

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Knightsen Elementary School District
CDS Code:	07617050000000
LEA Contact Information:	Name: Harvey Yurkovich Position: Superintendent/Principal Email: hyurkovich@knightsen.k12.ca.us Phone: (925) 626-3301
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$5,572,415
LCFF Supplemental & Concentration Grants	\$309,254
All Other State Funds	\$636,825
All Local Funds	\$519,792
All federal funds	\$627,700
Total Projected Revenue	\$7,356,732

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$7,441,608
Total Budgeted Expenditures in the LCAP	\$1,105,072
Total Budgeted Expenditures for High Needs Students in the LCAP	\$389,272
Expenditures not in the LCAP	\$6,336,536

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$807,050
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$752,456

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$80,018
2020-21 Difference in Budgeted and Actual Expenditures	\$-54,594

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	As a general rule, 80% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

The expenditures of actions and services to increase or improve services for high needs students in 2020-2021 is less than the total budgeted expenditures for those planned actions and services. The district originally figured into it's budget funding to replace ageing technology and infrastructure. Due to a flood in our main office which caused catastrophic failure of these devices, insurance reimbursement covered the majority of the cost to replace these devices with up to date models. Additionally, the district originally budgeted to modernize internet data cabling across all facilities. Because the district qualified for E-Rate funding to offset the cost by 50%, we have shown a substantial difference in the original number budgeted for and actual cost to the district.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Knightsen Elementary School District

CDS Code: 07617050000000

School Year: 2021-22

LEA contact information:

