

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lost Hills Union School District

CDS Code: 15635940000000

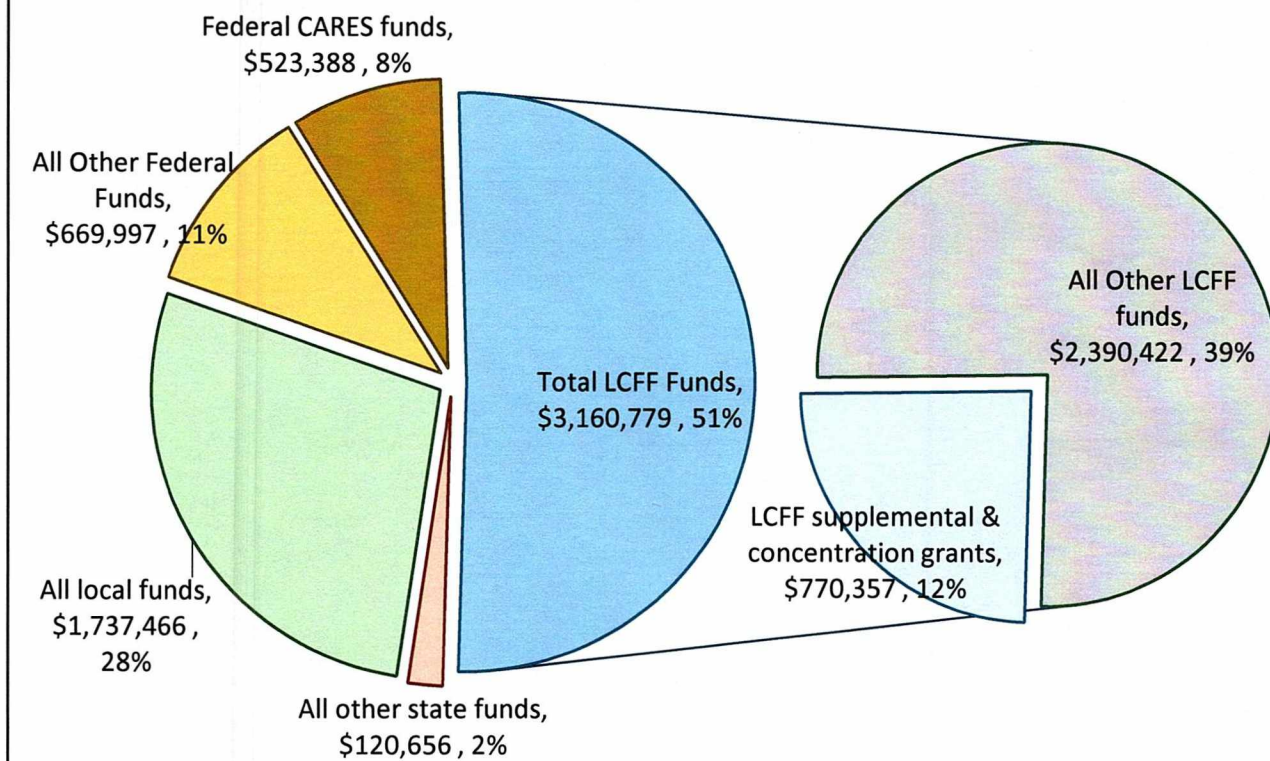
School Year: 2020-2021

LEA contact information: Harrison Favereaux, (661) 797-3008, hafaver@losthills.k12.ca.us

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 2020-2021 School Year

Projected Revenue by Fund Source

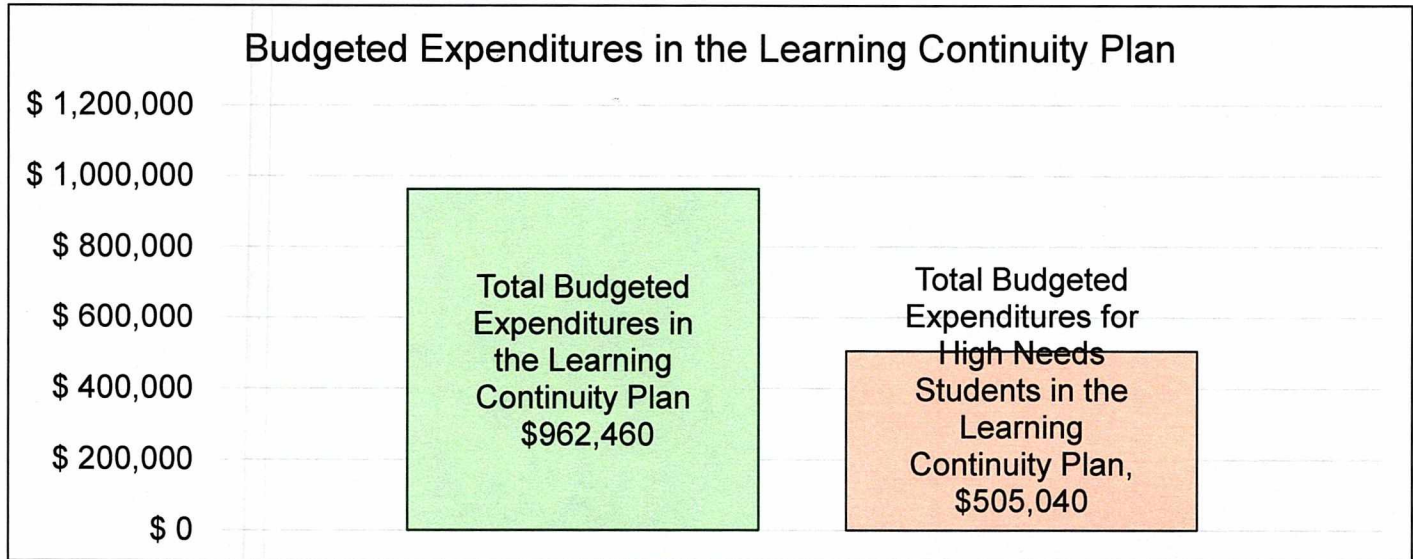


This chart shows the total general purpose revenue Lost Hills Union School District expects to receive in the coming year from all sources.

The total revenue projected for Lost Hills Union School District is \$6,212,286.00, of which \$3,160,779.00 is Local Control Funding Formula (LCFF) funds, \$120,656.00 is other state funds, \$1,737,466.00 is local funds, and \$1,193,385.00 is federal funds. Of the \$1,193,385.00 in federal funds, \$523,388.00 are federal CARES Act funds. Of the \$3,160,779.00 in LCFF Funds, \$770,357.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Lost Hills Union School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Lost Hills Union School District plans to spend \$7,347,597.00 for the 2020-2021 school year. Of that amount, \$962,460.00 is tied to actions/services in the Learning Continuity Plan and \$6,385,137.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

General fund budgeted expenditures that are not in the Learning Continuity Plan will be used cost associated with instruction (staffing of general instruction, preschool, and various restricted programs),

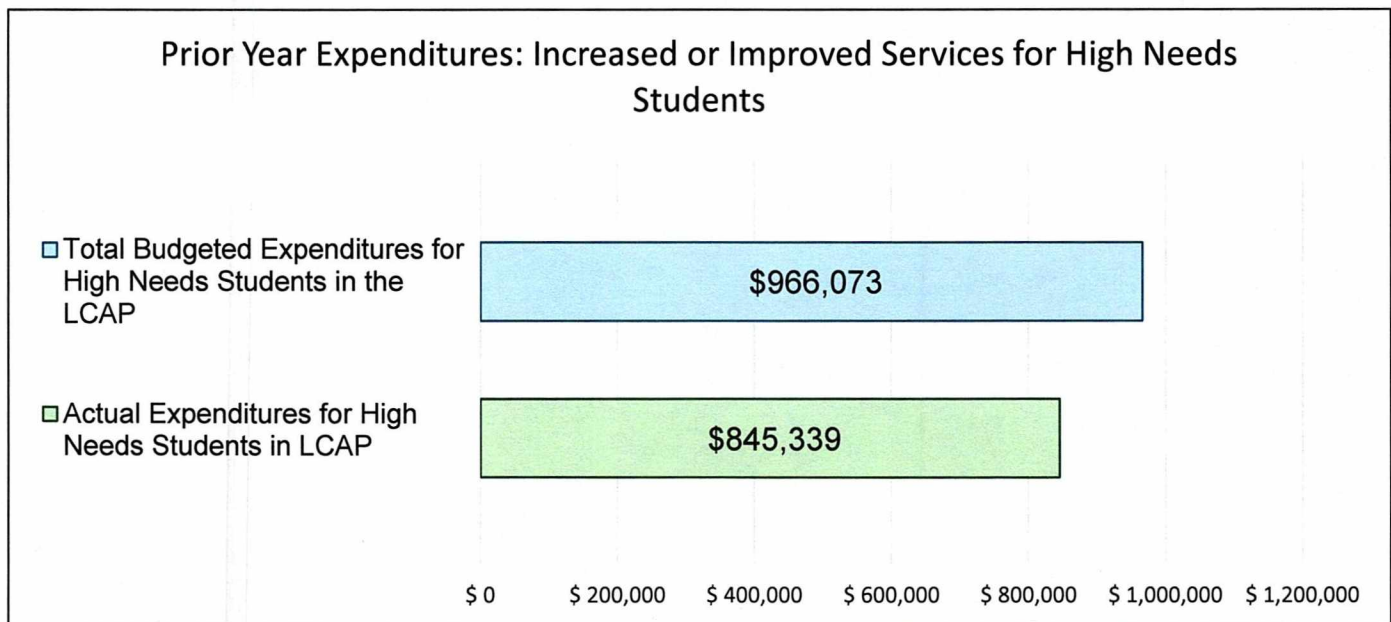
Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, Lost Hills Union School District is projecting it will receive \$770,357.00 based on the enrollment of foster youth, English learner, and low-income students. Lost Hills Union School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Lost Hills Union School District plans to spend \$505,040.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

The District plans on providing additional supplies, tutoring services, extended hours and a summer program with the focus on low income foster youth and English Learners

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Lost Hills Union School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Lost Hills Union School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Lost Hills Union School District's LCAP budgeted \$966,073.00 for planned actions to increase or improve services for high needs students. Lost Hills Union School District actually spent \$845,339.00 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$120,734.00 had the following impact on Lost Hills Union School District's ability to increase or improve services for high needs students:

The 2019-20 LCAP had actions to increase/improve services for high needs students. Service in those areas occurred in those areas up to the Governor's Executive Order closing Lost Hills Union School District due to COVID-19. Closure of the school District discontinued those services, resulting in actual cost

Local Control and 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
Lost Hills Union Elementary	Harrison Favereaux Chief Administrative Officer	hafaver@losthills.k12.ca.us 661-797-2941

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students on track for college and/or career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4
7
8

Local Priorities: 1A, 1B, 2, 3

Annual Measurable Outcomes

Expected	Actual
Decrease the number/rate of teachers not fully credentialed to 15% Decrease the number/rate of teachers teaching outside of the area of competence to 15% Decrease the number/rate of teachers teaching ELs without authorization to 15%	Rate of teachers not fully credentialed- 33% Rate of teachers teaching outside of area of competence- 33% Rate of teachers teaching ELs without authorization- 33%

Expected	Actual
Maintain the number/rate of students lacking their own textbook at 0%	Rate of students lacking their own textbook- 0%
Maintain the overall Facility Rating Tool (FIT) at 100% (Exemplary School Rating)	Overall Facility Rating Tool (FIT)- 100% Exemplary
Maintain the implementation of state standards at 100% as measured by classroom observations. Maintain implementation of state standards to 4.00 Fully as measured by the Academic Program Survey items 1-5.	Implementation of state standards- 100% based on classroom observations conducted 3 times per year. Implementation of state standards as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 59.1/100
Maintain English Learners' access to the CCSS and ELD at 100%	English Learners Access to the CCSS and ELD as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 15.1/30
Increase CAASPP ELA Proficiency to 34% Increase CAASPP Math Proficiency to 21% Increase Science Proficiency Students did not take the Science test in 2017-18	CAASPP was suspended in 2019-20. However, the district conducted a 3rd Quarter Benchmark Assessment of all 3rd -8th grade students. Results for these assessments were: ELA Proficiency- 56.52% Math Proficiency- 40.21%
Increase the percentage of ELs making Annual Progress in Learning English to 64.2% Increase the percentage of ELs attaining the English Proficiency Level Less than 5 years to 5% 5 Years or more- 70%	ELs making progress towards English language proficiency- 43.9% (California School Dashboard 2019)
Increase EL reclassification rate to -16%	EL reclassification rate- 11.9%
Maintain the percentage of pupils who have access to and are enrolled in a broad course of study at 100%	Percentage of pupils who have access to and are enrolled in a broad course of study- 100%
Maintain the percentage of pupils who have access to and are enrolled in programs/services for pupils with exceptional needs at 100%	Percentage of pupils who have access to and are enrolled in programs/services for pupils with exceptional needs- 100%

