to CCSS and ELD Standards: Maintain English Learners access in all classes to Common Core State Standards and English Language Development Standards through designated and integrated instruction and language conventions as evidenced by classroom observations and lesson plans.	100% of English Learners have access in all classes to Common Core State Standards and English Language Development Standards through designated and integrated instruction and language conventions as evidenced by classroom observations and lesson plans.				100% of English Learners have access in all classes to Common Core State Standards and English Language Development Standards through designated and integrated instruction and language conventions as evidenced by classroom observations and lesson plans.
Priority 7A Access to a Broad Course of Study: Maintain all students have access to a broad course of study as evidenced through student enrollment in classes.	100% of students have access to a broad course of study as evidenced through class rosters.				100% of students have access to a broad course of study as evidenced through class rosters.
Priority 1C School Facilities Maintained and in Good Repair: Maintain all school facilities to be in good repair as measured by	100% of school facilities are in good repair as measured by the Facilities Inspection Tool (FIT).				100% of school facilities are in good repair as measured by the Facilities Inspection Tool (FIT).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the Facilities Inspection Tool (FIT).					
Priority 7B Course Access: Programs and services developed and provided to Low Income, English Learner, and Foster Youthn Pupils: Unduplicated students receive targeted intervention and support.	100% of ELs receive integrated and designated ELD and 60% of unduplicated pupils require and receive targeted intervention and support.				100% of ELs receive integrated and designated ELD and 50% of unduplicated pupils require and receive targeted intervention and support.
Priority 7C Course Access: Programs and services developed and provided to students with disabilities. Students with disabilities receive access to programs and required services	A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.				A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.
Priority 4B Pupil Achievement: Percentage of pupils completing A-G requirements	N/A				N/A
Priority 4c Pupil Achievement:	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils completing CTE pathways					
Priority 4D Pupil Achievement: Percentage of pupils completing both A-G requirements and CTE pathways	N/A				N/A
Priority 4G Pupil Achievement: Percentage of pupils who passed AP exams with a score of 3 or higher	N/A				N/A
Priority 4H Pupil Achievement: Percentage of pupils of demonstrate preparedness for college by the EAP or any assessment of college preparedness	N/A				N/A
Priority 5D Pupil Engagement: High school dropout rate	N/A				N/A
Priority 5E Pupil Engagement: High school graduation rates	N/A				N/A

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Site Lead/Teacher In Charge	Site lead/teacher in charge to support teachers continued growth and development and provide behavioral support to students at Kernville Elementary School.	\$124,447.00	Yes
2	Student Computers	Provide Google Chromebooks to all students. Provide iPads to special education students for particular programs.	\$157,500.00	Yes
3	Formative, Diagnostic, and Benchmark Assessments	Student academic assessments to inform and guide teacher instruction. Assessments allow teachers to plan academic tiered interventions and enrichments. Will allow teachers to monitor students' academic progress in reading, English-language arts, and mathematics.	\$50,000.00	Yes
4	Professional Learning Communities	Provide weekly early release days (Wednesdays) to allow for PLC time for teachers to analyze and plan instruction based on data. Provide PLC time prior to first day of instruction.	\$34,000.00	Yes
5	Provide peer mentors to new teachers.	Provide stipends to teacher mentors for induction teachers to clear their credentials and provide permitted teachers mentors completing credential programs.	\$16,293.00	No
6	Curriculum and Supplemental Materials	Maintain state adopted curriculum materials and supplemental materials	\$125,000.00	No
7	Next Generation Science Curriculum	Adopt state approved NGSS curriculum and provide teacher training	\$113,000.00	No

Action #	Title	Description	Total Funds	Contributing
8	Long Term Independent Study Program	Provide an option to families through an online long term independent study program. Provide a teacher and curriculum.	\$105,819.00	Yes
9	Student supplies for learning	Provide supplemental learning supplies to foster youth, students experience homelessness, English learners, and socio-economically disadvantages students.	\$5,000.00	Yes
10	Classroom Monitoring Tool	Provide software for administrators to monitor progress with LCAP goals	\$10,000.00	Yes
11	MOT support	Additional MOT support to clean classrooms for breakfast.	\$35,269.00	Yes
12	Internet Access	Provide home internet access to students in need.	\$18,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	The metrics and actions described below will be implemented to ensure students' and parents'/guardians' engagement to create positive school climates and educational experiences: Parent/guardian participation as partners in the education process by providing opportunities to participate and provide input in decision making; students are actively engaged in their learning with an increase in school attendance and a decrease in chronic absenteeism and suspensions.

An explanation of why the LEA has developed this goal.

This goal was developed to strengthen the relationship between the community and the schools, specifically parents/guardians and students. The 2019 California School Dashboard reported students' chronic absenteeism rate was 23.5%, more than double the state's 10.1% rate, and the suspension rate was 6.5%, more than 3% higher than the state. While a Spring 2021 survey indicated 55.1% of parents/guardians felt they had opportunities to become involved in their child's school, less than half of responding parents, 48.5% indicated the District provides a high quality education for all students. Further, 4th and 5th grade students shared they liked coming to school 44.3% while 50.4% said they liked coming to school sometimes. Middle school students shared they liked coming to school 42.9% of the time while 47.4% said they liked coming to school sometimes and 9.6% said they did not like coming to school, up from 5.2% of elementary students who shared they did not like coming to school. Increasing parent involvement and connectedness and creating a more positive school culture should lead to a reduction in chronic absenteeism, suspensions, and overall student engagement.