Harvey Yurkovich

Superintendent/Principal

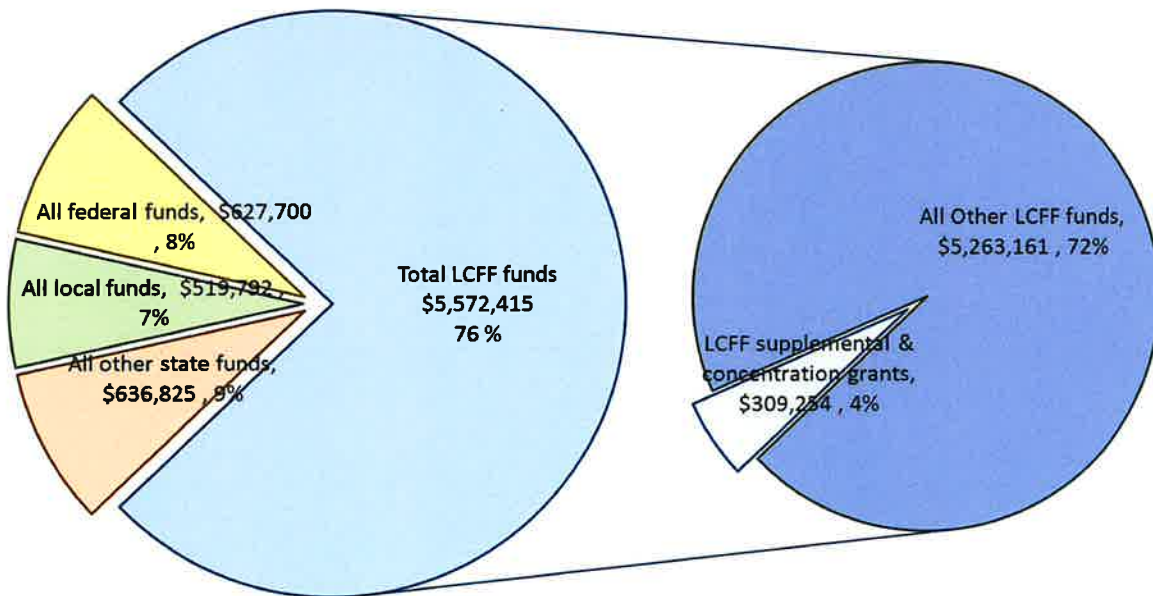
hyurkovich@knightsen.k12.ca.us

(925) 626-3301

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



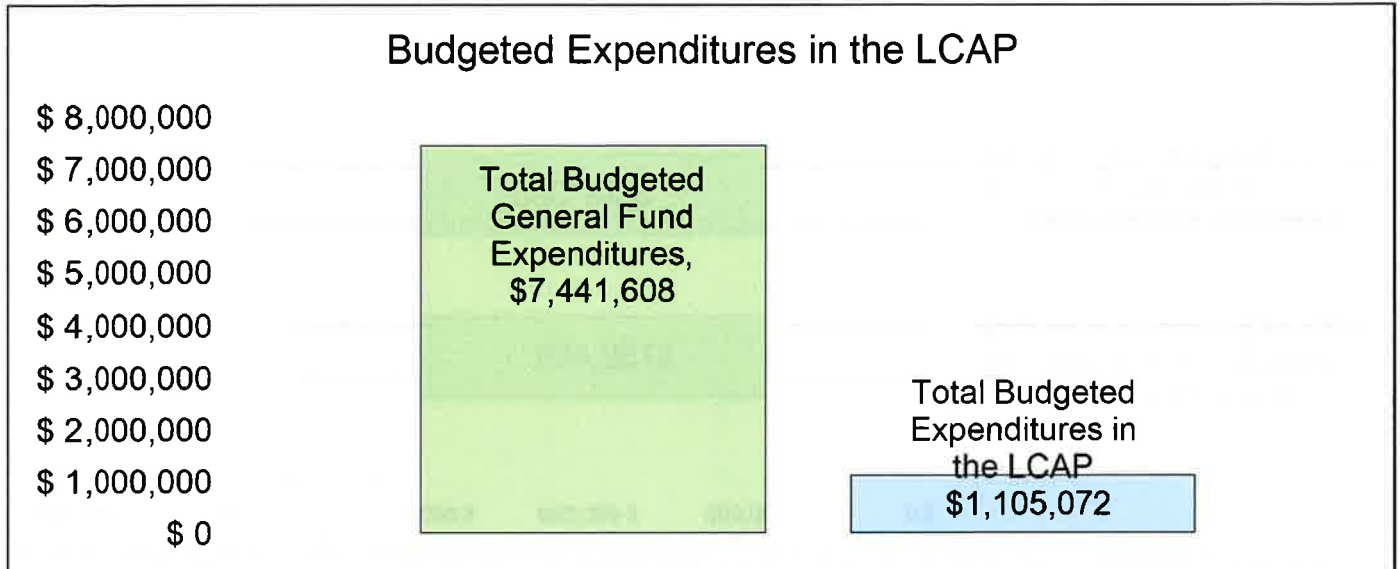
This chart shows the total general purpose revenue Knightsen Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Knightsen Elementary School District is \$7,356,732, of which \$5,572,415 is Local Control Funding Formula (LCFF), \$636,825 is other state funds, \$519,792 is local funds, and

\$627,700 is federal funds. Of the \$5,572,415 in LCFF Funds, \$309,254 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Knightsen Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Knightsen Elementary School District plans to spend \$7,441,608 for the 2021-22 school year. Of that amount, \$1,105,072 is tied to actions/services in the LCAP and \$6,336,536 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