Expected	Actual
<p>Increase the percentage of pupils meeting the Healthy Fitness Zone to 64% Increase the percentage of K-6 grade students at or above benchmark as measured by DIBELS to 58% Increase the percentage of K-8th grade students mastering grade level mathematics standards as measured by local benchmarks to 21% Increase the percentage of K-8th grade students mastering grade level ELA standards as measured by local benchmarks to 34%</p>	<p>2018-19 Percentage of pupils meeting the Healthy Fitness Zone- 66% End of the Year DIBELS data for 2019-20 not available. However, Middle of the Year results showed the following: K-6th DIBELS Literacy Proficiency- 51.5% K-8th DIBELS Math Proficiency- 32% (2019-20) 1st-8th grade students mastering the 3rd Quarter Math Benchmark Assessment- 50.40% (2019-20) 1st-8th grade students mastering the 3rd Quarter ELA Benchmark Assessment- 56.40%</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire and maintain fully credentialed and appropriately assigned teachers, administrators, and support staff to implement the educational program effectively.	\$16,473.00 Base Certificated Salaries (1100) Benefits (300)	\$16,472.88 Base
Continue to partner with Kern County Office of Education to provide Beginning Teacher Support and Assessment (BTSA) Induction for teachers who need to clear their Preliminary Credentials.	\$0	N/A
Maintain reduced class sizes in grades K, 3rd grade. A focus will be placed on addressing the needs of English Learners, low income, and foster youth.	\$225,444.00 S&C Certificated Salaries (1100) Benefits (3000)	\$ 221,523.20
No curriculum is needed at this time.	\$0	N/A
In our effort to go one-to-one and provide unduplicated students with supplemental technology, we will purchase classroom computers, laptops, tablets, chrome books, mobile labs, and other necessary technology devices to implement Common Core and 21st Century Learning.	\$45,000 S&C Supplies (4300)	\$ 46,223.93
Continue to implement a K-8th grade literacy program to increase student reading fluency and comprehension- Read Naturally for at-risk students. These services were paid in 2018-19. Therefore, no allocation of funds is needed at this time.	\$0	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain DIBELS Assessment to measure the acquisition of literacy skills in K-6th, and students who are below grade level in 7th-8th grade. Our unduplicated count is 88.27%	\$5,000.00 S&C Services (5800)	\$ 1,067.36
Continue to purchase additional Informational Text Weekly Readers (Science Spin and Geography)- These services were paid in 2018-19. Therefore, no allocation of funds is needed at this time.	\$0	N/A
Maintain Web Based Programs ELD- Imagine Learning Math- Big Brains Student Assessment- Illuminate Education With an emphasis on supporting low income, foster youth, and English Learners	\$53,000.00 Imagine Learning- \$38,000.00 Big Brains- No Cost Illuminate Ed- \$15,000.00 S&C Services (5800)	\$ 32,000.00 \$ 17,083.20
Continue to implement a Tier Academic Program for students needing strategic intervention with an emphasis to support low income, foster youth, and English Learners.	No cost	N/A
Maintain the following personnel: Academic Coach to support classroom instruction and teachers	\$202,831.00 Academic Coach-	32,656.56 \$ 29,184.82 \$
Paraprofessional to assist in reading/language arts and mathematics intervention classrooms	\$70,524.00 Paraprofessional-	32,560.98 \$ 101,812.35
Technology Technician With emphasis on supporting low income, foster youth, and English Learners.	\$32,527.00 Technology Technician- \$99,780.00 Title III- \$35,262.00 Title I- \$32,527.00 S&C- \$35,262.00 S&C- \$99,780.00	
Hire an instructional aide to provide classroom support and tutoring for newcomer students/ English Learners.	\$33,173.00 S&C Classified Salary (2100) Benefits (3000)	\$ 10,106.75
Continue to provide an additional 15 minutes of extended instruction for ELD for a total of 45 minutes of ELD instruction.	\$50,168.00 S&C Certificated Salary (1100) Benefits (3000)	\$ 48,546.32

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to offer extended learning activities to support achievement of grade level standards for at-risk students, giving priority to low income, foster youth, and English Learners.	\$102,028.00 Title I Certificated Salary (1100) and Benefits (300)- \$69,622.00 Classified Salary (2100) and Benefits (300)- \$32,406.00	\$ 34,170.93 \$ 26,171.70
Continue to provide time for grade level Professional Learning Communities.	No cost	N/A
Provide High Quality Professional Development and capacity for administrators, teachers, and support staff in the areas of: Lesson design and delivery ELA/Math Common Core instruction and strategies Project Based Learning Literacy Strategies Integrated/Designated ELD SBE Adopted Curriculum Training Read Naturally DIBELS Technology in the classroom RTI/Intervention Next Generation Science Standards Leadership Building and Improvement	\$76,358.00 Title I- \$19,358.00 Title II- \$22,000.00 S&C- \$35,000.00 Services (5800)	\$ 7,855.00 \$ 10,585.36 \$ 35,000.01
Provide Teachers with project funds for project based lessons	\$10,000.00 S&C Supplies (4300)	\$ 3,743.96
Maintain an additional professional development day for teachers.	\$7,402.00 S&C Certificated Salary (1100) Benefits (3000)	\$ 7,149.51
Because low income students have less outside access to educational experiences, we will continue to provide the following incentives: Educational Field Trips student meeting grade level standards reclassification requirements behavior expectations attendance	\$30,000.00 S&C Services (5800)- \$15,000.00 Transportation- \$15,000.00 Supplies	\$ 5,719.52 \$ 7,654.08 \$ 2,863.53
The 2018-19 action made all needed updates to the computer labs.	N/A	N/A
Maintain a technology replacement program.	N/A	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Because unduplicated students are less likely to have technology at their home and to increase technology access to those students, we will provide ongoing technology support.	\$7,000.00 S&C Services (5800)- Outside vendor	\$ 4,243.35
Because unduplicated students have less access to extracurricular activities and exercise, we will purchase supplemental physical education equipment for elementary and middle school students.	\$3,500.00 S&C Supplies (4300)	\$ 3,475.18
Purchase Spanish and bilingual library books with emphasis to promote literacy among English Learners.	\$10,000.00 S&C Supplies(4300)	\$ 2,907.19

Goal Analysis

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

All actions in goal 1 were initiated prior to school closure in March 2020. 18 of 24 were implemented as planned. A total of \$877,377 (\$649,729- S&C) was budgeted for Goal 1 Actions and Services. Actual expenditures were \$803,832.63 (\$590,346.16 S&C). The remaining \$59,382.84 S&C funds were used to purchase additional Chromebooks and for Internet services to ensure English Learners, Socioeconomically Disadvantaged students and Students with Disabilities had the necessary devices and connectivity to participate in distance learning. Additional Chromebooks were purchased to quickly replace damaged devices for these students.

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

Actions 3, 5-7, 9-16, 18-19 and 22 were deemed effective as per stakeholder input, observations and data gathered.

ELA: Local DIBELS fluency data showed an increase of 12% (39.4% to 51%) in K-6th grade students meeting proficiency from middle-of-year assessment 2018-19 to 2019-20. Local 2019-20 ELA benchmark results show an increase of 43.81% (12.59% to 56.4%) growth in the number of 1st-8th grade students meeting proficiency in ELA from 3rd quarter assessment 2018-19 to 2019-20.

Math: Local 2019-20 Math benchmark results show an increase of 3.34% (47.06% to 50.4%) growth in the number of 1st-8th grade students meeting proficiency in Math from 3rd quarter assessment 2018-19 to 2019-20.

Challenges:

Implementation of the following actions during school closure:

Action 14: Continue to offer extended learning activities to support achievement of grade level standards for at-risk students, giving priority to low income, foster youth, and English Learners.- Due to COVID-19 the afterschool program was stopped in March. Additionally, Summer School was held virtually which eliminated the need for some teachers. Student participation rate was lower than previous years due to

some challenges with connectivity and the Internet.

Action 16: Professional Development- all in person professional development was canceled in March. Professional development needs changed and many training sessions were provided by different providers free of charge. Therefore, we did not use all the funds allocated to this action.

Action 17: Project Funds for project based learning- Teachers did not use all funding originally allocated. Also, once we switched to distance learning most of the work was completed on Chromebooks.

Action 19: Incentives and educational field trips- Most educational field trips occur at the end of the school year, due to COVID, we were unable to use the funds as we had originally planned.

Additional Challenge: we realized that the benchmark format was not the best predictor for the end-of-year assessment. Therefore, we shifted to more standardized assessments and pacing accordingly.

Goal 2

Create a safe and welcoming learning environment where students are connected to their schools.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

5

6

Local Priorities: 4

Annual Measurable Outcomes

Expected	Actual
Decrease the number/rate of teachers not fully credentialed to 15% Decrease the number/rate of teachers teaching outside of the area of competence to 15% Decrease the number/rate of teachers teaching ELs without authorization to 15%	Rate of teachers not fully credentialed- 33% Rate of teachers teaching outside of area of competence- 33% Rate of teachers teaching ELs without authorization- 33%
Maintain the number/rate of students lacking their own textbook at 0%	Rate of students lacking their own textbook- 0%
Maintain the overall Facility Rating Tool (FIT) at 100% (Exemplary School Rating)	Overall Facility Rating Tool (FIT)- 100% Exemplary
Increase attendance rate to 98%	2019-20 attendance rate- 96.93%

Expected	Actual
Decrease chronic absenteeism rate to 6%	2019-20 Chronic absenteeism rate- 9.93%
Maintain the Middle school dropout rate at 0%	Middle school dropout rate- 0%
Reduce pupil suspension rate to 2%	Suspension rate- 0.29%
Maintain pupil expulsion rate at 0%	Expulsion rate- 0%
Increase the percentage of students in 3rd- 8th grade reporting feeling safe, welcomed, and connected to their school to 95%.	94.7% of 3-8 grade students reported feeling safe at school; while 71.1% reported that they like going to school on the 2021 LCAP Survey.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire a full time counselor to provide counseling services for students, with an emphasis to support low income, foster youth, and English Learners.	\$90,496.00 S&C Certificated Salaries (1100) Benefits (3000)	\$ 77,360.71
Implement PBIS	\$5,000.00 S&C Services (5800)	\$ 1,929.54
Continue to provide anti-bullying training for staff, parents, and students	\$2,000.00 S&C Services (5800)	\$ 801.59
Ensure that all facilities are modernized, safe, and engaging with an emphasis on ensuring low income, foster youth, and English Learners feel safer and more connected to their school as measured by student surveys and student attendance.	\$45,000.00 Base Services (5800)	\$ 55,088.53
In an effort to improve our learning environment the district will provide school safety training, purchase safety supplies and equipment. With an emphasis on ensuring low income, foster youth, and English Learners feel safer and more connected to their schools as measured by student surveys and student attendance.	\$30,000.00 S&C Supplies (4300)	\$ 11,329.14
Continue to provide additional custodial staff to maintain cleaner facilities. With an emphasis on ensuring low income, foster youth, and English Learners feel safer and more connected to their school as measured by student surveys and student attendance. Our unduplicated count is 88.27%. This action directly benefits these students.	\$59,815.00 S&C Certificated Salaries (1100) Benefits (3000)	\$ 58,638.60

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development for classified staff such as Dibels, PBIS, and Read Naturally. Instructional Aide's Training Supervision Training Custodial/Grounds Front office staff	\$5,000.00 S&C Services (5800) Classified Salaries (1100)	\$2,322.14
Continue to provide additional student supervision before school and after school. The district hosts a before and after school program which targets low income students. Students begin to arrive at 6:30 AM in order to participate in this program. The After School program ends at 5:30 PM. Therefore, additional supervision is required before and after school hours.	\$39,441.00 S&C Classified Salaries (1100) Benefits (3000)	\$ 21,287.38
Pick up students from home when not ill and not in school. Place a focus on decreasing chronic absenteeism of low income, foster youth, and English Learners. In the last two years two school vans were purchased. Costs associated with this action are for the purpose of maintaining the program.	\$5,000.00 S&C Service	\$0
Continue to provide extracurricular activities and career learning opportunities (including Art), giving priority registration to low income, foster youth, and English Learners.	\$44,888.00 S&C Classified Salary (2100) Benefits (3000)- \$34,888.00 Supplies (4300)- \$10,000	\$ 30,000.00 \$ 1,527.20
Continue to provide transportation for after school tutoring and extracurricular activities.	\$23,375.00 S&C Transportation Services (5800)	\$ 7,283.08
Provide students with the opportunity to visit different colleges, giving priority to low income, foster youth, and English Learners.	\$10,000.00 S&C Transportation (5800)- \$8,000.00 Supplies, snacks, lunch (4300)- \$2,000.00	\$ 111.36
Implement an attendance initiative to increase student attendance, focus on increasing attendance for low income, foster youth, and English Learners.	\$3,000.00 S&C Services (5800)	\$ 10,000.00 (In Class) \$ 565.61 (supplies)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Research shows that low income students have less access to healthy food and clean water. In an effort to encourage low income students to live healthier lives, the district will purchase and install water fill stations.	\$5,000.00 S&C Services (5800)	\$0
Our district covers 501 square miles. Many students ride long routes of about 1 to 1 ½ hrs. Many of these students are Sp. Ed. 91% of these students are also English Learners. In an effort to provide a safer environment for these students, the district will install air conditioning on school buses.	\$28,097.00 S&C Services (5800)	\$ 38,535.55

Goal Analysis

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

10 of 15 actions in goal 2 were implemented as planned. 5 actions were partially implemented. A total of \$396,112 (\$341,112- S&C) was budgeted for Goal 2 Actions and Services. Actual expenditures were \$316,780.43 (\$261,691.90 S&C). The remaining \$89,420.10 Redirected funds were used to support low-income, EL and Foster Youth. Funds were used to provide additional student supervision before and afterschool and for attendance incentives to encourage unduplicated students to attend school daily.

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

A full-time school counselor was hired. Counselor provided counseling services to TK-8th grade students, performed social emotional needs assessments, and consultation with school teams. During the pandemic, the counselor saw an increase in families in need of services. The counselor provided mentoring, counseling, and check-ins via phone calls, video chat, text messages, Facetime, zoom calls, and conducted home visits for the hard to reach families. During this time the counselor not only provided direct services to our students but also to their families.

In 2019-20, we also experienced success with PBIS implementation. We developed a tiered system map. Map was disseminated to all staff and training was provided. Additionally, the PBIS team developed a behavior matrix, student incentives, teaching expectations, and signs on campus. The team met on a regular basis to improve on or develop PBIS structures and services for our students. As a result, suspension rates dropped to 0.68% from 3.8% the previous year.

Challenges:

Anti Bullying training was programmed for April 2020. We intended to train students and staff on the PLUS program. Due to COVID-19, the training was cancelled. Training will be rescheduled once all students return to in-person instruction.

College Visits normally occur in the spring and summer. These were also cancelled due to COVID-19.