To ensure students receive a high quality education, we plan to create engaging experiences and positive school environments for students and parents and guardians. We will achieve this by providing additional supports and resources by making personal connections through an attendance clerk and a family and community engagement liaison and increasing communication with parents and guardians. We will offer additional opportunities for student and parent engagement through family nights, parent trainings, coaches and advisors for extracurricular activities, and access to literary materials and clerk support in the library. We hope providing home to school transportation and access to a registered and credentialed school nurse will increase student participation in school. One tool for measuring parent engagement will be through the Raptor Visitor Management System. The accompanying metrics will be used to measure the effectiveness of the actions in this goal. Metrics that are not met may indicate a need to adjust actions in the annual update to achieve the goal the following school year.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A Parent and Family Engagement	1% of parents are involved in or				50% of parents are involved in or



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input in making decision.	participate in the selection of committee members as measured by committee rosters and election records.				participate in the selection of committee members as measured by committee rosters and election records.
Priority 5A Pupil Engagement Attendance Rates.	92.8% Average Daily Attendance for the 2019-2020 Second Principal Apportionment Report.				95% Average Daily Attendance on the 2023-2024 Second Principal Apportionment Report.
Priority 5B Pupil Engagement Chronic Absenteeism: Chronic absenteeism for all students, on the California School Dashboard.	Chronic absenteeism is 23.5% as reported on the 2019 California School Dashboard (most recent available data). Wallace Elementary School: 29.6% Kernville Elementary School: 13.4% Wallace Middle School: 18.1%				Chronic absenteeism is 10% as reported on the 2023-2024 California School Dashboard Wallace Elementary School: 10% Kernville Elementary School: 10% Wallace Middle School: 10%
Priority 6A School Climate Pupil Suspension Rates.	Suspension rate is 6.5% as reported on the 2019 California School Dashboard (most recent available data). Wallace Elementary School: 2.9% Kernville Elementary School: 0%				Suspension rate is 3% as reported on the 2023-2024 California School Dashboard Wallace Elementary School: 2.9% Kernville Elementary School: 0% Wallace Middle School: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Wallace Middle School: 15.2%				
Priority 3B Parent and Family Engagement Promote parental participation in programs for Low Income, English Learner, and Foster Youth as evidenced through sign in sheets	0% (no data currently collected) of unduplicated parents and guardians participating in school events.				75% of unduplicated parents and guardians participating in school events.
Priority 3C Parent and Family Engagement Promote parental participation in programs for students with disabilities: Parents and guardians will participate in IEP meetings.	90% of parents and guardians participate in IEP meetings.				100% of parents will participate in IEP meetings.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Clerk	One (1), seven (7) hour attendance clerk, including salary and benefits, to assist school site principals and secretaries monitor student attendance and conduct regular attendance interventions such as home visits and coordinating Student Attendance Review Team (SART) meeting.	\$50,654.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Communication with Parents/Guardians	Mailings, Aeries Student Information System (including Parent Square), virtual and in-person meetings, district and school site webpages.	\$5,000.00	Yes
3	Family Nights	Family Nights 3 times each year at each school site. Cost include supplies, staff time, and dinner to encourage families to attend so they do not have to be concerned with attending school events and feeding their families.	\$5,000.00	Yes
4	Parent Trainings	A minimum of three Parent trainings focused on student motivation, assisting students with homework, and using technology resources (Aeries, Zoom).	\$5,000.00	Yes
5	Certificated and Classified Sports Coaches and extracurricular activities	Provide stipends, including benefits, for leading extracurricular activities and sports teams.	\$15,315.00	No
6	Certificated Registered Nurse	Provide 1.0 FTE Certificated and credentialed Registered school nurse, including salary and benefits.	\$125,823.00	Yes
7	Family and Community Engagement Liaison	One (1), 7 hour Family and Community Engagement Liaison, including salary and benefits, to coordinate and assist families within the the District to promote family engagement.	\$42,822.00	Yes
8	Transportation	Home to school transportation. Costs includes salaries, maintenace, and fuel of buses and vans for student transportation.	\$125,000.00	Yes
9	Visitor Management System	Raptor Visitor Management System	\$600.00	No

Action #	Title	Description	Total Funds	Contributing
10	Library Clerk	Provide three, part-time library clerks to promote literacy and provide access to materials for students to borrow from the library.	\$61,547.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	All students will demonstrate academic growth in all content areas and English learners will demonstrate growth towards English proficiency.

An explanation of why the LEA has developed this goal.

Students made progress on closing the distance from standard on the 2019 ELA and math CAASPP assessments; however, only 37.8% of students met or exceeded standard in ELA and 20.36% met or exceeded standard in math. The state average is 50.87% met or exceeded standard in ELA and 39.73% met or exceeded standard in math. The most recent available data are local iReady reading and math benchmark assessments administered during the 2020-2021 school year. These assessments were given during 4 windows throughout the school year. During the August 16 – October 2, 2020 reading window assessment period, 19% of students were 3 or more grade levels below, 15% were two grade levels below, 32% were one grade level below, 15% were early on grade level, and 20% were at mid or above grade level. During the April 22 – June 1, 2021 reading assessment period, 20% of students were 3 or more grade levels below, 11% were two grade levels below, 29% were one grade level below, 18% were early on grade level, and 22% were at mid or above grade level. iReady data shows there was not significant learning loss and most students maintained what they had learning in ELA. However, data shows students struggled with math and adjusting from in-person to distance learning throughout the school year. During the August 16 – October 2, 2020 math window assessment period, 21% of students were 3 or more grade levels below, 17% were two grade levels below, 42% were one grade level below, 12% were early on grade level, and 9% were at mid or above grade level. During the April 22 – June 1, 2021 math assessment period, 26% of students were 3 or more grade levels below, 16% were two grade levels below, 39% were one grade level below, 12% were early on grade level, and 7% were at mid or above grade level.