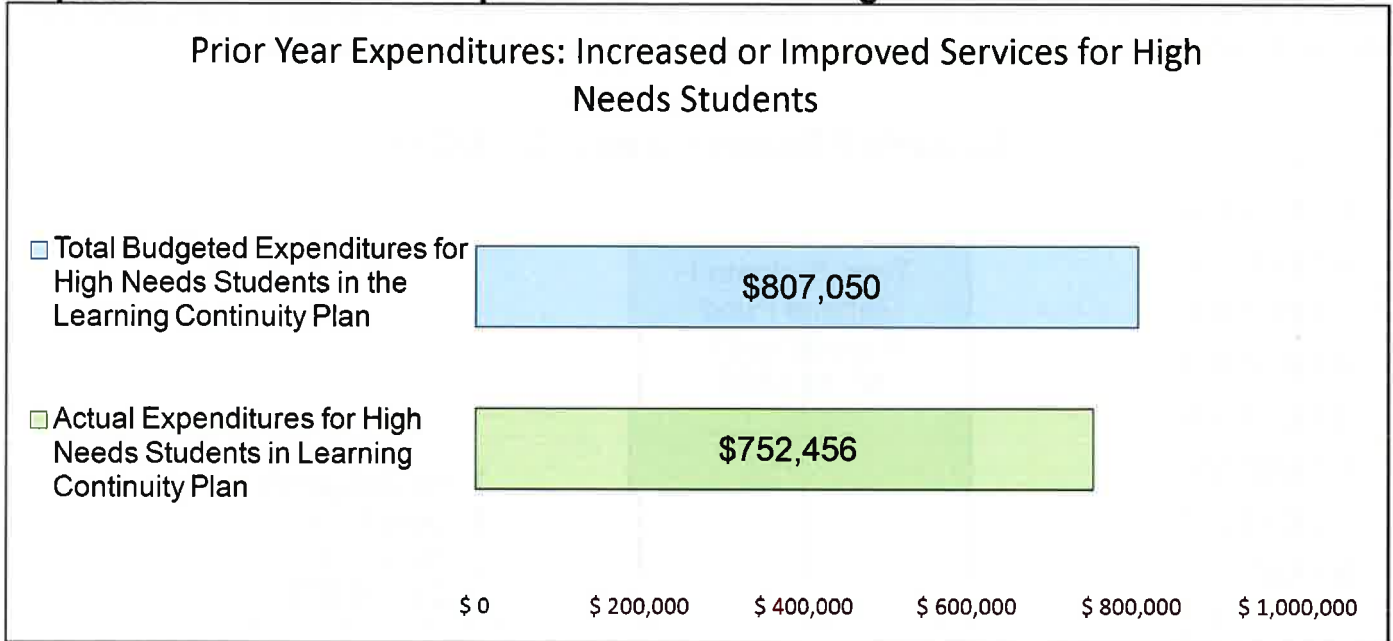
As a general rule, 80% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

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

In 2021-22, Knightsen Elementary School District is projecting it will receive \$309,254 based on the enrollment of foster youth, English learner, and low-income students. Knightsen Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Knightsen Elementary School District plans to spend \$389,272 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Knightsen Elementary School District's Learning Continuity Plan budgeted \$807,050 for planned actions to increase or improve services for high needs students. Knightsen Elementary School District actually spent \$752,456 for actions to increase or improve services for high needs students in 2020-21.

The expenditures of actions and services to increase or improve services for high needs students in 2020-2021 is less than the total budgeted expenditures for those planned actions and services. The district originally figured into it's budget funding to replace ageing technology and infrastructure. Due to a flood in our main office which caused catastrophic failure of these devices, insurance reimbursement covered the majority of the cost to replace these devices with up to date models. Additionally, the district originally budgeted to modernize internet data cabling across all facilities. Because the district qualified for E-Rate funding to offset the cost by 50%, we have shown a substantial difference in the original number budgeted for and actual cost to the district.



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

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

LEA Name	Contact Name and Title	Email and Phone
Knightsen Elementary School District	Harvey Yurkovich Superintendent/Principal	hyurkovich@knightsen.k12.ca.us (925) 626-3301

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

The Knightsen School District will maintain basic services to students by providing safe, clean facilities maintained in good repair, appropriately assigned and fully credentialed teachers in all areas, and sufficient instructional materials for every student.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: Strategic Plan Goal # 6 & 8

Annual Measurable Outcomes

Expected

Metric/Indicator

1. A Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

1.B Every pupil in the school district has sufficient access to the standards-aligned instructional materials

1. C School facilities are maintained in good repair.
Annual Parent/Student surveys

Actual

1.A - 97% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. - Not Met

1.B 100% of students in the school district have sufficient access to the standards-aligned instructional materials - Met

1.C - School facilities are maintained and in good repair.
No parent survey for 19/20 school year.
California Healthy Kids Survey (CHKS) still in process

Actual

Expected

19-20

State Priority 1a: 100% of teachers of the school district will be appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching.

State Priority 1b 100% of students will continue to have sufficient access to standards aligned instructional materials.

State Priority 1c On annual LCAP survey, with a minimum of 75% return, students and parents will rate safe, clean, sustainable and attractive classrooms, facilities and grounds, increasing the number of respondents providing a positive rating by 5% over the 2018-2019 score

Baseline

16-17 parent/student surveys indicate that 73% of respondents rated schools as clean and safe.

16-17 97% of teachers are fully credentialed. All are appropriately assigned.

100% of students have access to standards aligned curriculum.

Actions / Services

**Planned
Actions/Services**

Maintain facilities systems such as HVAC, Sewer, Water in safe, working order.