Goal 3

Increase parent and family engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain 25 parent meetings per school year where parents have the opportunity to make decisions for district and school sites. Include the following meetings 6- MPAC, 6-SSC, 6-ELAC, 3-DELAC, 3-LCAP. Increase parent participation at these meetings by 5% from the previous years.	MPAC Meetings- 6 meetings SSC Meetings- 6 meetings ELAC Meetings- 6 DELAC Meetings- 2 LCAP- 3 School Closure/ Reopening Meetings- 17 meetings Percentage of parent participation is unavailable due to COVID-19.
Maintain promotion of participation of parents for unduplicated pupils through flyers, letters, and automated phone systems (text messages, voice mails, emails). Send reminders to all parents	Promotion of parents for unduplicated pupils occurred through: Flyers, automated text messages, voice messages, and the website. Text message reminders were also sent out for each meeting/event.
Maintain promotion of participation of parents for pupils with exceptional needs through flyers, letters, automated phone systems (text messages, voice mails, emails) and personal telephone calls.	Promotion of parents for pupils with exceptional needs occurred through: Flyers, automated text messages, voice messages, the website. School Community Coordinators and office personnel also made personal telephone calls. Text message reminders were also sent out for each meeting/event

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain the Lost Hills Union School District Parent Center.	\$1,000.00 S&C Supplies/equipment (4300)	\$ 1,956.44
Continue to provide a Parent Liaison. Increase the work day from 6 hrs to 7 hrs. per day, with an emphasis on increasing parent engagement of low income, foster youth, and English Learner parents.	\$45,425.00 S&C Classified Salary (2100) Benefits (3000)	\$ 37,595.34
Provide parents with the resources and training to strengthen learning at home. Focus on addressing the needs of low income, foster youth, and English Learner parents.	\$5,000.00 S&C Supplies (4300)- \$4,000.00 Classified Salary (2100) and Benefits (300)- \$1,000.00	\$ 3,278.52
Provide interpretation at all parent conferences for parents who do not speak English.	\$3,223.00 S&C Classified Salary (2100) Benefits (3000)	\$ 967.16
Provide snacks and childcare during parent meetings with an emphasis on increasing parent engagement of low income, foster youth, and English Learner parents.	\$8,000.00 S&C Supplies (4300)- \$6,000.00 Classified Salary (2100)- and Benefits (3000)- \$2,000.00	\$ 1,452.46
Provide recognition for parents who are consistently involved in their children's education.	\$1,000.00 S&C Supplies/equipment (4300)	\$0
Continue to contract services with web based student information system- Aeries Eagle Software. Provide teachers and office staff with training. We moved from an inexpensive SIS to Aeries. Aeries added supplemental services to unduplicated pupils to improve school to home communication and parent engagement.	\$15,000.00 S&C Services (5800)- \$12,000.00 Travel & Conf. (5200)- \$3,000	\$8,956.46
Continue to contract services to Alert Solutions- School Announcement System for outbound communication with parents and families in English and Spanish.	\$1,600.00 S&C Services (5800)	\$ 1,130.25

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain District Website to provide parents with more up-to-date resources and information related to education, the district, and their children's schools.	\$7,500.00 S&C Services (5800)	\$ 9,360.00
Hold monthly parent family engagement events with an emphasis on increasing parent engagement of low income, foster youth, and English Learner parents.	\$14,053.00 S&C Classified Salary (2100) Benefits (3000)- \$6,053.00 Supplies/equipment (4300)- \$8,000.00	\$ 6,198.51

Goal Analysis

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

9 of 10 actions in goal 3 were implemented as planned up to school closure in March 2020. Action 6 was not implemented. A total of \$101,801 S&C funds were budgeted for goal 3 actions and services. Actual expenditures were \$70,895.14. The remaining funds of \$30,905.86 were used to maintain the parent center, provide resources for parents, and maintain parent engagement specifically targeting parents of English Language Learners and Socioeconomically disadvantaged students

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

Actions 1-5, 7-8 and 10 were deemed successful per stakeholder input, surveys and observations. 93.1% of parents surveyed reported that they understand what the school expects from their children. 91.4% reported feeling comfortable participating in school activities for parents. 87.9% also reported feeling like they have a say in the decision-making process at their children's school; and 98.3% feel that the school/district values their participation or input.

Challenges:

Parent recognitions- parents are generally recognized at the last awards ceremony of the year. This year, an end of the year celebration was not held. Unfortunately, parents were not recognized this year.

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
Implement multiple transportation routes to ensure distancing practices	\$45,500.00	\$ 0.00	N
Hire additional janitorial for deep cleaning (provide overtime)	\$37,500.00	\$ 43,896.93	N
Purchase additional supplies and/or equipment for disinfecting and cleaning	\$42,316.00	\$ 28,995.47	N
Purchase dividers and/or other equipment to ensure distancing practices	\$54,115.00	\$ 43,542.86	N
Purchase additional PPE for all students and staff	\$17,450.00	\$42,979.63	N
Purchase equipment to speed meal production for multiple lunch periods	\$7,000.00	\$ 9,251.41	N
Hire an instructional aide to provide classroom support and tutoring for newcomer students/English Learners	\$33,475.00	\$ 44,258.15	Y
Offer extended learning activities to support achievement or grade level standards for students experiencing learning loss, giving priority to low income, foster youth, and English Learners.	\$137,850.00	\$93,466.00	Y
Provide teachers with project funds for project based lessons with emphasis on supporting low income, foster youth, and English Learners.	\$6,900.00	6,900.00	Y
Provide professional development training and consulting services to teachers, classified staff, and administrators with an emphasis on increasing achievement of low income foster youth, and English Learners.	\$55,000.00	\$ 24,031.03	Y
Provide incentives for students (Educational Field Trips, students meeting grade level standards, reclassification requirements, behavior expectations, attendance)	\$20,000.00	9,827.40	Y
Hire a full time counselor to provide counseling services, with emphasis on supporting low income, foster youth, and English Learners.	\$90,540.00	\$ 90,546.97	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to implement PBIS- Positive Behavior Intervention System- provide an AmeriCorps Mentor.	\$19,000.00	\$19,000.00	N
Provide additional student supervision before school, after school, during recess, and class transitions.	\$25,000.00	\$ 19,338.02	N
Pick up students from home when not ill and not in school. Place a focus on decreasing chronic absenteeism of low income, foster youth, and English Learners.	\$5,000.00	2,711.17	Y
Provide extracurricular activities and career learning opportunities (including Art and music), giving priority registration to low income, foster youth, and English Learners.	\$40,000.00	\$ 33,000.00	Y
Provide transportation of after school tutoring and extracurricular activities.	\$13,000.00	\$0	N
Implement an attendance initiative to increase student attendance, focus on increasing attendance for low income, foster youth, and English Learners.	\$3,000.00	\$3,000.00	Y

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.

10 of 18 actions related to in person instruction were implemented as planned. 6 actions were partially implemented and 2 were not implemented at all.

Actions that showed substantive differences between planned actions and budgeted expenditures are the following:

Implement multiple transportation routes to ensure distance practices- we anticipated to transport most students to and from school; however, most families were able to provide transportation for their own children. Therefore, additional routes were not necessary.

Purchase additional supplies and/or equipment for disinfection and cleaning- we anticipated that we would spend more funds purchasing cleaning supplies, but we were able to secure better pricing with other vendors. Additionally, supplies were donated to the district by different agencies.

Purchase PPE for all students and staff- We underestimated the pricing of PPE equipment. The district spent \$25,529.63 over the amount originally anticipated.

Offer extended learning activities to support achievement or grade level standards for students experiencing learning loss, giving priority to low income, foster youth, and English Learners- we intended to provide after school tutoring and mentoring, but we were unable to staff the after school program due to staff burned out. Our teachers and paraprofessionals spent their evenings and weekends learning new

programs and planning instruction. However, we will provide an all day summer school program in June. Program is currently fully staffed.

Provide professional development training and consulting services to teachers, classified staff, and administrators with an emphasis on increasing achievement of low income foster youth, and English Learners- All out of district conferences and training were cancelled. Our teachers participated in free professional Development hosted with our County Office of Education.

Provide incentives for students (Educational Field Trips, students meeting grade level standards, reclassification requirements, behavior expectations, attendance)- we anticipated that our students would be able to participate in field trips by this Spring. However, this has not been possible and all funding allocated to this action was not needed. The district did provide other incentives for student engagement and to encourage students to attend on a regular basis.

Provide extracurricular activities and career learning opportunities (including Art and music), giving priority registration to low income, foster youth, and English Learners- we were only able to provide art this year.

Provide transportation of after school tutoring and extracurricular activities- since we were not able to staff the afterschool program, late bus transportation was not necessary.

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 district began In-person instruction on October 28, 2020. We were able to make modifications to the physical environment to serve 100% of our students, five days a week, full-day, if families decided to send all their children to in-person instruction. We were also able to hire additional teachers and paraprofessionals to maintain smaller cohorts that would stay together all day without mixing groups. Stakeholders identified the following as successful:

Parents- parents noted an appreciation for the implementation of improved cleaning and disinfection processes, the focus placed on teaching students to practice social distancing and hygiene practices.

Staff noted an eagerness of parents and staff to get as many students as possible back on campus.

Challenges:

The most notable challenges included: students switching back and forth from one mode of instruction to another. We also saw a lack of substitutes, both classified and certificated. Lastly, getting students who were being dropped off on campus by 8:00 a.m. was also a challenge.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase additional devices (Chromebooks, headphones, microphones) to ensure every child has one at home and to replace devices in need of replacement.	\$62,000.00	\$ 126,634.81	N
Install Internet services for each family in need of connectivity, including initial installation, monthly charges, and equipment rental.	\$60,000.00	\$ 50,282.97	N
Purchase additional technology to deliver more effective virtual instruction (laptops, headphones, microphones, cameras, backdrops, etc.)	\$22,500.00	\$ 61,340.76	N
Purchase Canvas Platform to deliver instruction via distance learning.	\$1,500.00	\$ 1,215.00	N
Employ additional personnel to deliver Grab and Go meals at different locations around town.	\$21,850.00	\$ 6,419.42	N
Hire substitutes to cover employees taking Families First Coronavirus Response (FFCR) Act leave due to child care or illness.	\$15,000.00	\$29,029.94	N
Provide technology support to teachers and administrators with an emphasis on supporting low income, foster youth, and English Learners.	\$5,000.00	\$ 11,124.85	Y
Hire an instructional aide to provide classroom support and tutoring for newcomer students/English Learners. Activity budgeted under In-Person Instructional offerings.	N/A	N/A	Y
Provide professional development training and consulting services to teachers, classified staff, and administrators with an emphasis on increasing achievement of low income foster youth, and English Learners. Activity budgeted under In-Person Instructional offerings.	N/A	N/A	Y
Hire a full time counselor to provide counseling services, with emphasis on supporting low income, foster youth, and English Learners. Activity budgeted under In-Person Instructional offerings.	N/A	N/A	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to implement PBIS- Positive Behavior Intervention System- provide an AmeriCorps Mentor. Activity budgeted under In-Person Instructional offerings.	N/A	N/A	Y
Implement an attendance initiative to increase student attendance, focus on increasing attendance for low income, foster youth, and English Learners. Activity budgeted under In-Person Instructional offerings.	N/A	N/A	Y
Purchase take home supplies for all students	\$7,000.00	\$7,000.00	N

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.

All actions related to the Distance Learning Program were implemented.

Actions that showed substantive differences between planned actions and budgeted expenditures are the following:

Purchase additional devices (Chromebooks, headphones, microphones) to ensure every child has one at home and to replace devices in need of replacement- more devices were needed to ensure that students had the necessary devices and connectivity to participate in distance learning. Additional Chromebooks were purchased to quickly replace damaged devices.

Purchase additional technology to deliver more effective virtual instruction (laptops, headphones, microphones, cameras, backdrops, etc.)- older laptops had to be replaced. Additional devices were purchased to ensure teachers and paraprofessionals had the necessary equipment at school and at home in the event that teleworking was necessary.

Hire substitutes to cover employees taking Families First Coronavirus Response (FFCR) Act leave due to child care or illness.- more funding was needed for COVID-19 related leaves than originally anticipated.

Employ additional personnel to deliver Grab and Go meals at different locations around town- we did not need as many personnel as we had originally anticipated.

Analysis of the Distance Learning Program

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

Continuity of Instruction

Successes:

Teachers used the Canvas Platform to deliver instruction via Zoom sessions. Teachers and Principal

established schedules for students to follow at home.

Distance Learning students continue to participate in all core subjects including art classes.

Distance learning program gave parents an opportunity to see first hand what is happening with instruction, their children participating and working in the classroom, what they struggle with and how to assist them.

Challenges:

Attendance rates August 2020- April 2021 dropped to 90.6% compared to 96.93% last year.

Chronic absenteeism August 2020- April 2021 increased by 19.37% (9.93% to 29.3%)

Parents and teachers noted too many distractions at home. Parents of younger children also reported their students fell behind in their academics.

Access to Devices and Connectivity

Successes:

The district was able to connect most families with Internet Services free of charge for the entire school year. We were also able to purchase the necessary devices to ensure all students had their own Chromebooks and to quickly replace damaged devices.

Challenges:

We were not able to provide connectivity to all families. These students were given priority for returning to in-person instruction

Pupil Participation and Progress

Successes:

Teachers tracked daily and weekly attendance and minutes using a weekly engagement spreadsheet for synchronous connection. Additionally, a time value was assigned to each assignment prior to giving it to the students. Once the students submitted the assignment, the teacher assigned the time value to that student on the same weekly engagement record.

Challenges:

Amount of recording needed daily became overwhelming for some staff members. Recording also became difficult when students reported to some virtual sessions but not others.

Distance Learning PD

Successes:

Teachers, administrators, paraprofessionals and instructional aides participated in various distance learning professional development training provided by the County Office of Education, California Department of Education and other agencies. Professional development consisted of: Canvas Platform, Student and Family Engagement, Mental Health During COVID, Google Classroom, Google Forms, Google Slides, Google Meet, Zoom, Flipgrid, Youtube, Screencastify, and Classdojo.