While English Learners are not a significant subgroup, less than 2% of the student population, the District implements ELD instructional strategies and supports to help students qualify for redesignation.

Preparing our students for careers in the growing STEM fields is a priority and student learning and progress should be monitored to support our students. Students should have opportunities for career exploration as early as possible, particularly in middle school.

Students' health is a growing concern for our District. Many indicators for health issues are present in our community- poverty, lack of access to healthcare and nutritious food, and obesity. On the most recent Physical Fitness Test (Spring 2019), 19.4% of 5th grade students and 22.8% of 7th grade students were at health risk on the Physical Fitness Exam. Inactivity due to the pandemic has created the need to continue a robust physical education program at all grade levels.

The metrics for this goal were identified to measure the actions which determine whether the goal was achieved. Metrics that are met or exceeded mean, actions are appropriate for the goal and the broad goal is successful. If the metrics are met or exceeded through the identified actions, the broad goal of annual student growth on the California Assessment of Student Performance and Progress (CAASPP),

the English Language Proficiency Assessments for California (ELPAC), the California Science Test (CAST), and the California Physical Fitness Test (PFT) will be met. Metrics that are not met may indicate a need to adjust actions in the annual update to achieve the goal in the following school year.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Pupil Achievement of CAASPP: The percentage of students met or exceeded standard on the California Assessment of Student Performance and Progress (CAASPP) English-Language Arts.	37.28% of all students met or exceeded standard as measured by the 2018-2019 CAASPP ELA. 30.97% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2018-2019 CAASPP ELA.				55% of students met or exceeded standard as measured by the 2023-2024 CAASPP ELA. 55% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2023-2024 CAASPP ELA.
Priority 4A Pupil Achievement of CAASPP: The percentage of students met or exceeded standard on the California Assessment of Student Performance and Progress (CAASPP) Mathematics.	20.36% of all students met or exceeded standard as measured by the 2018-2019 CAASPP Mathematics. 15.09% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2018-2019 CAASPP mathematics.				40% of all students met or exceeded standard as measured by the 2023-2024 CAASPP Mathematics. 40% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2023-2024 CAASPP mathematics.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4F Pupil Achievement EL Reclassification Rate: The percentage of English Learners reclassified as Fluent English Proficient.	0% redesignated as Fluent English Proficient (2019-2020).				50% redesignated as Fluent English Proficient (2023-2024).
Priority 4E Pupil Achievement EL Progress Towards English Proficiency: The percentage of English learners demonstrating growth of performance levels on English Language Proficiency Assessments for California (ELPAC) as reported on the California School Dashboard.	66.67% demonstrating growth on the English Language Proficiency Assessments for California (ELPAC).				80% demonstrating growth on the English Language Proficiency Assessments for California (ELPAC).
Priority 4A Pupil Achievement of CAASPP: The percentage of 5th and 8th grade students meeting or exceeding standards. on the California Science Test (CAST).	22.71% of all 5th and 8th grade students met or exceeded standard as measured by the 2018-2019 CAST. 16.67% of Socioeconomically Disadvantaged students met or exceeded standard as				50% of all 5th and 8th grade students met or exceeded standard as measured by the 2018-2019 CAST. 50% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2018-2019 CAST.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	measured by the 2018-2019 CAST.				
Priority 8 Other Pupil Outcomes Physical Fitness Test: The percentage of 5th grade students at health risk on the California Physical Fitness Test (PFT).	Aerobic Capacity: 8.8% at health risk Body Composition:19.4% at health risk				Aerobic Capacity: 5% health risk Body Composition:15% health risk
Priority 8 Other Pupil Outcomes Physical Fitness Test: The percentage of 5th grade students at health risk on the California Physical Fitness Test (PFT).	Aerobic Capacity: 10.8% at health risk Body Composition: 22.8% at health risk				Aerobic Capacity: 5% at health risk Body Composition: 5% at health risk
Priority 7A Access to a Broad Course of Study: Middle School Students will participate in career and technical education electives.	0 (zero) middle school students participated in at least one career and technical education elective between 6-8 grades. (None were offered during the 2019-20 school years)				100% of middle school students participated in at least one career and technical education elective between 6-8 grades.