**Budgeted
Expenditures**

Ongoing major maintenance
5000-5999: Services And Other
Operating Expenditures Locally
Defined \$108,915

**Actual
Expenditures**

Ongoing major maintenance
5000-5999: Services And Other
Operating Expenditures Locally
Defined \$71,372

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

Continue with .5 custodian for the 2019-2020 school year	2000-2999: Classified Personnel Salaries General Fund \$30,000	Ongoing major maintenance 4000-4999: Books And Supplies Locally Defined \$19,881 General Fund 2000-2999: Classified Personnel Salaries General Fund \$30,000 General Fund 3000-3999: Employee Benefits General Fund
Continue Lead Maintenance and Operations Position	3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries Locally Defined \$72,200	On going major maintenance 2000-2999: Classified Personnel Salaries Locally Defined \$58,766 On going major maintenance 3000-3999: Employee Benefits Locally Defined \$19,832
Continue PAR mentoring services for teachers who change grade levels, are new to district and ask for assistance or new teachers needing the Teacher Induction Program	1000-1999: Certificated Personnel Salaries Title II \$3500	1000-1999: Certificated Personnel Salaries Title II \$6,126 3000-3999: Employee Benefits Title II \$1,226

Goal Analysis

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

Goals and actions were implemented.

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

Successes: The Knightsen Elementary School District has continued moving forward with its plan to upgrade the technology infrastructure as well as improve wireless access for all students. Leading up to the shut down of March 2020, the schools have been well maintained and in good working order. Our lead maintenance and operations personnel has done an outstanding job of addressing long-standing issues within the district's facilities. Replacing the antiquated sprinkler system that required daily maintenance and attention has been changed to an automated system that requires little oversight. This is freed up our maintenance

and operations position to attend to other much-needed duties within our district school sites. After the shutdown of March 2020, much of our focus with regards to this goal has been on cleaning and disinfecting schedules and routines.

Challenges: Due to shutdown in March 2020 purchasing additional sanitation equipment and taking a second look at the products we use to measure their effectiveness against COVID-19. Because we only had necessary staff on campus, our focus was mainly on cleaning and disinfecting common areas, handles and equipment.

Goal 2

Knightsen School District will continuously design, develop, implement, evaluate, and improve a standards based Visual and Performing Arts Program.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities: Strategic Plan Goal #10

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	
5 A School attendance rate of 96% or higher.	5a School Attendance rate was 95.96%. Not met
5 B Chronic absenteeism rate	5b Chronic Absenteeism was 3.67%. Not met
6 C Number of students reporting concerns regarding bullying.	6c Student surveys still in process and may not be complete due to school site closure due to COVID19.
7 A & 8 A Students will have access to a broad course of study that includes visual and performing arts. This also includes unduplicated students.	7a, 7b & 8a All students, TK-8 participated in the FAME program each quarter, including students with disabilities. Met.
7 C- Provide and services developed and provided to students with exceptional needs.	7c District does not currently have a music program. Only one school was able to have a drama performance, school site closure due to COVID19. Not met.

Actual

Expected

19-20

5a Maintain School attendance rate at or above 97%

5b Chronic Absenteeism will be maintained at 2% or less.

6c Students will report fewer concerns regarding student behavior and bullying by increasing the number of students that rate school as a safe place to learn on the CHKS.

7a, 7b & 8a Increase the number of opportunities for student participation, including unduplicated students, in classroom art over the 2018-2019 school year as measured by number of projects/activities reported completed by classroom teachers.

7c All students with disabilities will be included in visual and performing arts instruction.

Expected

Actual

Baseline

39% of 5th grade students completed one year of band instruction in 16-17.

36 students participated in 6-8 band, up from 19 in 2015-2016.

6-8 grade choir participation increased from 19 to 22 students in 2016-2017.

15 students in grades 1-4 participated in guitar ensemble classes in 2016-2017.

21 students in grades 1-4 participated in choir classes in 2016-2017.

All students with disabilities attended classroom music classes with general education grade level peers.

11% of 6-8 band participants are students with disabilities.

16% of students in 6-8 grade choir are students with disabilities.

Actions / Services

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

Provide professional development for teachers in Visual Arts.