Challenges:

Staff reported an overwhelming amount of training being offered in a short period of time. For lower grade level teachers, most information was new and more difficult to implement with younger students who were not proficient using technology or devices provided.

Staff Roles and Responsibilities**Successes:**

Staff roles and responsibilities shifted slightly. For example, paraprofessionals and instructional aides assisted in making phone calls for students who missed more than two virtual sessions. They also delivered curriculum and materials to students as needed.

Other staff members such as parent liaison, and school community coordinators spent most of their time making home visits, ensuring students logged on to their virtual classrooms when other staff members were not successful in reaching them via the telephone. These staff members also assisted families in getting connected to internet services, replacing Chromebooks, delivering devices, and assisting with food distributions.

Teachers continued to be fully responsible for providing instructional services to students.

The nutrition team spent their time preparing meals and distributing at various sites throughout the town.

Challenges:

Staff burnout occurred when the level of student participation was not achieved. Some families simply stopped answering calls due to the number of daily calls they received from different departments within the district.

Support for Pupils with Unique Needs**Successes:**

Students with unique needs were provided with additional one-to-one and small-group check-ins via Zoom, Facetime, and phone calls. Students needing speech services, receive these services through our existing online vendor. Students and teachers were already familiar with this program.

English Learners were provided with Designated and Integrated English Language Development in their synchronous whole-group and small-group instruction. Students were also supported by paraprofessionals via Zoom breakout rooms and open Zoom sessions.

Challenges:

Additional paraprofessionals were needed in order to provide more one-on-one interventions for struggling students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implement K-8th grade literacy program to increase student reading fluency and comprehension- Read Naturally for students who have experienced significant learning losses. Place a focus on low income, foster youth, and English Learners.	\$3,800.00	\$3,800.00	Y
Implement DIBELS assessment to measure the acquisition of literacy skills in TK-5th, and 6th-7th grade students who have experienced significant learning losses. Place a focus on low income, foster youth, and English Learners.	\$15,000.00	\$ 14,080.50	Y
Implement Web Based Programs (ELD- Imagine Learning, Math- Big Brains, Student Assessment- Illuminate Education with an emphasis on supporting low income, foster youth, and English Learners.	\$56,000.00	\$ 39,930.50	Y
Hire an instructional aide to provide classroom support and tutoring for students experiencing learning loss. Place a focus on low income, foster youth, and English Learners.	\$33,475.00	\$119,000.00	Y
Offer extended learning activities to support achievement or grade level standards for students experiencing learning loss, giving priority to low income, foster youth, and English Learners. Activity budgeted under In-Person Instructional offerings.	N/A	N/A	Y
Provide additional professional development and planning days for teachers.	\$6,689.00	\$ 7,292.56	N
Pick up students from home when not ill and not in school. Place a focus on decreasing chronic absenteeism of low income, foster youth, and English Learners. Budgeted under In-Person Instructional Offerings	N/A	N/A	Y
Provide transportation for after school tutoring and extracurricular activities. Budgeted under In-Person Instructional Offerings	N/A	N/A	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implement an attendance initiative to increase student attendance, focus on increasing attendance for low income, foster youth, and English Learners. Budgeted under In-Person Instructional Offerings	N/A	N/A	Y

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.

All actions related to the Distance Learning Program were implemented.

Actions that showed substantive differences between planned actions and budgeted expenditures are the following:

Hire an instructional aide to provide classroom support and tutoring for students experiencing learning loss. Place a focus on low income, foster youth, and English Learners- we anticipated hiring one (1) additional paraprofessional to provide classroom support. However, once we began in-person instruction, we realized that we also needed additional teachers in order to maintain smaller teacher student ratios. 3 additional teachers were hired in order to provide in person instruction for all the students struggling with distance learning.

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.

Students found open zoom hours for additional student support to be helpful. Teachers also noted assessment data to be helpful when making instructional decisions.

Challenges:

Engaging students through distance learning

Too many distractions at home

Getting students to complete and turn in high quality work

Many students with good academic performance- grades lowered because of lack of attendance or participation.

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.

Social Emotional Learning (SEL) became a school wide focus this year. Teachers used Second Step curriculum to teach prosocial skills. The school counselor provided support and lesson demonstrations for all teachers who needed support.

Art class focused on helping students channel emotions and self expression and was provided to all grade levels.

Through the Mentoring Program, all students were matched to an adult mentor (a school staff member) who was responsible for checking in on that student at least once per week. Mentors were trained on effective mentoring strategies and the importance of each student feeling cared for and connected to school. Mentors played an important role in getting students back on campus for in-person instruction. Student Support Services (SSS) Team- This team streamline the referral process. Referrals went directly to the counselor who followed a district -adopted process map to see where the case ultimately got managed. Staff found this process to be more effective since now they were only dealing with one person when making referrals. We also found that students were connected to the needed service more quickly by following this new process.

Challenges:

Connecting with students in the distance learning program was our biggest challenge. It was especially difficult for staff members to communicate with younger students and students whose parents worked all day and had the only family phone with them during the school day. Other parents became overwhelmed with the constant phone calls received from school staff, and they stopped answering all calls.

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.

During stakeholder meetings, staff members reported feeling the district as a whole has been able to develop better communication with families. The mentoring program specifically pushed all district staff to maintain regular communication with families.

This year Class Dojo also became a school wide focus. Teachers at all grade levels used Class Dojo to communicate with families, and to facilitate the use of PBIS incentives.

School Community Coordinators spent most of their time making home visits, assisting students with technology, and transporting students who missed the bus. They also maintained regular communication with families of students struggling with attendance often ending in referrals to the school counselor.

Challenges:

Parents reported frustration with the amount of phone calls they received from the school while they were at work.

Analysis of School Nutrition

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

The district purchased some equipment to speed meal preparation. This enabled the nutrition department to provide meals to all students, those participating in in-person instruction and those in distance learning.

Challenges:

We experienced some schedule conflicts between both programs. Multiple lunch periods were implemented for in-person students to reduce the number of students in the cafeteria and to maintain

cohorts separate from each other. Distance learning students picked up their Grab-a-Go meals from 10:00 am -11:00 am. This did not always match with in-person students lunch periods. Teachers had to make modifications to their instructional schedules

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

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

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

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

This past year brought many challenges in terms of engaging students while participating in distance learning programs, meeting their social emotional needs, and maintaining everyone safe and healthy while continuing to learn new ways of providing instruction that met the academic needs of all students.

However, these difficult times also provided opportunities for innovation and improvement. Through our experiences this year, we learned the following:

The district needs to continue to provide one-to-one technology to all students. We need to ensure that our younger students learn the necessary skills in order to operate these devices earlier.

The district's response to intervention program (RTI), specifically in mathematics, needs improvement. We need to provide teachers with appropriate, effective mathematics intervention curriculum. Also, teacher and paraprofessional training is needed. Lastly, consistent scheduling of math RTI needs improvement. Alignment/coherence between the regular school day and supplemental programs/instruction needs to be more effective for the students to be successful. Consistent communication and collaboration is needed between supplemental programs and the regular instructional staff. The district must maximize supplemental instruction by focusing on district priorities and utilizing existing assessments to plan for instruction.

This year, we also experienced higher parent participation through virtual meetings/sessions. Staff and parents agree that this is something we should continue to implement in future years

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

We will continue to assess students' needs by utilizing a variety of student assessments and other data available to us (Acadience Math and Reading, Local Benchmark Data, and when available ELPAC and CAASPP data).

Acadience Reading and Math:

Assigned staff will be responsible for assessing students at the beginning of the year (August), middle of the year (January) and end of the year (May) using Acadience/DIBELS assessments. The assessment roll accounts for the grade level of students and target goals adjust based on the time of year. If students fall into red or yellow categories, they are placed into an intervention group and will be referred to supplemental programming. These students will be monitored at least every other week on the Acadience/DIBELS sub-test to monitor progress.

Local Benchmarks:

Quarterly, Illuminate Inspect Benchmarks will be used to monitor progress on key common core standards. Information will be used to reteach students, from small groups for specific needs when needed, and to refer students to before or after school programs.

State Assessments:

For 4th-8th grade student groups, we will analyze CAASPP data for English Language Arts and Mathematics to determine their academic needs.

ELLs:

Students who are identified as English language Learners will be assessed using the ELPAC. ELs with scores of 1 or 2 will receive extra one-on-one or small group instruction.

The needs identified above will be addressed in the regular school day. However, staff will work closely with LCAP programs (before, afterschool, Saturday, and summer programs) to ensure coherence and continuity of instruction giving priority to English Language Learners, Low income, foster youth and homeless students.

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.

14 of 31 actions or services were identified as contributing towards meeting the increased or improved services requirement. 8 of 14 were implemented as planned. The remaining 6 actions or services were also implemented, however, there was a substantive difference between funds allocated and actual expenditures.

Substantive difference between identified actions or services and implementation:

1. Offer extended learning activities to support achievement or grade level standards for students experiencing learning loss, giving priority to low income, foster youth, and English Learners- we originally planned on implementing an after school program, but we were unable to staff the program due to staff burned out. Because of our County's COVID-19 guidance, we would have to implement a virtual program. Students and families felt that students were already spending too much screen time during the school day.

The district will provide an extensive summer school program which will run in June, all day, five (5) days per week. Priority will be given to English Learners, low income students, foster youth, homeless students, and students with disabilities.

2. Provide professional development training and consulting services to teachers, classified staff, and

administrators with an emphasis on increasing achievement of low income, foster youth, and English Learners. - The use of all funds were not necessary. Our County Office of Education provided a variety of training and resources free of charge or fairly inexpensive to our teachers, paraprofessionals, and administrators.

3. Provide incentives for students (Educational Field Trips, students meeting grade level standards, reclassification requirements, behavior expectations, attendance)- student incentives were provided to encourage students to attend classes on a regular basis and for behavior expectations. We anticipated being able to provide educational field trips for students meeting grade level standards and reclassification requirements. However, due to COVID-19 restrictions, we were not able to provide any educational field trips this year.

4. Provide technology support for teachers and administrators with an emphasis on supporting low income, foster youth, and English Learners.- teachers and administrators needed more support than we had originally planned.

5. Implement Web Based Programs (ELD- Imagine Learning, Math- Big Brains, Students Assessment-Illuminate Education with an emphasis on supporting low income, foster youth, and English Learners). - Expenditures for these programs were lower than we originally anticipated.

6. Hire an instructional aide to provide classroom support and tutoring for students experiencing learning loss. Place a focus on low income, foster youth, and English Learners- we planned on hiring one (1) additional paraprofessional to support classroom instruction, one-to-one and small group tutoring. However, when we reopened for in-person instruction, we realized that we also needed teachers to address the learning loss of our students. We hired 3 certificated teachers in order to provide in-person instruction. Low income, foster youth, homeless students, students with disabilities, and English Learners were given priority for in-person instruction.

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.

During all stakeholder meetings student outcomes for 2019-20 and 2020-21 were reviewed in detail. Stakeholders were given an opportunity to ask questions, have discussions in small groups, and give feedback on specific student outcome data prior to giving their input for the 21-22 through 23-24 LCAP. The following student outcome data were reviewed:

- Local Assessment data for English Language Arts, math, reading fluency, and English language

development

- Attendance and chronic absenteeism data
- Discipline data
- Student surveys

Based on the feedback from these sessions, we will maintain and revise our original goals from the 2019-20 LCAP. Furthermore, most actions and services will be carried over to the 2021-24 LCAP. Stakeholders deemed actions to be effective in improving student academic performance, prior to the interruption by the pandemic. Lastly, we will also carry over mental health and social-emotional well being supports from our Learning Continuity Plan to continue to meet the SEL needs of our students and their families.

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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.
-

Local Control and 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
Lost Hills Union Elementary	Harrison Favereaux Chief Administrative Officer	hafaver@losthills.k12.ca.us 661-797-2941

Plan Summary 2021-24

General Information

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

The Lost Hills Union School District is located in Northwest Kern County in an extremely isolated, rural area. At present, the district has 296 students in grade TK-8, 46.6% of whom are identified as Migrant, pursuant to Federal guidelines. 55.1% of the district's students are identified as "English Learners." 88.9% are identified as "Socioeconomically Disadvantaged." 100% receive free breakfast and lunch, since the district participates in the Community Eligibility Provision (CEP).

The district consists of two schools: Lost Hills Elementary, serving grades TK-5 in a self-contained setting; and A.M. Thomas Middle School, serving grades 6-8 in a departmentalized setting. Although the district has two schools, they have one principal and serve a single attendance area. Additionally, the district is also Migrant Education Program Region 19, operating its own, independent Migrant Program.

Currently, the district has 21 classroom instructors, three preschool teachers, one instructional coach, and one coordinator. Support staff and services include speech, school psychologist, counseling, school social worker, Special Education and library assistant.

Based on the 2019 California Assessment of Student Performance and Progress (CAASPP), the latest assessment results available, the following subgroup percentages Met or Exceeded Standard in English Language Arts/Literacy: 27.69% of all students; 26.27% of Economically Disadvantaged Students; 12.43% of ELs; 26.58% Hispanic or Latino Students; 26.42% of Migrant Students; and 12.09% of Students with Disabilities.

Based on the 2019 California Assessment of Student Performance and Progress (CAASPP), the latest assessment results available, the following subgroup percentages Met or Exceeded Standard in Mathematics: 12.95% of all students; 11.67% of Economically Disadvantaged students; 6.43% of ELs; 11.88% of Hispanic Students; 11.22% of Migrant Students, and 6.45% of Students with Disabilities.

Impact of the COVID-19 pandemic:

Schools were closed from March 18, 2020, to October 28, 2021. During school closures, students received instruction through distance learning. Students who did not have access to the internet were

given work packets. Teachers supported these students through regular check-ins via zoom and phone calls. Instruction was provided via the Canvas Learning Management System (LMS). Meals were provided to all 1-to-18-yr-olds, from the first day of school closure to June 25, 2020, and then again starting August 5, 2020.

The 2020-21 school year began August 5, 2020, with 100% of the students participating in distance learning. By October 28, 2020, the district began transitioning groups of students to in-person instruction, beginning with Special Education, English Learners, Homeless, Foster youth, students experiencing high levels of learning losses and other TK-3rd grade groups followed by 4th-8th grade.