## Actions



Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Middle School Intervention Teacher	Salary and benefits for a reading and math intervention teacher for grades 6-8 to support academic growth for all students. Socioeconomically disadvantaged and foster students, and students experiencing homelessness prioritized for reading and math intervention services.	\$97,310.00	Yes
<b>2</b>	Two Wallace Elementary Intervention Teachers	Salary and benefits for a reading and math intervention teacher for grades K-2 and 3-5 to support academic growth for all students. Socioeconomically disadvantaged and foster students, and students experiencing homelessness prioritized for reading and math intervention services.	\$236,171.00	Yes
<b>3</b>	Paraprofessionals for Special Education Inclusion	Salaries and benefits for paraprofessionals to support special education students in general education classrooms.	\$55,557.00	No
<b>4</b>	Physical Education teachers	Two physical education teachers to provide tier II and III intervention time in small groups while also promoting health and fitness to 4-8 grade students.	\$346,535.00	Yes
<b>5</b>	Data Manager and Reporting Technician	Data Manager and Reporting Technician coordinates student behavior and academic data for analysis by principals and teachers to inform interventions.	\$95,472.00	Yes
<b>6</b>	Tier II and Tier III Intervention Materials	Provide supplemental intervention materials for students in tier II and tier III reading and math interventions. Provide 9 part-time paraprofessionals to support to support teachers with tier II and tier III student reading and math interventions.	\$115,699.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	English Language Development Coordinator	English Language Development Coordinator to provide ELD training and support to teachers and paraprofessionals working with English Learners.	\$1,194.00	Yes
8	Professional Development for teachers, principals, and paraprofessionals	Professional Development for SBAC interim assessments; iReady benchmark assessments; Core Growth Assessments for grades TK-2; science adopted curriculum; and IXL, Fountas and Pinnell, and SIPPS supplemental curriculum to inform intervention decisions.	\$15,472.00	Yes
9	State and Local Assessments Coordinator	Coordinator for the state assessments: CAASPP, CAST, and PFT and local benchmark assessments. Coordinator will provide training and support to teachers and paraprofessionals working with preparing for and administering state and local assessments.	\$7,863.00	No
10	Career and Technical Electives for Middle School	Career and Technical Electives for Middle School students.	\$10,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	Provide targeted (tier 2) and intensive (tier 3) social, emotional, and mental health support to all students and staff in order to increase pupil engagement and improve school climate.

An explanation of why the LEA has developed this goal.

This goal was developed due to the COVID-19 pandemic increasing the need to provide social emotional supports to students and staff. During the 2020-2021 school year, school counselors received 619 student referrals for support with grief, substance abuse, academic support, emotional support, attendance, behavior support and intervention, anger management, and restorative justice. The Family Resource Center received 27 referrals from District staff for additional social service supports. On the same survey, 43.8% of parents/guardians said they need support motivating their child, 32.7% said their child needed social emotional support, and 53.3% said they (parents/guardians) needed help to support their child's success in school. The pandemic has also affected the mental well being of District staff. Spring 2021 staff surveys indicated 34% of surveys respondents would welcome stress management training, 26% time management training, and 2% with help with work-home balance.

In order to increase pupil engagement and improve school climate, we will use a SEL screening tool to identify students in need of interventions; we will provide staff to implement behavioral supports and interventions; and we will provide staff with ongoing training on The Leader in Me social skills program. The accompanying metrics will be used to measure the effectiveness of the actions in this goal. Metrics that are not met may indicate a need to adjust actions in the annual update to achieve the goal the following school year.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6C School Climate Other Local Measures for safety and school connectedness: Student referrals to school counselors.	619 students referred to school counselors during the 2020-2021 school year				400 students referred to school counselors

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6C School Climate Other Local Measures for safety and school connectedness: Student referrals to community-based counseling and support services.	27 students referred to outside counseling and support services.				27 students referred to outside counseling and support services.
Priority 6C School Climate Other Local Measures for safety and school connectedness: Student referrals to the district's alternative education program	27 students referred to the district's alternative education program in 2019-2020				20 students referred to the district's alternative education program
Priority 6C School Climate Other Local Measures for safety and school connectedness: Student referrals to school counselor led social groups	285 students referred to social groups 2020-2021				200 students referred to social groups each year.
Priority 6C School Climate Other Local Measures for safety	0% of staff contact SISC, state agency, or other agency related				At least 10% of staff contact SISC, state agency, or other agency related to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and school connectedness: Number of staff who contact SISC, state agency, or other agency related to social-emotional well-being.	to social-emotional well-being.				social-emotional well-being.
Priority 5C Pupil Engagement Middle School Dropout Rates	0% as reported to the California CALPADS.				0% as reported to the California CALPADS.
Priority 6B School Climate Pupil Expulsion Rates: Number of expelled students	1 student expelled during the 2019-2020 school year as reported to ed-data.org				0 student expelled during the 2023-2024 school year as reported to ed-data.org
Priority 6A School Climate Suspension Rates	Suspension rate is 6.5% as reported on the 2019 California School Dashboard (most recent available data). Wallace Elementary School: 2.9% Kernville Elementary School: 0% Wallace Middle School: 15.2%				Suspension rate is 3% as reported on the 2023-2024 California School Dashboard Wallace Elementary School: 2.9% Kernville Elementary School: 0% Wallace Middle School: 3%
Priority 5B Pupil Engagement Chronic Absenteeism: Chronic Absenteeism for all	Chronic absenteeism is 23.5% as reported on the 2019 California School Dashboard				Chronic absenteeism is 10% as reported on the 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students, on the California School Dashboard.	(most recent available data). Wallace Elementary School: 29.6% Kernville Elementary School: 13.4% Wallace Middle School: 18.1%				California School Dashboard Wallace Elementary School: 10% Kernville Elementary School: 10% Wallace Middle School: 10%
Priority 5A Pupil Engagement Attendance Rates.	92.8% Average Daily Attendance for the 2019-2020 Second Principal Apportionment Report.				95% Average Daily Attendance on the 2023-2024 Second Principal Apportionment Report.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	SEL Screening Tool	Evidence based social emotional learning screening tool for teachers to review and assess their students SEL status and needs at least one time each trimester.	\$5,000.00	Yes
2	Middle School Alternative to Suspension/Expulsion Teacher	Middle School teacher to provide an alternative to suspension and expulsion for students in grades 6-8.	\$108,438.00	Yes
3	Middle School Vice Principal	Middle School Vice Principal to provide tier I, II, and III interventions and behavior supports to students. The Vice Principal will teach and implement restorative justice practices to students and staff.	\$127,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	CPI Training	Crisis Prevention and Intervention training to all staff to intervene in elevated student behaviors. Focus is to utilize strategies to de-escalate situations.	\$15,764.00	Yes
5	Wallace Elementary School Teacher On Special Assignment (TOSA)	Wallace Elementary TOSA will provide tier I, II, and III interventions and behavior supports to students, and implement restorative justice practices to students. The TOSA will provide academic coaching and modeling and facilitate academic planning and behavior interventions with teachers	\$105,206.00	Yes
6	Counselors	Provide a counselor at Wallace Elementary and Wallace Middle School to provide behavior supports and interventions to students in tiers II and III.	\$206,218.00	Yes
7	Social Worker	Provide a District social worker to provide tiers II and III behavior and social supports.	\$46,103.00	Yes
8	The Leader In Me Training	Ongoing training for all staff with The Leader In Me social skills program.	\$20,150.00	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
25.93%	\$1,809,891