4000-4999: Books And Supplies
Title II \$500

4000-4999: Books And Supplies
Title II \$500

All students will participate in at least one art lesson per quarter and display their work in an art show during open house. We anticipate that absenteeism will go down by increasing student participation in arts education.

Supplies 4000-4999: Books And
Supplies Lottery \$1,500

Supplies 4000-4999: Books And
Supplies Lottery \$800

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

Special education students will be included in performing and visual arts instruction. Students with exceptional needs will be provided necessary supports to participate in instrumental music, choir, classroom music and art activities with their general education peers.

1:1 aide support as required by IEP if needed 2000-2999: Classified Personnel Salaries Special Education \$4,000

1:1 aide support as required by IEP if needed 2000-2999: Classified Personnel Salaries Special Education \$3,100
1:1 aide support as required by IEP if needed 3000-3999: Employee Benefits Special Education \$909

All students will participate in a FAME lesson once a quarter and complete the follow up art activity

1000-1999: Certificated Personnel Salaries Federal Funds \$2,500

Small-Rural Grant amount Includes benefits 1000-1999: Certificated Personnel Salaries Federal Funds \$2,500

Continue Drama elective for 6-8 grade students

Small-Rural Grant 4000-4999: Books And Supplies Federal Funds \$1,500

Small Rural Grant 4000-4999: Books And Supplies Federal Funds \$940

Provide supply budgets for electives that support the visual arts program.

Small Rural Grant Stipend for teacher 1000-1999: Certificated Personnel Salaries Federal Funds \$650

Small Rural Grant Stipend for teacher includes benefits 1000-1999: Certificated Personnel Salaries Federal Funds \$650

4000-4999: Books And Supplies Lottery \$2,250

4000-4999: Books And Supplies Lottery \$1,840

Goal Analysis

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

There was not a substantive difference between budgeted funds and actual expenditures.

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

Successes: Our school district was able to provide professional development to our teachers who were facilitating our districts FAME program. Because these lessons were completed quarterly we were only able to complete three out of the four lessons. We did

however, have students work on their art projects leading up to the shutdown. Our schools were able to facilitate plays at each site. Students were supported by certificated staff to make the events a success and a huge part of our schools culture. We have supplemented student electives with classes of interest such as digital photography, cooking, and also academic support for struggling students.

Challenges: One of the challenges with this goal that our district still faces is his lack of a music or choir program. The district is not had the opportunity to reinstate the music or choir teacher position. Because of the school shutdown of March 2020 we were unable to facilitate an open house as has been done in traditional years.

Goal 3

Increase student achievement for all subgroups, including English Learners and special education students, in English Language Arts and Mathematics on the California Common Core State Standards and provide every student with a 21st century educational experience that includes the use of technology for learning.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Expected**Metric/Indicator**

- 2 A Implementation of the academic content and performance standards adopted by the state board.
- 2 B How the programs and services will enable English Learners to access the CCSS and the ELD standards for the purposes of gaining academic content knowledge and English Language proficiency.
- 4 A CAASPP scores in ELA and Math
- 4 A District Writing Prompt Scores
- 4 A District Math Performance Task Scores
- 4 D The number of EL students gaining at least one level on the new ELPAC
- 4 E The number of EL students reclassified as Fluent English Proficient.
- 7 B Programs and services developed and provided to unduplicated pupils.
- 7 C Programs and services developed and provided to individuals with exceptional needs.
- 8 A Number of students completing at least one technology enhanced lesson that incorporates grade level district technology standards.
- 8 A Number of teachers completing basic Google School training.
- 8 A Number of students completing at least one technology enhanced lesson that incorporates grade level district technology standards.

Actual

- 2a & b, 4a & 7c Using the results from the 2018 CAASPP in Language Arts and Math as baseline data, the 2019 Language Arts scores increased from 42.66% to 43.81%, and Math scores increase from 37.54% to 38.30% for students scoring at level 3 or higher, including English Learners and special education students. Goal not met.
- 2b Using the results from the 2018 CAASPP in Language Arts and Math as baseline data, the 2019 Language Arts scores for English Language Learners increased from 17.75% to 18.34%, and Math scores increase from 14.52% to 18.34%. Goal not met.
- 4D. Using data from California Data Dashboard - 68 out of 116 students designated EL gained at least one level on the new ELPAC
- 4E. Using data from Ed Data - from 10 Students were re-designated at Fluent English Proficient
- 8A. 100% of teacher completed basic Google School Training (due to distance learning)
- 8A. 100% of students completed one technology enhanced lesson (due to distance learning)
- 7b & c Data not available due to COVID19.
- 7b & c There were no Math Interventions for the 2019-2020 school year. Goal not met.