Local Assessment:

Due to COVID-19, the State suspended all assessments in 2019-20, however the district continued to assess students using Acadience Reading and Mathematics and common-core aligned benchmarks via illuminate. The lack of reliable internet services made it difficult to obtain scores for all students in the Spring of 2020, however, by Winter 2021, we were able to assess 95% of all the students. Data below reflects our latest data collected, Spring 2021.

Illuminate Results:

ELA 3rd Quarter: 22.82% of all TK-8th grade students met or exceeded standard.

Math 3rd Quarter: 17.37% of all TK-8th grade students met or exceeded standard.

Reflections: Successes

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

In 2018-19 the district exited Differentiated Assistance under the new accountability system.

Administrators in the district commissioned an informal study to understand the strengths and challenges of their leadership. Through this work, three priorities for the administrator emerged:

- (1) Literacy (LCAP Goal 1): Literacy is recognized as critical across grade levels. However, there are a variety of targeted sometimes disconnected initiatives, curricula, interventions, and assessments which make it difficult to navigate and focus on what is important for each staff member in his/her particular role (i.e. grade level/span, aides, coaches, etc.)
- (2) Behavior (LCAP Goal 2): Student discipline is a challenge, especially at the middle school level.
- (3) Communication (all three LCAP Goals): There is a desire for more organized, timely, and improved communication among administrators, the leadership team, certificated, and classified staff (i.e. less last minute deadlines, more time for processing information, more clarity on purpose/goals and what is essential, etc.)

The district plans to maintain these three focuses. The district team added a new priority just before school closures.

- (4) Math instruction (LCAP Goal 1): Math proficiency across grade levels is low and there are few established processes to directly impact math instruction.

Literacy (LCAP Goal 1): The Leadership Team (comprised of teachers and administrators) created a reading fluency plan that (1) focused on one key literacy strategy (fab four for TK-5th grade and close reading for 6th-8th grade); (2) had a clear way to measure progress (i.e. DIBELS and benchmark scores); and (3) utilize supplemental interventions to support specific learning gaps (i.e. RTI, before and

after school, Read Naturally curriculum, Accelerated Reader, and Imagine Learning). Consequently, the district moved from Orange to Yellow on the California School Dashboard for English Language Arts 3-8 (All Students). The team will continue this work in 2021-22.

56.7% of 1st-8th grade students achieved proficiency in 2019-20 third quarter ELA Benchmarks Assessment. CAASPP was suspended due to COVID-19.

Behavior (LCAP Goal 2): The district has a multi-stakeholder PBIS team. The team consists of 4 classified staff, 2 teachers, a school counselor, the school psychologist, school and district administrators and has been meeting regularly. This year 2 parents joined the team. The team was trained and has put together umbrella behavior expectations for the district along with a behavior matrix and a discipline flow chart. Additionally, the team focused on reducing discipline incidents and increasing prosocial behaviors in different areas of the school site. In this work, the team collects observation data to get a better grasp on the problems. This strategy has been fully implemented and will continue into the next year. In 2019, the district adopted the SWIS data system in order to effectively track student data. Furthermore, a counselor, school social worker, and AmeriCorps mentor were hired or contracted using LCAP and supplemental grant funds to address specific Tier 2 behavioral needs. According to the latest California School Dashboard for Suspension Rate (2019), the district moved from Orange to Yellow (All Students). Preliminary data for 2020-21 indicate that there are no reported suspensions.

Communication (all three LCAP Goals): Administrators have been working to better organize communication across the district and improve general organizational structures for coherence. More specifically, the team adopted evidence-based meeting principles that have transformed how they organize teams for the work. These principles include robust meeting agendas with deliberate objectives, roles for staff, embedded accountability, meeting protocols, and running history of the team's work. This format has made its way to teacher team meetings and is fully operational in PBIS, Special Education Plan(SEP) meetings, and Literacy and Mathematics Leadership meetings. Furthermore, the team has looked to build organizational coherence by keeping the focus small (reading fluency, mathematics fluency, and PBIS) and having multiple teams work off the same plan. For example, the Leadership Team and SEP team created and worked off of the same district-wide strategy so as to not duplicate efforts. Lastly, the team is utilizing data to make decisions around teaching and learning. As a result, there are more rigorous conversations about teaching and learning among staff members. School schedules were also modified to allow for the principal and academic coach to join all PLC teams as contributing members. This helped to streamline communication.

Mathematics instruction (LCAP Goal 1): The team made great strides in mathematics instruction prior to the pandemic. The team (1) implemented the Data Wise process to assess math instruction; (2) focused on the use of the Read, Draw, Write strategy to understand and apply mathematical concepts; (3) received professional learning through a local university; and (4) received coaching for 2 middle school math teachers; (5) used DIBELS math to assess and track students for intervention. This resulted in a 3.21% (47% to 50.21%) proficiency increase comparing 2018 and 2019 third quarter benchmarks . Additionally, 30% of K-8 students achieved DIBELS math proficiency.

Coherence (all Three LCAP Goals): The administrative team continues to leverage an outside consultant to support them in the four priority areas listed above. The investment has had a tremendous payoff in both qualitative and quantitative outcomes for students and teachers. More specifically, members of the teacher team have commented on how administrators are organizing the work differently, leading to more excitement for what's to come.

In order to maintain this success, the district will continue to focus on the four identified priorities, target initiatives within each priority, and use student data to monitor progress and to make decisions during the school year.

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.

Although the district has made consistent progress as reflected in the Data Dashboard (2017 to 2019), notable gaps exist between our English Learners, Socioeconomically Disadvantaged students and our overall student population in Mathematics, English Language Arts, and suspension rates.

2019 Data (latest dashboard)

Fall 2019- Mathematics 3-8 (All Students- Yellow) (English Learners, Hispanic, Socioeconomically Disadvantaged- Orange)- Staff will place a math focus on Read, Draw, Write instructional strategy, providing specific, targeted mathematics training and coaching for teachers and support staff. Staff will continue to use DIBELS Math, purchase mathematics supplies, and utilize supplemental programs (e.g. migrant education, before and afterschool) to address learning gaps. With DIBELS math assessment, all students, including English Learner, low-SES, and Hispanic Students, will be designated into specific interventions. The assessment and interventions will follow students into summer, weekend, and before/afterschool programs. Furthermore, the team will prioritize students in need of intensive support (per DIBELS) within the migrant education program (typically English Learners, Hispanic, and low-SES) by embedding more math instruction within the core migrant content and targeting specific parents for the parent math institute. The Leadership Team will also work to disaggregate data for key math reports to better understand and track progress of these subgroups. Lastly, the district is currently recruiting a mathematics coach consultant for the 2021-22 year.

Fall 2019- English Language Arts (All Students, Socioeconomically Disadvantaged- Yellow)(English Learners- Orange). English Learners Students making progress towards English language proficiency (43.9%- Performance Level Low)- With Reading Language Arts and English Language Development, staff will place focus on two instructional strategies: fab four (TK-5) and close reading (6-8). Staff will apply these strategies weekly in their class using grade-level (or slightly above grade level). A similar process to mathematics instruction will be implemented. ELs will be assessed with Acadience DIBELS three times per year. Small group instruction will be established by Acadience results for intervention. Intervention for EL will occur during the school day. Additional support will be provided via supplemental instruction during afterschool, Saturday, and Summer School.

Suspension Rate K-8 (Fall 2019- Suspensions) (All Students-Yellow) (Hispanic, English Learners, Students with Disabilities- Orange) the district PBIS team has developed a behavior matrix, incentives, teaching expectations, and signs on campus to describe the explicit behaviors they hope to see with students and staff. This work began in December 2017, and on average, districts take 3-5 years to fully implement PBIS. in 2020-21, the district worked on establishing explicit Tier 2 interventions and operationalizing the SWIS behavioral data system. Additionally, the district maintained a counselor, an AmeriCorps mentor, and school social worker to support the students with Tier 2 interventions. In order for students to qualify for the AmeriCorps mentor program, they need to be Socioeconomically

Disadvantaged AND meet the criteria of a Student with Disability or English Learner. Examining the students currently enrolled in case management, the majority are Hispanic and Socioeconomically disadvantaged. Preliminary data indicates that there were 0 suspensions in 2020-21.

2019- Chronic Absenteeism (All Students, English Learners, Socioeconomically Disadvantaged- Green) (Students with Disabilities- Orange). Data Dashboard reports indicate that we have made substantial improvement in attendance rates and chronic absenteeism moving from Orange in 2018 to Green in 2019; however, local data for this school year (2020-21) shows a 16.97% increase in chronic absenteeism from the previous year (9.93% to 26.9%) and a decrease of 5.83% in attendance rate (96.93 to 91.1%). Stakeholders express an urgent need to address this data during year 1 of this LCAP. Therefore, with the support of the school community Coordinators, front office staff, the district will continue to implement a structure for monitoring chronic absences. Data for all students will be monitored monthly and students will be placed in Intensive, Strategic, or Core categories. Parents of students in Intensive and Strategic categories will receive a mail notice of their student's absences along with total average absence for the district. According to Harvard Professor Todd Rogers, this simple practice can increase attendance by 10% or more. Additionally, the PBIS work along with the counselor, AmeriCorps member, and school social worker, will help address attendance with vanpools, home visits, and direct support services.

Additionally, the Children's Cabinet of West Kern, a new team made up of high-ranking officials from a number of local agencies (e.g. Human Services, Behavioral Health, local political leaders, county office, etc.), will continue to prioritize prevention and intervention services for student absenteeism in 2021-22. Furthermore, a Student Support Staff group with community school coordinators, school social workers, counselor, AmeriCorps member, and school/district administration will continue to meet monthly and prioritize school attendance.

LCAP Highlights

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

This year's LCAP focuses on three goals to achieve our vision. "The Vision of Lost Hills Union School District is to create highly successful schools where students achieve academic excellence in a safe, supportive environment."

Goal 1- All students will be on track for college and/or career readiness as measured by student academic achievement data, basic services, and implementation of common core state standards.

Goal 2- Create a safe and welcoming learning environment where students are connected to their schools as measured by school attendance data, chronic absenteeism, suspensions, expulsions, and student school climate surveys.

Goal 3- Increase parent and family engagement as measured by parent participation in various district and school committees, workshops, and other parent meetings.

Key LCAP actions that support goal 1 are providing a variety of supports for students who are not meeting academic expectations. These supports consist of additional personnel who will provide intensive instruction, additional time and opportunities for learning. In addition to providing student incentives and maintaining reduced class sizes in grades K-3rd.

Actions that support goal 2 are implementation of PBIS, a school counselor, and extracurricular

Activities and career learning opportunities.

Actions that support goal 3 are parent training and support services, parent recognitions, and parent/family events.

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.

No schools were identified.

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 involvement process included virtual meetings with DELAC, ELAC, SSC, parents, pupils, school personnel, local bargaining units, District Leadership Team, the community, administrators, and Board of Education.

During these meetings the following were reviewed: LCAP process, and update on LCAP Actions, Services, Data, Metrics and expenditures. Stakeholders were given the opportunity to ask questions, make comments on 2020-21 progress, and provide their input for the 2021-24 LCAP .

In addition, district representatives held several meetings where the revised LCAP was reviewed. These meetings gave stakeholders an opportunity to ask questions and make comments prior to Board Approval of the LCAP.

The Lost Hills Union school District consulted with ELAC (our district does not have a DAC), SSC, pupils, school personnel, teachers, local bargaining units, District Leadership Team, administrators including the principal, Board of Education, and community, through the following process:

Flyers, emails, text messages were sent to all school personnel and parents inviting them to attend LCAP review and input sessions. Flyers, emails, text messages included dates, times, and zoom links for each stakeholder session. The flyers, emails, and text messages were followed by reminder emails and text messages. Meetings took place throughout the year in the Spring.

In addition to all stakeholder meetings, stakeholders were invited to complete an LCAP Survey. Survey results were included in each stakeholder input session.

The district also consulted with SELPA.

Public Hearing:

On June 14, 2021 an LCAP Public Hearing and Budget Public Hearing were held at a special Board Meeting.

Final Approval:

On June 16, 2021, at a Regular Board Meeting, the Board adopted the 2021-24 LCAP and Budget.

In addition to stakeholder input, the LEA used the following quantitative data for the goal setting process:

School Dashboard

CAASPP ELA Proficiency Rate

CAASPP Math Proficiency Rate

Local Benchmark Assessment Data

EL Proficiency Rate

English Learner Reclassification Rate

Course Enrollment Data

Attendance Rate

Chronic Absenteeism

Suspension Rate

Expulsion Rate

High Quality Teacher Status

Teacher Assignment

Fidelity Integrity Assessment

CASEL

Facility Inspection Data

Superintendent will respond, in writing, to any questions from ELAC. In addition to receiving stakeholder input, the superintendent also reviewed the School Plan for Student Achievement for all sites to ensure that the LCAP Goals and Actions address the needs at the site-level.

A summary of the feedback provided by specific stakeholder groups.

The feedback we received from staff, administrators, parents, students and union representatives can be categorized into three large themes:

(1) Concerns about learning loss: teachers, classified staff, administrators and parents were concerned about mathematics and English Language Learners achievement. They worried that the pandemic might have had a negative impact on mathematics achievement as students seemed to already struggle in this area before the pandemic. These groups recommended the implementation of support/tutoring focused on mathematics. Furthermore, they recommend the district focuses on providing targeted support for English Learners in addition to looking into adopting ELD curriculum.

(2) Mental Health Services and anti-bullying training: stakeholders appreciated the focus on mental health during COVID-19. They recommended the continuation of Socio Emotional Learning through daily lessons taught by teachers, the provision of social worker services and AmeriCorp mentors. Additionally, student survey results surprised teachers and parents (36% of students reported that bullying is a problem at their schools). Therefore, the Student Assistance Team will look into providing anti-bullying training to staff, students and parents.