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 following actions are being provided on an LEA-wide basis, but are being principally directed toward unduplicated pupils based on their identified needs, conditions, and circumstances. All students will receive a high quality education and will have access to a standards based instructional program that meets their unique learning needs. The district will maintain teachers are appropriately assigned and fully credentialed; students have continued access to sufficient standards-aligned instructional materials; implementation of state board adopted academic content and performance standards will continue to be implemented, including English Learner access to English Language Development standards to gain academic content knowledge and English language proficiency; students have continued access to a broad course of study; and all school facilities continue to be maintained in good repair.

A review of the needs, conditions, and circumstances of our low-income students and English learners indicates low-income students and English Learners are not meeting the standard on the English-language arts and mathematics CAASPP when compared to all students in the District. On the CAASPP English – language arts, 45% of low income and 55% of English Learners did not meet the standard while only 40% of all District students did not meet the standard. On the CAASPP mathematics, 59% of low-income and 64% of English learners did not meet the standard while 54% of all District students did not meet the standard. Additionally, low income and English learner students have limited access to resources to support their learning. Further, the higher suspension rate for low income students at 8.1% and for foster youth at 10% than it for all students in the district at 6.5 may be affecting student academic progress and achievement.

Because of the gap between academic achievement between all students and English learners, low income students, and foster youth, there is an imperative need for highly qualified and strong teachers; standards based instructional programs and materials that meet the

instructional needs of our unduplicated students; a comprehensive English language development program for English learners to gain academic content knowledge and English language proficiency; and access to a broad course of study all in safe and well maintained

school facilities.

In consideration of these identified needs and performance gaps, the district will:

- Provide an out of classroom Site Lead/Teacher In Charge at Kernville Elementary School in order to provide targeted tier II and III academic intervention to low income, foster youth, and English learners (Action 1.1).
- Provide necessary learning and technology resources to our low-income students who lack access to resources (Actions 1.2, 1.9, 1.12).
- Provide a long term independent study option to avoid interrupted learning and further learning loss by unduplicated students not comfortable returning to in-person instruction (Action 1.8).
- Provide resources to support free breakfast in the classroom and lunch to low-income and English learner students who often have limited resources at home (Action 1.11)
- Provide assessments, teacher release time through the PLC process, and a classroom monitoring tool for teachers and principals to analyze student data and provide targeted intervention strategies and implement highly effective instructional practices to support low-income and English learners (Action 1.3, 1.4, 1.10).

We believe the actions in Goal 1 will result in improved retention of fully credentialed teachers and support the continued implementation of a standards based instructional program that supports the needs of unduplicated pupils as measured by the metrics outlined in Goal 1

The following actions have been carried over from the 2019 LCAP: Actions 1.1, 1.2, 1.3, 1.4, and 1.9. These actions have been determined to be effective based on the following California Assessment of Student Performance and Progress (CAASPP) data in English Language Arts:

English learners: An increase from 69.3% below standard met in 2017 to 62.46% below standard met in 2019.

Socioeconomically Disadvantaged Students: An increase from 74.88% below standard met in 2017 to 69.03 below standard met in 2019.

The metrics and actions described below will be implemented to ensure students' and parents'/guardians' engagement to create positive school climates and educational experiences: Parent/guardian participation as partners in the education process by providing opportunities to participate and provide input in decision making; students are actively engaged in their learning with an increase in school attendance and a decrease in chronic absenteeism and suspensions.

A review of the needs, conditions, and circumstances of our low-income students, foster youth, and English learners indicates more low-income students and foster youth were chronically absent more than all students in the district. Low-income students were chronically absent 27.4% and foster youth were chronically absent 50% compared to all students at 23.5%. Chronic absenteeism among English learners decreased 2.5% and the suspension rate for English learners was maintained. The suspension rate for low-income students was 8.1% and for foster youth was 10%; both higher than 6.5% of all district students.