Actions / Services

Planned Actions/Services

	Budgeted Expenditures	Actual Expenditures
Continue .5 teacher to provide a comprehensive English Language Development program for English Language Learners.	1000-1999: Certificated Personnel Salaries Supplemental \$55,600	1000-1999: Certificated Personnel Salaries Supplemental \$56,202
Continue use of Instructional Assistant in 6-8 grade LA classes to assist with ELD support	See above total. 3000-3999: Employee Benefits Supplemental \$0	Included in total above 3000-3999: Employee Benefits Supplemental \$0
	ELD Materials 4000-4999: Books And Supplies Supplemental \$0	ELD Intervention materials 4000-4999: Books And Supplies Supplemental \$100
	2000-2999: Classified Personnel Salaries Supplemental \$3,000	Bilingual Aide Support 2000-2999: Classified Personnel Salaries Supplemental \$21,464
	Included Above 3000-3999: Employee Benefits Supplemental \$19,072	Included Above 3000-3999: Employee Benefits Supplemental \$0
Maintain 1.5 Certificated Intervention Staff.	0001-0999: Unrestricted: Locally Defined Title I \$71,736.	Includes benefit costs 1000-1999: Certificated Personnel Salaries Title I \$59,183
	1000-1999: Certificated Personnel Salaries Supplemental \$103,028	Includes benefit costs 1000-1999: Certificated Personnel Salaries Supplemental \$120,307
	Intervention Supplies 4000-4999: Books And Supplies Supplemental \$1,000	Intervention Supplies 4000-4999: Books And Supplies Supplemental \$646
	Replacement Materials for Wilson Language System 4000-4999: Books And Supplies Supplemental \$3,000	Replacement Materials for Wilson Language System 4000-4999: Books And Supplies Supplemental \$4,616
	Registration for Training in Wilson 5800: Professional/Consulting Services And Operating	Registration for Training in Wilson 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