(3) Student attendance and chronic absenteeism: during stakeholder meetings, the district shared 2020-21 attendance and chronic absenteeism data. This data was compared to previous years (2019-20, 2018-19). Chronic absenteeism increased by about 17% from 2019-20 to May 28, 2021. Staff and parents suggested the implementation of student incentives, and other attendance initiatives to encourage students to attend school regularly.

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

Stakeholder meeting input and survey results were summarized and included in needs assessment data. The district's LCAP reflects such data.

Stakeholders deemed most actions, on our previous LCAP, effective. Additionally, data dashboard, local benchmarks and CAASPP demonstrated academic improvement of our unduplicated students over the last two years. Unfortunately, this progress was interrupted by the pandemic. However, based on feedback, we know these actions and services were effective. Therefore most actions from our 2019-20 LCAP will be carried over to the 2021-24 LCAP.

Additionally, based on stakeholder input, the district will implement the following new actions and services:

Goal 1: Additional Paraprofessional support to address learning loss

Goal 2: Include Social Emotional Learning in daily class lessons and expand anti-bullying training.

Goal 3: Implement a parent incentive program to increase parent engagement.

Goals and Actions

Goals

Goal #	Description
Goal 1	All students will be on track for college and/or career readiness and measured by student academic data, basic services, and implementation of common core state standards.

An explanation of why the LEA has developed this goal.

According to the latest state assessment results, 2019 California Assessment of Student Performance and Progress (CAASPP), 27.69% of 3rd-8th grade students met or exceeded standard in English Language Arts/ literacy and only 12.95% in mathematics. Furthermore, EL data shows a need for improvement as only 43.9% of students made progress towards English proficiency and 11.9% were reclassified. ELs were also in orange in both ELA and Math indicators on the 2019 Dashboard while "All" students were yellow. To address these needs, the district will expand professional development opportunities for staff; provide supplemental educational experiences and incentives for students; provide supplemental curriculum and assessments to address intervention needs of unduplicated students; provide technology and support for students; and maintain reduced class sizes in TK-3rd grade classrooms. These actions along with regular monitoring of the metrics listed below will help us achieve the goal of ensuring students are on track for college and career readiness.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1A. The number/rate of teachers not fully credentialed as measured by HR reporting.	Rate of teachers not fully credentialed- 33%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Rate of teachers not fully credentialed- 15%

The number/rate of teachers teaching outside of the area of competence as measured by HR reporting.	Rate of teachers teaching outside of area of competence-33%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Rate of teachers teaching outside of area of competence-15%
The Number/rate of teachers teaching ELs without authorization as measured by HR reporting.	Rate of teachers teaching ELs without authorization-33%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Rate of teachers teaching ELs without authorization-15%
1B. The number/rate of students lacking their own textbook as measured by Williams Curriculum materials reporting.	Rate of students lacking their own textbook-0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Rate of students lacking their own textbook-0%
1C. The overall Facility Rating Tool (FIT).	Overall Facility Rating Tool (FIT)- 100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Overall Facility Rating Tool (FIT)- 100%
2A. The implementation of state standards as measured by classroom observations.	Implementation of state standards-100% based on classroom observation conducted 3 times per year.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Implementation of state standards-100% based on classroom observation conducted 3 times per year.

Implementation of state standards as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education	Implementation of state standards as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 59.1/100- (59.1%)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Implementation of state standards as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 100%
2B. English Learners' access to the CCSS and ELD as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education	English Learners' access to the CCSS and ELD as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 15.1/30 - (50.3%)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	English Learners' access to the CCSS and ELD as measured by California State Standards Implementation Metric by RSDSS and Butte County Office of Education- 100%
4A. CAASPP ELA Distance from Standard	2018-19, CAASPP ELA Distance from Standard- 54.7	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 45 points Distance from Standard compared to the 20-21 school year

CAASPP Math Distance from Standard	2018-19, CAASPP Math Distance from Standard- 96.4	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 45 points Distance from Standard compared to the 20-21 school year
Science Proficiency as measured by California Science Test (CAST) Results.	2018-19, % Met or Exceeded Standard- 10.57%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 points from 2021-22.
4B. Percentage of pupils completing a-g courses	N/A	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	N/A
4C. Percentage of pupils completing a-g or CTE courses	N/A	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	N/A
4D. Percentage of pupils completing a-g and CTE courses	N/A	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	N/A
4E. Percentage of ELs making Annual Progress in Learning English as measured by the CA Dashboard English Learner Proficiency Indicator.	ELs making progress towards English language proficiency- 43.9%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ELs making progress towards English language proficiency- 58.0%
4F. EL Reclassification Rate as measured by Dataquest.	EL reclassification rate- 11.9%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	EL reclassification rate- 20.9%

4G. Percentage of pupils passing AP exam with 3 or higher	N/A	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	N/A
4H. Percent of pupils meeting EAP College Preparedness.	N/A	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	N/A
7A. The percent of pupils who have access to and are enrolled in a broad course of study as measured by daily and master schedules.	Percentage of pupils who have access to and are enrolled in a broad course of study- 100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Percentage of pupils who have access to and are enrolled in a broad course of study- 100%
7B. Programs and services developed and provided to low-income, ELs, and foster youth as measured by a review of local program data.	The percent of low-income, ELs and foster youth, who have access to and are enrolled in programs/services for low-income, ELs and foster youth- 100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The percent of low-income, ELs and foster youth, who have access to and are enrolled in programs/service for low-income, ELs and foster youth- 100%

7C. The percent of pupils who have access to and are enrolled in programs/services for pupils with exceptional needs as measured by a review of services documented in the IEP.	Percent of pupils who have access to and are enrolled in programs/services for pupils with exceptional needs- 100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Percent of pupils who have access to and are enrolled in programs/service for pupils with exceptional needs- 100%
8. The percentage of pupils meeting the Healthy Fitness Zone as measured by Physical Fitness Testing.	2018-19 Percentage of pupils meeting the Healthy Fitness Zone- 66%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Percentage of pupils meeting the Healthy Fitness Zone- 75%
The percent of K-6th grade students at or above benchmark as measured by DIBELS Literacy.	2020-21, K-6th DIBELS Literacy Proficiency- 35%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	K-6th DIBELS Literacy Proficiency- 71%
The percent of K-8th grade students at or above benchmark as measured by DIBELS Math.	2020-21, K-8th DIBELS Math Proficiency- 22%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	K-8th DIBELS Math Proficiency- 52%

Actions

Action # Title	Description	Total Funds	Contributin
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Action # Title		Description	Total Funds	Contribution
Action #1	Hire and maintain fully credentialed staff	Hire and maintain fully credentialed and appropriately assigned teachers, administrators, and support staff to implement the educational program effectively to increase student achievement.	\$16,000.00	No
Action #2	Teacher Induction Program	Partner with Kern County Office of Education to provide the Teacher Induction Program for teachers who need to clear their Preliminary Credentials to ensure that our teachers are adequately prepared to support our unduplicated students.	\$7,000.00	Yes
Action #3	Reduced Class Sizes	Maintain additional teachers to reduce class sizes in grades K- 3rd to increase student and teacher interaction and ultimately increase English Learner and Socioeconomically Disadvantaged students reading mastery by 3rd grade. By addressing unduplicated students' literacy in earlier grade levels, we anticipate a reduction in the learning gap that currently exists between our English Learners (12.43%) and All students (27.69%). (latest ELA CAASPP scores)	\$229,252.00	Yes
Action #4	SBE Curriculum and Supplies	Purchase SBE Curriculum and Supplies as needed to effectively implement the educational program and improve student achievement	\$0.00	No
Action #5	Classroom Devices	In our effort to continue to implement one-to-one and provide unduplicated students with supplemental technology, we will purchase classroom computers, laptops, chrome books, mobile labs, and other necessary technology devices to implement Common Core and 21st Century Learning.	\$17,447.00	Yes

Action # Title		Description	Total Funds	Contribution
Action #6	Read Naturally	Teachers and paraprofessionals will implement a K-8th grade literacy program to increase students reading fluency and comprehension- Read Naturally for English Learners and Socioeconomically Disadvantaged students not reading at grade level.	\$3,800.00	Yes
Action #7	DIBELS Assessment	Teachers and paraprofessionals will administer DIBELS Assessment to measure the acquisition of literacy skills in K-6th, and students who are below grade level in 7th-8th grade to develop effective interventions in order to increase all students including unduplicated students' ELA achievement. Latest ELA CAASPP Scores- English Learners (12.43%), All students (27.69%).	\$15,000.00	Yes
Action #8	Informational Curriculum	Purchase additional Informational Text- Weekly Readers (Science Spin and Geography) to ensure all students including unduplicated students have access to high interest material.	\$7,000.00	Yes
Action #9	Web Based Programs	Maintain Web Based Programs- Imagine Learning (ELD), Big Brains (math), Illuminate Education (Student Assessment) to ensure all students including unduplicated students have access to fun educational intervention programs to improve achievement in ELA, ELD, and math	\$50,000.00	Yes
Action #10	RTI	Continue to Implement a Tier Academic Program for students needing strategic intervention with an emphasis on supporting ELA and mathematics achievement of all students including unduplicated pupils.	\$0.00	No
Action #11	Supplemental Personnel	Maintain the following personnel: Academic Coach to support classroom instruction and teachers, Paraprofessional to assist in reading/language arts and mathematics intervention classrooms to accelerate ELs' language development and achievement.	\$79,675.00	Yes

Action # Title		Description	Total Funds	Contribution
Action #12	Paraprofessional Support	Hire a paraprofessional to provide classroom support and tutoring for newcomer students/English Learners to accelerate language development and achievement.	\$38,497.00	Yes
Action #13	Extending Instructional Minutes	Provide additional 15 minutes for more instructional time for ELD to accelerate language development of ELs.	\$51,794.00	Yes
Action #14	Extended Learning Time	Teachers and paraprofessionals will offer before and afterschool tutoring/intervention to support achievement of grade level standards and address learning loss of all students including unduplicated pupils. Funds will cover staff and program materials.	\$49,572.00	No
Action #15	PLCs	Provide time for grade level Professional Learning Communities for the purpose of planning and sharing best practices to increase student achievement in ELA, ELD, and math.	\$0.00	No
Action #16	Professional Development	Provide High Quality Professional Development and capacity for administrators, teachers, and support staff to provide more effective instruction and to ensure all students including unduplicated students' academic achievement. Funds will cover trainer fees, materials including PD for ELD strategies, and substitute teachers, and traveling costs.	\$76,350.00	Yes
Action #17	Project Based Lessons	Provide teachers with project funds for project based lessons to increase student engagement in academic subjects to further improve academic achievement. With an emphasis on ensuring English Learners and Socioeconomically Disadvantaged students have the necessary materials for academic projects.	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contribution
Action #18	Additional Professional Development Day	Provide an additional professional development day for teachers to develop effective instruction and to ensure all students including unduplicated students receive rigorous instruction.	\$7,582.00	Yes
Action #19	Supplemental Educational Experiences and student incentives	Because low income students have less outside access to educational experiences, we will continue to provide the following incentives: Students meeting grade level standards, reclassification requirements, behavior expectations, attendance and Educational field trips.	\$25,000.00	Yes
Action #20	Technology Support	Because unduplicated students are less likely to have technology at their home and to increase technology access to those students, we will provide technology support. Funds will cover the cost of personnel, and devices.	\$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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Create a safe and welcoming learning environment where students are connected to their schools as measured by school attendance data, chronic absenteeism, suspensions, expulsions, and school climate surveys.

An explanation of why the LEA has developed this goal.

Although Data Dashboard information indicate that the district has made substantial improvement in attendance rates and chronic absenteeism moving from Orange in 2018 to Green in 2019, local data for 2020-21 shows a 16.97% increase in chronic absenteeism from the previous year (9.93% to 26.9%) and a decrease of 5.83% in attendance rate (96.93 to 91.1%). Furthermore, based on student surveys only 89.5% of students reported being motivated to learn, 71.1% like going to school, and 36.8% believe bullying is a problem at their school. In order to improve school climate, the district will maintain support staff to provide counseling and mentoring services, provide anti-bullying training, PBIS, extracurricular activities and student incentives and regularly monitor metrics listed below to help achieve this goal and increase school connectedness.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1A. The number/rate of teachers not fully credentialed as measured by HR reporting.	Rate of teachers not fully credentialed-33%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Rate of teachers not fully credentialed-15%
The number/rate of teachers teaching outside of the area of competence as measured by HR reporting.	Rate of teachers teaching outside of area of competence-33%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Rate of teachers teaching outside of area of competence-15%

The number/rate of teachers teaching ELs without authorization. as measured by HR reporting.	Rate of teachers teaching ELs without authorization- 33%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Rate of teachers teaching ELs without authorization- 15%
1B. The number/rate of students lacking their own textbook as measured by Williams Curriculum materials reporting.	Rate of students lacking their own textbook- 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Rate of students lacking their own textbook- 0%
1C. The overall Facility Rating Tool (FIT).	Overall Facility Rating Tool (FIT)- 100% Exemplary.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Overall Facility Rating Tool (FIT)- 100%
5A. Attendance Rate as measured by local SIS data.	2019-20 Attendance rate- 96.93%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Attendance rate- 98%
5B. Chronic Absenteeism Rate as measured by California School Dashboard.	2019-20 Chronic absenteeism rate- 9.93%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Chronic absenteeism rate- 6.93%
5C. Middle school dropout rate as measured by local SIS data.	Middle school dropout rate- 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Middle school dropout rate- 0%
5D. High School dropout rate.	N/A	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	N/A
5E. High School graduation rate.	N/A	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	N/A

6A. Pupil Suspension rate as measured by CA Dashboard.	2019-20 Suspension rate- 0.29%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Suspension rate- 0%
6B. Pupil Expulsion rate as measured by local SIS data.	2019-20 Expulsion rate- 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Expulsion rate- 0%
6C. The percent of students in 3rd-8th grade reporting feeling safe, welcomed, and connected to their school as per local survey.	The percent of students in 3rd-8th grade reporting feeling safe, welcomed, and connected to their school- 94.7%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The percent of students in 3rd-8th grade reporting feeling safe, welcomed, and connected to their school- 98%