Due to the absenteeism rate gap between all students and our low-income students, foster youth, and English learners, it is critical to increase attendance among these groups by creating positive school climates and educational experiences. Parents and guardians are vital partners in promoting the importance of school attendance with their children. We hope providing opportunities for parents and guardians

to participate and provide input in decision making will increase school attendance and decrease chronic absenteeism and suspensions. Additionally, our low-income students lack reliable transportation which affects attendance. Further, a credentialed registered nurse will consult with parents and guardians regarding health related issues and reduce barriers to school attendance for our low-income students, foster youth, and English learners.

In consideration of these identified needs and performance gaps, the district will:

- Provide an Attendance Clerk and Family and Community Engagement Liaison to support Tier I and Tier II attendance interventions to low-income, foster youth, and English learners to educating families about the importance of school attendance; connect students and families to community resources that support school attendance; and monitor attendance to decrease chronic absenteeism (Actions 2.1, 2.7).
- Provide regular, on-going communication through mail, emails, texts, and social media postings to parents and guardians of low-income students, foster youth, and English learners to engage them about through family nights, parent education meetings, and parent trainings via in-person or virtually (Actions 2.2, 2.3, 2.4).
- Provide low income students, foster youth, and English learners access to reliable transportation to and from school (Action 2.8).
- Provide low income students, foster youth, and English learners access to literacy materials so parents and guardians unable to attend school events can support literacy at home with their child (Action 2.10).
- Provide a certificated registered school nurse to provide low-income students, foster youth, and English learners access to health resources they otherwise would not have access to that support regular school attendance and decrease chronic absenteeism (Action 2.6)

We believe the actions in Goal 2 will result in increased student and parent/guardian engagement, increased student attendance, and a decrease in chronic absenteeism and suspensions of unduplicated pupils as measured by the metrics in Goal 2.

The following actions have been carried over from the 2019 LCAP Actions: Actions 2.2, 2.3, 2.4, 2.5, 2.6, 2.8. These actions have been determined to be effective based on the following data from ed-data.org for suspensions, expulsions, and chronic absenteeism:

#### Suspension Rate

Socioeconomically Disadvantaged Students: maintained suspension rate at 5.2 from 2017 to 2019.

Foster Youth: Decrease in suspension rate from 9.1 to 0.

English Learners: maintained suspension rate at 0 from 2017 to 2019.

#### Expulsion Rate

Socioeconomically Disadvantaged Students: slight increase in expulsion rate from 0 in 2017 to .1 in 2019.

Foster Youth: maintained expulsion rate at 0 from 2017 to 2019.

English Learners: maintained expulsion rate at 0 from 2017 to 2019.

#### Chronic Absenteeism

English Learners: decrease in chronic absenteeism rate from 18.2 in 2017 to 11.8 in 2019.

All students will demonstrate academic growth in all content areas and English learners will demonstrate growth towards English proficiency.

A review of the needs, conditions, and circumstances of our low income students and English learners indicates more low income students and English Learners did not meet the standard on the English-language arts and mathematics CAASPP when compared to all students in the District. On the CAASPP English – language arts, 45% of low income and 55% of English Learners did not meet the standard while only 40% of all District students did not meet the standard. On the CAASPP mathematics, 59% of low income and 64% of English learners did not meet the standard while 54% of all District students did not meet the standard.

Additionally, Students' health is a growing concern for our District. Many indicators for health issues are present in our community- poverty, lack of access to healthcare and nutritious food, and obesity. On the most recent Physical Fitness Test (Spring 2019), 19.4% of 5th grade students and 22.8% of 7th grade students were at health risk on the Physical Fitness Exam. We hope promoting and improving physical fitness will lead to improved academic progress and achievement.

Because of the achievement gap between all students and low income students and English learners, it is vital to provide targeted interventions with supports and structured physical and health education from trained and highly qualified teachers and paraprofessionals.

In consideration of these identified needs and performance gaps, the district will:

- Provide Intervention teachers in reading, math, and physical education teachers to implement tier II and III academic interventions that are designed to provide targeted supports and interventions to low-income students and English learners. (Actions 3.1, 3.2, 3.4)
- Provide a data manager and reporting technician to coordinate behavior and academic data for analysis by principals and teachers to inform interventions for low income and English learner students. (Action 3.5)
- Provide supplemental intervention materials and paraprofessional support for low income and English learner students in need of tier II and III reading and math interventions to support academic growth and achievement. (Action 3.6)
- Provide professional development to teachers, principals, and paraprofessionals on interim and benchmark assessments to inform targeted interventions for low income and English learner students. (Action 3.8)
- Provide career and technical electives to middle school students to explore career options and the necessary skills learned in school that support careers and increase low income and English learner students academic progress and achievement (Action 3.1)

We believe the actions in Goal 3 will result in increased academic achievement for unduplicated students as described in the metrics in Goal 3.

The following actions have been carried over from the 2019 LCAP Actions: Actions 3.4, 3.5, 3.8. These actions have been determined to be effective based on the following California Assessment of Student Performance and Progress (CAASPP) data in English Language Arts and English Learner progress towards proficiency as measured on the English Language Proficiency Assessments for California (ELPAC): CAASPP

English learners: An increase from 69.3% below standard met in 2017 to 62.46% below standard met in 2019.

Socioeconomically Disadvantaged Students: An increase from 74.88% below standard met in 2017 to 69.03 below standard met in 2019.

ELPAC

100% of English learners making progress towards English proficiency on the 2019 ELPAC. No data available from the 2018 ELPAC.

Provide targeted (tier 2) and intensive (tier 3) social, emotional, and mental health support to all students and staff in order to increase pupil engagement and improve school climate.

A review of the needs, conditions, and circumstances of our low-income students, foster youth, and English learners indicates more low-income students and foster youth were chronically absent more than all students in the district. Low-income students were chronically absent 27.4% and foster youth were chronically absent 50% compared to all students at 23.5%. Chronic absenteeism among English learners decreased 2.5% and the suspension rate for English learners was maintained. The suspension rate for low-income students was 8.1% and for foster youth was 10%; both higher than 6.5% of all district students. Further local data showed our schools received 619 referrals for student counseling services last year in a district of 811 students, a rate of .76 referrals per student.

Due to the attendance, high chronic absenteeism, and suspension rate gaps between all students and low income and foster youth students, targeted (tier 2) and intensive (tier 3) social, emotional, and mental health supports will be created to support low income and foster youth students in hopes of increasing pupil engagement and improving school climate. Further, mental health supports will be available to all staff so they can better serve the social, emotional, and mental health needs of low income and foster youth students.

In consideration of these identified needs and performance gaps, the district will:

- Provide teachers an evidenced based screening tool to identify the social-emotional needs of low-income and foster youth students to provide targeted tier I and II support services to increase school attendance and climate (Action 4.1)
- Provide credentialed staff for low-income and foster youth to support targeted tier I and II social-emotional services and behavior supports to increase school attendance and climate (Action 4.3, 4.5, 4.6, 4.7)
- Provide an executive functioning and social skills program and training to teachers, principals, support staff, low-income and foster youth students to develop organizational, study, and behavior skills that will help students feel and be successful so

they attend school and improve overall school climate (Action 4.8)

We believe the actions in Goal 4 will result in increased student attendance, decreased chronic absenteeism and student suspensions, as outlined in the metrics for Goal 4.

The following actions have been carried over from the 2019 LCAP Actions: Actions 4.2, 4.4, and 4.6. These actions have been determined to be effective based on the following data from ed-data.org for suspensions, expulsions, and chronic absenteeism:

#### Suspension Rate

Socioeconomically Disadvantaged Students: maintained suspension rate at 5.2 from 2017 to 2019.

Foster Youth: Decrease in suspension rate from 9.1 to 0.

English Learners: maintained suspension rate at 0 from 2017 to 2019.

#### Expulsion Rate

Socioeconomically Disadvantaged Students: slight increase in expulsion rate from 0 in 2017 to .1 in 2019.

Foster Youth: maintained expulsion rate at 0 from 2017 to 2019.  
English Learners: maintained expulsion rate at 0 from 2017 to 2019.  
Chronic Absenteeism  
English Learners: decrease in chronic absenteeism rate from 18.2 in 2017 to 11.8 in 2019.

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 or Schoolwide, the action described below increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students. Provide ELD training and support to teachers, principals, and paraprofessionals working with English learners to support increased academic achievement and improved English language proficiency (Action 3.7).