Actions

Action #	Title	Description	Total Funds	Contribution
Action #1	School Counselor	Hire a full time counselor to provide counseling services and social emotional support needed especially for low-income, ELs and foster youth students to improve school climate and attendance.	\$94,942.00	Yes
Action #2	PBIS Implementation	Continue to implement PBIS to reduce behavior incidents and to improve school climate for all students including our unduplicated students. Funds will cover the cost of PBIS rewards, posters, and other materials necessary for effective implementation.	\$7,000.00	Yes

Action # Title		Description	Total Funds	Contribution
Action #3	AmeriCorps Mentor	Provide an AmeriCorps Mentor for student mentoring for students identified as chronically absent and students with discipline incidents to reduce chronic absenteeism and improve suspensions. A focus will be placed on enrolling English Learners and low-income students.	\$19,000.00	Yes
Action #4	School Social Worker	Provide a School Social Worker to provide socioemotional and mental health services to students and their families including our unduplicated students.	\$82,875.00	No
Action #5	Anti-Bullying Training	Provide anti-bullying training for staff, parents, and students to improve school climate and improve students' attendance and academic achievement. English Learner parents indicated this was a need during stakeholder sessions.	\$2,000.00	Yes
Action #6	Safe and Engaging Facilities	Ensure that facilities are modernized, safe and engaging with an emphasis on ensuring low income, foster youth, and English Learners feel safer and more connected to their school as measured by school climate surveys and student attendance.	\$45,000.00	No
Action #7	Supplemental School Safety	Provide additional safety supplies and staff safety training. The district hosts before school, afterschool, Saturday, and Summer programs which target low-income and EL students. Oftentimes staff not currently employed in the regular program, are hired for these positions. In order to ensure the safety of students participating in these programs, funds will cover the cost of additional staff training and supplies.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contribution
Action #8	Additional Janitorial Staff	Provide an additional custodial staff to maintain cleaner facilities. With an emphasis on ensuring low income, foster youth, and English Learners feel safer and more connected to their school as measured by student surveys and student attendance. Our unduplicated count is 88.9% This sanction directly benefits these students.	\$53,168.00	No
Action #9	Professional Development for Classified Staff	Provide professional development for classified staff such as DIBELS, PBIS, and Read Naturally to ensure they are able to effectively implement school programs to improve student achievement and improve school climate.	\$5,000.00	Yes
Action #10	Additional Student Supervision	Provide additional student supervision before school and after school. This district hosts a before and afterschool program which targets low income students. Students begin to arrive at 6:30AM in order to participate in this program. The After School program ends at 5:30PM. Therefore, additional supervision is required before and after school hours.	\$19,668.00	Yes
Action #11	Chronic Absenteeism, Additional Transportation	Provide additional transportation services to pick up students when they are not ill and not in school. Place a focus on decreasing chronic absenteeism of low income, foster youth, and English Learners. Two school vans were purchased in previous LCAP years. This action is for the purpose of maintaining the program.	\$12,181.00	Yes
Action #12	Extracurricular Activities and Career learning opportunities	Because low-income students have less opportunities to participate in extracurricular activities outside of the school, the district will provide career learning opportunities (including Art), giving priority registration to low income, foster youth, and English Learners.	\$40,000.00	Yes
Action #13	Late Bus Transportation	Provide transportation for afterschool tutoring and extracurricular activities to facilitate the participation of all students including our unduplicated students.	\$16,242.00	Yes

Action #	Title	Description	Total Funds	Contribution
Action #14	Career Exploration	Because low-income students are less likely to have opportunities to visit different colleges before enrolling in high school, the district will organize college visits giving priority to low income, foster youth, and English Learners.	\$5,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Increase parent and family engagement as measured by parent participation in various district and school committees, workshops, and other parent meetings.

An explanation of why the LEA has developed this goal.

Parent and staff feedback tells us that work is needed around parent and family engagement. Based on parent surveys only 87.9% of parents who completed the survey reported feeling like they have a say in the decision making process at their children's school, while 65.5% rated the overall level of parent involvement in their children's school as Moderately Involved. To continue to engage parents, the

district will provide a parent center, community coordinators, childcare and snacks at all meetings and provide incentives for parent participation and measure progress utilizing the identified metrics below to ensure the actions implemented are helping to achieve this goal.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
3A. Number of meetings per school year where parents have the opportunity to make decisions for district and school sites.	Number of meetings where parents had the opportunity to make decisions for district and school sites- 23 Meetings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Number of meetings where parents had the opportunity to make decisions for district and school sites- 23 Meetings
Participation rate of parent committee meetings.	Participation rate- Unable to rate this year due to COVID-19.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Participation rate- 80%
Rate of parents reporting that they feel like they have a say in the decision making process at their children's schools.	Rate of parents reporting that they feel like they have a say in the decision making process at their children's schools- 87.9%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Rate of parents reporting that they feel like they have a say in the decision making process at their children's schools- 90%

3B. Promotion of participation of parents of unduplicated pupils.	Flyers, letters, automated phone system (text messages, voice mails, emails, and personal telephone calls)- Measured by the number of parent involvement opportunities offered to unduplicated families.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Flyers, letters, automated phone system (text messages, voice mails, emails, and personal telephone calls)- Increase the number of parent involvement opportunities offered to unduplicated families 5 events as compared to baseline (2021-22).
3C. Promotion of participation of parents of pupils with exceptional needs.	Parents of special needs students will attend IEPs as measured by sign-in sheets and IEP documentation.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of parents of special needs students will attend IEPs as measured by sign-in sheets and IEP documentation.

Actions

Action # Title	Description	Total Funds	Contributin
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Action #	Title	Description	Total Funds	Contribution
Action #1	Parent Center	Maintain the Lost Hills Union School District Parent Center to facilitate home to school communication to increase parent engagement, with emphasis on increasing parent engagement of low income, foster youth, and English Learner parents. Funds will cover the cost of supplies.	\$1,200.00	Yes
Action #2	School Community Coordinator	Provide a School Community Coordinator for parent engagement, with emphasis on increasing parent engagement of low income, foster youth, and English Learner parents.	\$41,161.00	Yes
Action #3	Parent Resources and Training	Provide parents with the resources and training to strengthen learning at home. Focus on addressing the needs of low income, foster youth, and English Learner parents	\$4,000.00	Yes
Action #4	Interpretation/Translation	Provide interpretation at all parent conferences for parents who do not speak English to ensure their appropriate participation in their children's education.	\$3,582.00	Yes
Action #5	Childcare and Snacks for Parent Meetings	Provide snacks and childcare during parent meetings with an emphasis on increasing parent engagement of low income, foster youth, and English Learner parents.	\$6,388.00	Yes
Action #6	Parent Recognitions for Parental Involvement	Provide recognition for parents who are consistently involved in their children's education to encourage them and other parents to continue to participate.	\$3,000.00	Yes
Action #7	Student Information System	Continue to contract services with web based student information system Aeries Eagle Software. Provide teachers and office staff with training. We moved from an inexpensive SIS to Aeries. Aeries added supplemental services to unduplicated pupils to improve school to home communication and parent engagement.	\$6,771.00	No

Action #	Title	Description	Total Funds	Contribution
Action #8	District Website	Maintain the District Website to provide parents with more up-to-date resources and information related to education, the district, and their children's schools.	\$6,000.00	No
Action #9	Monthly Parent Engagement Events	Hold monthly parent/family engagement events with an emphasis on increasing parent engagement of low income, foster youth, and English Learner parents.	\$9,388.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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
35.23%	\$843,109.00

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

Required Descriptions

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

Goal #1- The District Will Increase and Expand Basic Educational Services Specifically Aimed to Improve Academic Achievement in Reading /Language Arts, Mathematics, and ELD.

Lost Hills Union School District continues to work on addressing the academic needs of students in ELA, math, and ELD as limited growth has been made and a majority of students are performing below grade level. As identified earlier in the Identified Need section of this plan, achievement gaps continue to exist for our unduplicated groups in the areas of ELA and math with both English Learners and low-income students performing lower when compared to “All” students on the CAASPP Assessment and fall below the state average. On the 2019 dashboard, “All” students were yellow in ELA and were 50.9 below standard. Low-income students were slightly lower at 53.6 points below standard. However, ELs had a significant gap, performing 63.6 points below standard resulting in an orange performance color on the dashboard. The gap is even greater for current ELs who were 89.7 points below standard.

These gaps are similar in math where “All” students were once again yellow at 94.9 points below standard on the 2019 dashboard while low-income students were 97.5 points below standard. ELs were orange and 104.4 points below while current ELs were 120.5 below standard.

This data highlights the need to provide additional academic supports to help address these achievement gaps through intervention opportunities and materials, additional personnel to provide additional, timely intervention and building staff capacity to meet the needs of unduplicated pupils.

In addition, stakeholder feedback from staff and parents indicates a need for additional support in the areas of Language Arts, math, and ELD, specifically in providing one-on-one or small group instruction, technology resources, increasing access to literacy readiness, and access to programs that will increase exposure to college and career programs.

While the following actions are being provided LEA or schoolwide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they are critical to the success of low-income students, and English Learners who do not have the same access to academic support outside of the regular school day.

These LEA or school-wide actions are designed to address these specific needs and help achieve the goal of improving academic achievement in Reading/Language Arts and mathematics.

Teacher Induction Program

Reduced class sizes

Read Naturally

DIBELS Assessment

Informational text/curriculum

Web based programs

Supplemental personnel

Paraprofessional support

Extended Learning Time

Professional Development

Project Based Learning

Additional professional development days

Supplemental educational experiences and student incentives

Technology support

Goal #2 The District Will Increase and Expand Behavioral Health and Extracurricular Services Specifically Aimed to Improve Attendance, Chronic Absenteeism and School climate.

The district continues to work on addressing the social emotional needs of students in order to improve student attendance, chronic absenteeism and suspension rates. Although improvement in these areas was evident in the last two years, the pandemic caused major disruption to progress made. As identified in the Identified Need section of this plan, 2020-21 data shows a 16.97% increase in chronic absenteeism from the previous year, and a decrease of 5.83% in attendance rate. Gaps continue to exist for our unduplicated groups in the areas of Suspensions for English Learners, while all students were yellow on the Dashboard with a suspension rate of 3.8%, ELs were orange with 4.5% and was the only student group to see and increase in suspension on the 2019 Dashboard.

having more suspensions when compared to “All” students on the Data Dashboard.

Furthermore, stakeholder feedback from students and parents indicates a need for maintaining support staff to provide counseling and mentoring services, provide anti-bullying training, PBIS, extracurricular activities and student incentives to encourage student attendance and participation and to reduce the number of unduplicated students who are suspended.

While the following actions are being provided LEA or schoolwide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they are critical to the success of low-income students, and English Learners who do not have the same access to social, emotional, mentoring, and extracurricular activities outside of the regular school day.

These LEA or school-wide actions are designed to address these specific needs and help achieve the goal

of improving attendance, chronic absenteeism, and school climate.

School Counselor
 Implementation of PBIS
 Anti-bullying training
 School Safety
 Additional custodial staff
 Professional development for classified staff
 Additional student supervision
 Attendance Initiative/ Pick up students from home when not ill
 Extracurricular activities and career learning opportunities
 Transportation for after school activities
 Opportunities to visit college campuses

Goal #3 The District Will Increase and Expand Parent Training and Engagement Services Specifically Aimed to Increase Parent/Family Engagement.

The district continues to work on addressing parents and students needs to increase parent participation and engagement as parent participation continues to be low. Based on stakeholder feedback from parents there is a need for additional support in the areas of parent resources and training to strengthen students' learning at home.

While the following actions are being provided LEA or schoolwide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they are critical to the success of low-income students, and English Learners who do not have the same academic support outside of the regular school day.

These LEA or school-wide actions are designed to address these specific needs and help achieve the goal of increasing parent participation.

Parent Center
 Community School Coordinator
 Parent resources and training
 Interpretation at all parent meetings/conferences
 Snacks and childcare for parent meetings
 Recognitions for parents
 Aeries
 District Website
 Monthly parent and family engagement events

The following LEA-wide actions are being carried over from the 2017-2020 LCAP into this new three-year cycle. Stakeholder feedback and analysis of data to determine the effectiveness of these actions have supported the decision to continue these actions into the next three years. While the past year and a half have been full of changes for our school community, it is the desire of stakeholders that we continue with previous actions as we attempt to return to a more stable educational environment.

The following actions in Goal #1 have been deemed to be effective as our ELA: Local DIBELS fluency data showed an increase of 12% (39.4% to 51%) in K-6th grade students meeting proficiency from middle-of-year assessment 2018-19 to 2019-20. Local 2019-20 ELA benchmark results show an increase of 43.81% (12.59% to 56.4%) growth in the number of 1st-8th grade students meeting proficiency in ELA from 3rd

quarter assessment 2018-19 to 2019-20.

Math: Local 2019-20 Math benchmark results show an increase of 3.34% (47.06% to 50.4%) growth in the number of 1st-8th grade students meeting proficiency in Math from 3rd quarter assessment 2018-19 to 2019-20.

Our unduplicated students are also seeing increases in the area of academic achievement. While still performing below "All" student groups, Low-Income students increased 7.4 points in ELA and 9.1 points in Math on the 2019 Dashboard. Low-income students also saw an increase of 5.7 points in Math moving from orange to yellow on the 2019 Dashboard. While achievement gaps continue to exist, we believe that actions are promoting growth and will continue to lead to improvement in academic achievement levels.

Goal #1

Hire and maintaining fully credentialed staff

Teacher Induction Program

Reduced Class Sizes

Classroom Devices

Read Naturally

DIBELS Assessment

Informational Curriculum

Web Based Programs

RTI

Paraprofessional Support

Extended Learning Time

Professional Development

Project Based Lessons

Additional Professional Development Day

Supplemental Educational Experiences and Student Incentives

Technology Support

The following actions in Goal #2 have been deemed to be effective as our unduplicated students are seeing decreases in the areas of chronic absenteeism rates with this being our highest indicator and being Green on the 2019 Dashboard. In addition, both low-income and ELs are also Green on this indicator with ELs' chronic absenteeism declining 5.9% and low-income also declining by 4%. We believe the actions in place have supported our goal of creating a positive and safe climate.