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,864,583.00	\$289,376.00	\$216,778.00	\$475,926.00	\$2,846,663.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,119,460.00	\$727,203.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Foster Youth Low Income	Site Lead/Teacher In Charge	\$112,002.00			\$12,445.00	\$124,447.00
1	2	English Learners Foster Youth Low Income	Student Computers	\$30,000.00	\$127,500.00			\$157,500.00
1	3	English Learners Foster Youth Low Income	Formative, Diagnostic, and Benchmark Assessments	\$50,000.00				\$50,000.00
1	4	English Learners Foster Youth Low Income	Professional Learning Communities	\$34,000.00				\$34,000.00
1	5	All	Provide peer mentors to new teachers.				\$16,293.00	\$16,293.00
1	6	All	Curriculum and Supplemental Materials			\$80,000.00	\$45,000.00	\$125,000.00
1	7	All	Next Generation Science Curriculum			\$113,000.00		\$113,000.00
1	8	Low Income	Long Term Independent Study Program	\$9,500.00	\$96,319.00			\$105,819.00
1	9	English Learners Foster Youth Low Income	Student supplies for learning	\$5,000.00				\$5,000.00
1	10	English Learners Foster Youth Low Income	Classroom Monitoring Tool	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	MOT support	\$35,269.00				\$35,269.00
1	12	English Learners Foster Youth Low Income	Internet Access	\$18,000.00				\$18,000.00
2	1	English Learners Foster Youth Low Income	Attendance Clerk	\$50,654.00				\$50,654.00
2	2	English Learners Foster Youth Low Income	Communication with Parents/Guardians	\$5,000.00				\$5,000.00
2	3	English Learners Foster Youth Low Income	Family Nights	\$5,000.00				\$5,000.00
2	4	English Learners Foster Youth Low Income	Parent Trainings	\$5,000.00				\$5,000.00
2	5	All	Certificated and Classified Sports Coaches and extracurricular activities			\$15,315.00		\$15,315.00
2	6	English Learners Foster Youth Low Income	Certificated Registered Nurse	\$125,823.00				\$125,823.00
2	7	English Learners Foster Youth Low Income	Family and Community Engagement Liaison	\$42,822.00				\$42,822.00
2	8	English Learners Foster Youth Low Income	Transportation	\$125,000.00				\$125,000.00
2	9	All	Visitor Management System			\$600.00		\$600.00
2	10	English Learners Foster Youth Low Income	Library Clerk	\$61,547.00				\$61,547.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth	Middle School Intervention Teacher	\$97,310.00				\$97,310.00
3	2	English Learners Foster Youth Low Income	Two Wallace Elementary Intervention Teachers	\$118,085.00			\$118,086.00	\$236,171.00
3	3	Students with Disabilities	Paraprofessionals for Special Education Inclusion		\$55,557.00			\$55,557.00
3	4	English Learners Foster Youth Low Income	Physical Education teachers	\$346,535.00				\$346,535.00
3	5	English Learners Foster Youth Low Income	Data Manager and Reporting Technician	\$76,378.00			\$19,094.00	\$95,472.00
3	6	English Learners Foster Youth Low Income	Tier II and Tier III Intervention Materials	\$5,000.00			\$110,699.00	\$115,699.00
3	7	English Learners	English Language Development Coordinator	\$1,194.00				\$1,194.00
3	8	English Learners Foster Youth Low Income	Professional Development for teachers, principals, and paraprofessionals	\$5,472.00	\$10,000.00			\$15,472.00
3	9	All	State and Local Assessments Coordinator			\$7,863.00		\$7,863.00
3	10	Low Income	Career and Technical Electives for Middle School	\$10,000.00				\$10,000.00
4	1	Foster Youth Low Income	SEL Screening Tool	\$5,000.00				\$5,000.00
4	2	Low Income	Middle School Alternative to Suspension/Expulsion Teacher	\$108,438.00				\$108,438.00
4	3	English Learners Foster Youth Low Income	Middle School Vice Principal	\$127,422.00				\$127,422.00
4	4	Low Income	CPI Training	\$13,764.00			\$2,000.00	\$15,764.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	5	English Learners Foster Youth Low Income	Wallace Elementary School Teacher On Special Assignment (TOSA)	\$5,000.00			\$100,206.00	\$105,206.00
4	6	English Learners Foster Youth Low Income	Counselors	\$206,218.00				\$206,218.00
4	7	Foster Youth Low Income	Social Worker	\$4,000.00			\$42,103.00	\$46,103.00
4	8	Foster Youth Low Income	The Leader In Me Training	\$10,150.00			\$10,000.00	\$20,150.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,864,583.00	\$2,513,035.00
<b>LEA-wide Total:</b>	\$938,597.00	\$1,356,312.00
<b>Limited Total:</b>	\$1,194.00	\$1,194.00
<b>Schoolwide Total:</b>	\$924,792.00	\$1,155,529.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Site Lead/Teacher In Charge	Schoolwide	Foster Youth Low Income	Specific Schools: Kernville Elementary School K-5	\$112,002.00	\$124,447.00
1	2	Student Computers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$157,500.00
1	3	Formative, Diagnostic, and Benchmark Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
1	4	Professional Learning Communities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,000.00	\$34,000.00
1	8	Long Term Independent Study Program	LEA-wide	Low Income	All Schools	\$9,500.00	\$105,819.00
1	9	Student supplies for learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	10	Classroom Monitoring Tool	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	11	MOT support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,269.00	\$35,269.00
1	12	Internet Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	\$18,000.00
2	1	Attendance Clerk	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,654.00	\$50,654.00
2	2	Communication with Parents/Guardians	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	3	Family Nights	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	4	Parent Trainings	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	6	Certificated Registered Nurse	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,823.00	\$125,823.00
2	7	Family and Community Engagement Liaison	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,822.00	\$42,822.00
2	8	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	\$125,000.00
2	10	Library Clerk	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,547.00	\$61,547.00
3	1	Middle School Intervention Teacher	Schoolwide	English Learners Foster Youth	Specific Schools: Wallace Middle School 6-8	\$97,310.00	\$97,310.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Two Wallace Elementary Intervention Teachers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School K-5	\$118,085.00	\$236,171.00
3	4	Physical Education teachers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary and Kernville Elementary 4-8	\$346,535.00	\$346,535.00
3	5	Data Manager and Reporting Technician	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,378.00	\$95,472.00
3	6	Tier II and Tier III Intervention Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$115,699.00
3	7	English Language Development Coordinator	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,194.00	\$1,194.00
3	8	Professional Development for teachers, principals, and paraprofessionals	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,472.00	\$15,472.00
3	10	Career and Technical Electives for Middle School	Schoolwide	Low Income	Specific Schools: Wallace Middle School 6-8	\$10,000.00	\$10,000.00
4	1	SEL Screening Tool	LEA-wide	Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
4	2	Middle School Alternative to Suspension/Expulsion Teacher	Schoolwide	Low Income	Specific Schools: Wallace Middle School	\$108,438.00	\$108,438.00
4	3	Middle School Vice Principal	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Middle School 6-8	\$127,422.00	\$127,422.00
4	4	CPI Training	LEA-wide	Low Income	All Schools	\$13,764.00	\$15,764.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	5	Wallace Elementary School Teacher On Special Assignment (TOSA)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School TK-5	\$5,000.00	\$105,206.00
4	6	Counselors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$206,218.00	\$206,218.00
4	7	Social Worker	LEA-wide	Foster Youth Low Income	All Schools	\$4,000.00	\$46,103.00
4	8	The Leader In Me Training	LEA-wide	Foster Youth Low Income	All Schools	\$10,150.00	\$20,150.00



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
				Totals:	Estimated Actual Total

# Instructions

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[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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.