Goal #2

School Counselor

PBIS Implementation

Anti-Bullying Training

School Safety

Professional Development for Classified Staff

Additional Student Supervision

Extracurricular Activities and Career Learning Opportunities

The following actions in Goal #3 have been deemed to be effective as 93.1% of parents surveyed reported

that they understand what the school expects from their children. 91.4% reported feeling comfortable participating in school activities for parents. 87.9 also reported feeling like they have a say in the decision-making process at their children’s school: and 98.3% feel the school/district values their participation or input.

- Goal #3
- Parent Center
- Parent Resources and Training
- Interpretation/Translation
- Parent Recognition for Parental Involvement
- Monthly Parent Engagement Events

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

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

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

1.11 ELD Coach

1.12 Paraprofessional Support

1.13 ELD Instruction

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
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1	1	Hire and maintain fully credentialed staff	All, English Language Learners, Low-Income, Foster Youth, Hispanic, Students With Disabilities	No			District wide	All year
1	2	Teacher Induction Program	All	Yes	LEA-wide	English Learner, Socioeconomically Disadvantaged	District wide	All year
1	3	Reduced Class Sizes		Yes	Schoolwide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary	All year
1	4	SBE Curriculum and Supplies	English Learners	No			District wide	All year
1	5	Classroom Devices		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	All year
1	6	Read Naturally		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	All year
1	7	DIBELS Assessment		Yes	Schoolwide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary	3 times per year

1	8	Informational Curriculum		Yes	Schoolwide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary	Weekly
1	9	Web Based Programs		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	All year
1	10	RTI	English Learners, Socioeconomically Disadvantaged	No	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	All year
1	11	Supplemental Personnel		Yes	Limited	English Learners	Lost Hills Elementary, A.M. Thomas Middle School	All year
1	12	Paraprofessional Support		Yes	Limited	English Learners	Lost Hills Elementary, A.M. Thomas Middle School	All year
1	13	Extending Instructional Minutes		Yes	Limited	English Learners	Lost Hills Elementary, A.M. Thomas	All year
1	14	Extended Learning Time	All	No	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	After school, summer school

1	15	PLCs	All	No			Lost Hills Elementary, A.M. Thomas Middle School	Once per week
1	16	Professional Development		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	Once per month
1	17	Project Based Lessons		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	All year
1	18	Additional Professional Development Day		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	Beginning of the School year
1	19	Supplemental Educational Experiences and student incentives		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	Quarterly
1	20	Technology Support		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	All year

2	1	School Counselor		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	185 days
2	2	PBIS Implementation		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	All year
2	3	AmeriCorps Mentor		Yes	Schoolwide	English Learners, Socioeconomically Disadvantaged	A.M. Thomas Middle School	205 days
2	4	School Social Worker	All	No			Lost Hills Elementary, A.M. Thomas Middle School	205 days
2	5	Anti-Bullying Training		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	Quarterly
2	6	Safe and Engaging Facilities	All	No			Lost Hills Elementary, A.M. Thomas Middle School	As needed
2	7	Supplemental School Safety		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	As needed

2	8	Additional Janitorial Staff	All	No			Lost Hills Elementary, A.M. Thomas Middle School	All year
2	9	Professional Development for Classified Staff		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	As needed
2	10	Additional Student Supervision		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	185 days
2	11	Chronic Absenteeism, Additional Transportation		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	All year
2	12	Extracurricular Activities and Career learning opportunities		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	All year
2	13	Late Bus Transportation		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	180 days
2	14	Career Exploration		Yes	Schoolwide	English Learners, Socioeconomically Disadvantaged	A.M. Thomas Middle School	As needed

3	1	Parent Center		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	205 days
3	2	School Community Coordinator		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	205 days
3	3	Parent Resources and Training		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	Quarterly
3	4	Interpretation/Translation	Yes		LEA-wide	English Learners	Lost Hills Elementary, A.M. Thomas Middle School	As needed
3	5	Childcare and Snacks for Parent Meetings		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	As needed
3	6	Parent Recognitions for Parental Involvement		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	As needed

3	7	Student Information System	All	No			Lost Hills Elementary, A.M. Thomas Middle School	All year
3	8	District Website	All	No			Lost Hills Elementary, A.M. Thomas Middle School	All year
3	9	Monthly Parent Engagement Events		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	Monthly

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
100.00%			\$0.00				
0%			\$7,000.00				
100.00%			\$229,252.00				
0%			\$0.00				
0%			\$17,447.00				
0%			\$3,800.00				
0%			\$15,000.00				
0%			\$7,000.00				
0%			\$50,000.00				
0%			\$0.00				
100.00%			\$29,214.00				
100.00%			\$38,497.00				

100.00%			\$51,794.00				
100.00%			\$0.00				
0%			\$0.00				
0%			\$35,000.00				
0%			\$8,000.00				
100.00%			\$7,582.00				
0%			\$25,000.00				
0%			\$10,000.00				
100.00%			\$94,942.00				
0%			\$7,000.00				
0%			\$19,000.00				
100.00%			\$0.00				
0%			\$2,000.00				
0%			\$0.00				
0%			\$15,000.00				
100.00%			\$0.00				
0%			\$5,000.00				
100.00%			\$19,668.00				
0%			\$12,181.00				
82.50%			\$40,000.00				
0%			\$16,242.00				
0%			\$5,000.00				
0%			\$1,200.00				
100.00%			\$41,161.00				
0%			\$4,000.00				
100.00%			\$3,582.00				
0%			\$6,388.00				
0%			\$3,000.00				
0%			\$0.00				

0%			\$0.00				
0%			\$9,388.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Hire and maintain fully credentialed staff	All, English Language Learners, Low-Income, Foster Youth, Hispanic, Students With Disabilities	\$0.00	\$0.00	\$16,000.00	\$0.00	\$16,000.00
1	2	Teacher Induction Program	All	\$7,000.00	\$0.00	\$0.00	\$0.00	\$7,000.00
1	3	Reduced Class Sizes		\$229,252.00	\$0.00	\$0.00	\$0.00	\$229,252.00
1	4	SBE Curriculum and Supplies	English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	5	Classroom Devices		\$17,447.00	\$0.00	\$0.00	\$0.00	\$17,447.00
1	6	Read Naturally		\$3,800.00	\$0.00	\$0.00	\$0.00	\$3,800.00
1	7	DIBELS Assessment		\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
1	8	Informational Curriculum		\$7,000.00	\$0.00	\$0.00	\$0.00	\$7,000.00

1	9	Web Based Programs		\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
1	10	RTI	English Learners, Socioeconomically Disadvantaged	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	11	Supplemental Personnel		\$29,214.00	\$21,247.00	\$29,214.00	\$0.00	\$79,675.00
1	12	Paraprofessional Support		\$38,497.00	\$0.00	\$0.00	\$0.00	\$38,497.00
1	13	Extending Instructional Minutes		\$51,794.00	\$0.00	\$0.00	\$0.00	\$51,794.00
1	14	Extended Learning Time	All	\$0.00	\$49,572.00	\$0.00	\$0.00	\$49,572.00
1	15	PLCs	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	16	Professional Development		\$35,000.00	\$41,350.00	\$0.00	\$0.00	\$76,350.00
1	17	Project Based Lessons		\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00
1	18	Additional Professional Development Day		\$7,582.00	\$0.00	\$0.00	\$0.00	\$7,582.00
1	19	Supplemental Educational Experiences and student incentives		\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
1	20	Technology Support		\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
2	1	School Counselor		\$94,942.00	\$0.00	\$0.00	\$0.00	\$94,942.00

2	2	PBIS Implementation		\$7,000.00	\$0.00	\$0.00	\$0.00	\$7,000.00
2	3	AmeriCorps Mentor		\$19,000.00	\$0.00	\$0.00	\$0.00	\$19,000.00
2	4	School Social Worker	All	\$0.00	\$0.00	\$0.00	\$82,875.00	\$82,875.00
2	5	Anti-Bullying Training		\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
2	6	Safe and Engaging Facilities	All	\$0.00	\$45,000.00	\$0.00	\$0.00	\$45,000.00
2	7	Supplemental School Safety		\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
2	8	Additional Janitorial Staff	All	\$0.00	\$53,168.00	\$0.00	\$0.00	\$53,168.00
2	9	Professional Development for Classified Staff		\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2	10	Additional Student Supervision		\$19,668.00	\$0.00	\$0.00	\$0.00	\$19,668.00
2	11	Chronic Absenteeism, Additional Transportation		\$12,181.00	\$0.00	\$0.00	\$0.00	\$12,181.00
2	12	Extracurricular Activities and Career learning opportunities		\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00

2	13	Late Bus Transportation		\$16,242.00	\$0.00	\$0.00	\$0.00	\$16,242.00
2	14	Career Exploration		\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
3	1	Parent Center		\$1,200.00	\$0.00	\$0.00	\$0.00	\$1,200.00
3	2	School Community Coordinator		\$41,161.00	\$0.00	\$0.00	\$0.00	\$41,161.00
3	3	Parent Resources and Training		\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00
3	4	Interpretation/Translation		\$3,582.00	\$0.00	\$0.00	\$0.00	\$3,582.00
3	5	Childcare and Snacks for Parent Meetings		\$6,388.00	\$0.00	\$0.00	\$0.00	\$6,388.00
3	6	Parent Recognitions for Parental Involvement		\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
3	7	Student Information System	All	\$0.00	\$6,771.00	\$0.00	\$0.00	\$6,771.00
3	8	District Website	All	\$0.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00
3	9	Monthly Parent Engagement Events		\$9,388.00	\$0.00	\$0.00	\$0.00	\$9,388.00
LCFF Funds		Other State Funds		Local Funds		Federal Funds		Total Funds
\$839,338.00		\$223,108.00		\$45,214.00		\$82,875.00		\$1,190,535.00
Total Personnel					Total Non-Personnel			

\$800,768.00

\$389,767.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Teacher Induction Program	LEA-wide	English Learner, Socioeconomically Disadvantaged	District wide	\$7,000.00	\$7,000.00
1	3	Reduced Class Sizes	Schoolwide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary	\$229,252.00	\$229,252.00
1	5	Classroom Devices	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$17,447.00	\$17,447.00
1	6	Read Naturally	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$3,800.00	\$3,800.00
1	7	DIBELS Assessment	Schoolwide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary	\$15,000.00	\$15,000.00
1	8	Informational Curriculum	Schoolwide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary	\$7,000.00	\$7,000.00

1	9	Web Based Programs	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$50,000.00	\$50,000.00
1	11	Supplemental Personnel	Limited	English Learners	Lost Hills Elementary, A.M. Thomas Middle School	\$29,214.00	\$79,675.00
1	12	Paraprofessional Support	Limited	English Learners	Lost Hills Elementary, A.M. Thomas Middle School	\$38,497.00	\$38,497.00
1	13	Extending Instructional Minutes	Limited	English Learners	Lost Hills Elementary, A.M. Thomas	\$51,794.00	\$51,794.00
1	16	Professional Development	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$35,000.00	\$76,350.00
1	17	Project Based Lessons	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$8,000.00	\$8,000.00
1	18	Additional Professional Development Day	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$7,582.00	\$7,582.00

1	19	Supplemental Educational Experiences and student incentives	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$25,000.00	\$25,000.00
1	20	Technology Support	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$10,000.00	\$10,000.00
2	1	School Counselor	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$94,942.00	\$94,942.00
2	2	PBIS Implementation	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$7,000.00	\$7,000.00
2	3	AmeriCorps Mentor	Schoolwide	English Learners, Socioeconomically Disadvantaged	A.M. Thomas Middle School	\$19,000.00	\$19,000.00
2	5	Anti-Bullying Training	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$2,000.00	\$2,000.00
2	7	Supplemental School Safety	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$15,000.00	\$15,000.00

2	9	Professional Development for Classified Staff	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$5,000.00	\$5,000.00
2	10	Additional Student Supervision	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$19,668.00	\$19,668.00
2	11	Chronic Absenteeism, Additional Transportation	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$12,181.00	\$12,181.00
2	12	Extracurricular Activities and Career learning opportunities	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$40,000.00	\$40,000.00
2	13	Late Bus Transportation	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$16,242.00	\$16,242.00
2	14	Career Exploration	Schoolwide	English Learners, Socioeconomically Disadvantaged	A.M. Thomas Middle School	\$5,000.00	\$5,000.00
3	1	Parent Center	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$1,200.00	\$1,200.00

3	2	School Community Coordinator	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$41,161.00	\$41,161.00
3	3	Parent Resources and Training	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$4,000.00	\$4,000.00
3	4	Interpretation/Translation	LEA-wide	English Learners	Lost Hills Elementary, A.M. Thomas Middle School	\$3,582.00	\$3,582.00
3	5	Childcare and Snacks for Parent Meetings	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$6,388.00	\$6,388.00
3	6	Parent Recognitions for Parental Involvement	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$3,000.00	\$3,000.00
3	9	Monthly Parent Engagement Events	LEA-wide	English Learners, Socioeconomically Disadvantaged	Lost Hills Elementary, A.M. Thomas Middle School	\$9,388.00	\$9,388.00
Totals by Type			Total LCFF Funds			Total Funds	
Total:			\$839,338.00			\$931,149.00	
LEA-wide Total:			\$444,581.00			\$485,931.00	

Limited Total:	\$119,505.00	\$169,966.00
Schoolwide Total:	\$275,252.00	\$275,252.00

Annual Update Table Year 1

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
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]
Totals		Planned Expenditure Table		Estimated Actual Total	
Totals		[Intentionally Blank]		[Intentionally Blank]	

Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e) (1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 perse 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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 LCAP year.

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 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

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

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 2020–23 LCAP from the 2017–20 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.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

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).

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.