	<p>Expenditures Supplemental \$3,000</p> <p>Counseling services - non SPED 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>Included above 3000-3999: Employee Benefits Supplemental \$0</p>	<p>Counseling services - non SPED 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Included above 3000-3999: Employee Benefits Supplemental \$0</p>
<p>Continue the use of the Foundations program in grades K-3. This action supports low income students by increasing overall achievement on foundational reading skills.</p>	<p>Training for new teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3000</p> <p>Consumables for classrooms 4000-4999: Books And Supplies Supplemental \$5,500</p> <p>Replacement Materials 4000-4999: Books And Supplies Supplemental \$10,000</p>	<p>Training for new teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0</p> <p>Consumables for classrooms 4000-4999: Books And Supplies Supplemental \$3,152</p> <p>Replacement Materials 4000-4999: Books And Supplies Supplemental \$0</p>
<p>Provide professional development for certificated staff regarding the implementation of the ELD/ELA Frameworks for increased participation of unduplicated students.</p> <p>teachers and administrators will be provided training to utilize the illuminate data and assessment system</p>	<p>No Cost--work done by staff Not Applicable Not Applicable \$0</p> <p>Subscription fee for Illuminate Data system 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7000</p>	<p>No Cost--work done by staff Not Applicable Not Applicable \$0</p> <p>Subscription fee for Illuminate Data system - Low performing student block grant 5800: Professional/Consulting Services And Operating Expenditures Other \$6,580</p>
<p>Maintain access to advanced math courses for all interested 7th and 8th grade students.</p>	<p>Loss of Prep to free up instructor 1000-1999: Certificated Personnel Salaries Supplemental \$11,000</p>	<p>Loss of Prep to free up instructor plus benefit cost 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>
<p>Principally directed continued subscriptions to electronic resources for student interventions in math and language arts, such as Timez Attack, Moby Max, Prodigy, Accelerated Reader, STAR Reading, Reading Annual Update for Developing the 2021-22 Local Control and Accountability Plan</p>	<p>Program Subscriptions 5000-5999: Services And Other</p>	<p>Program Subscriptions 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Eggs,etc. The focus of these programs is to assist students in mastering fact fluency and assist with mathematics problem solving skills.	Operating Expenditures Supplemental \$13,000	Operating Expenditures Supplemental \$11,723
Staff will work to create pacing guides and design units and rubrics that align to the rigor of the CCSS to ensure all standards are bring met to the appropriate rigor level.	1000-1999: Certificated Personnel Salaries Supplemental \$7,500 Included in above cost 3000-3999: Employee Benefits Supplemental \$0	Sub costs for release time for teachers includes benefits 1000-1999: Certificated Personnel Salaries Supplemental \$3,587 Included in above cost 3000-3999: Employee Benefits Supplemental \$0
Staff will study Mathematical Practices Standards and work together to improve instruction in mathematics.	No Cost for teachers to discuss effective strategies and work together. Not Applicable Not Applicable \$0	No Cost for teachers to discuss effective strategies and work together. Not Applicable Not Applicable \$0
Students with exceptional needs will be provided access to the District intervention, technology and general education program when the IEP Team determines that participation in these services is appropriate for the student's IEP goals.	Contribution to special education program for intervention and instructional costs. 0000: Unrestricted Supplemental \$40,000	Contribution to special education program for intervention and instructional costs. 0000: Unrestricted Supplemental \$40,000
Continue Instructional Assistant support in language arts and math courses to assist English Learners, low income and foster youth.	Bilingual and General Ed Aides 2000-2999: Classified Personnel Salaries Supplemental \$47,670 Included in above costs 3000-3999: Employee Benefits Supplemental \$0	Bilingual and General Ed Aides 2000-2999: Classified Personnel Salaries Supplemental \$45,754 Included in above costs 3000-3999: Employee Benefits Supplemental \$0
Provide professional development in Google School	Encourage teachers to do free Google courses online or utilize CCCOE expertise in this area. Not Applicable Not Applicable \$0	Encourage teachers to do free Google courses online or utilize CCCOE expertise in this area. Not Applicable Not Applicable \$0
Provide computer coding lessons for all students grade K-8 twice a year..	1000-1999: Certificated Personnel Salaries Supplemental \$1000	1000-1999: Certificated Personnel Salaries Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Science, Technology, Engineering, Arts, and Math (STEAM) experiences for all students once a trimester.	Stipends and benefit costs 1000-1999: Certificated Personnel Salaries Supplemental \$1200	Stipends and benefit costs 1000-1999: Certificated Personnel Salaries Supplemental \$1,200

Goal Analysis

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

Differences in budget expenditures where spent on other LCAP goals and actions.

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

Successes: The Knightsen Elementary School District has maintained its 0.5 FTE ELD teacher as well as the 1.5 FTE certificated staff associated with this goal. We have also continued utilizing the foundations program in grades kindergarten through third. During the school year we have partnered with the County office of education to assist with professional development focused on English language development and the English language arts frameworks as well as intervention strategies. The staff did participate in professional development regarding "math talks" which was facilitated by one of our intervention teachers.

The district had continued subscriptions to electronic resources for student interventions in math and language arts. The focus of these programs are to assist students in mastering reading fluency and comprehension, fact fluency, and assist with mathematics problem solving skills.

During the 2019 - 2020 school year our district has made a change from the Illuminate data information system to the Fastbridge student data and assessment platform. Although we were appropriately staffed with the proper number and classification of instructional aides there is a need for further professional development in order for them to recognize when and how to successfully intervene and interact with students needing assistance. Likewise, further professional development is needed for a classified staff on how to best utilize aid support within their classroom.

Challenges: Because of the pandemic and shut down in March 2020 our district moved to a digital Google platform which we were able to provide in-house professional development on how to set up and manage Google grade books and Google meets. These were critical elements in assisting us through the school year. For the first two trimesters, our district provided STEAM experiences for all students. Again, because of the shut down providing steam lessons were not possible in trimester three. There has been an ongoing need for further professional developments in Tier 1 and Tier 2 interventions and support



Goal 4

Increase active family involvement in children's learning at home and School and increase culture of caring and empathy to help students develop socio-emotional relationships.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator		
3 A & B	Increase opportunities for parent input in the schools.	3a, b Met goal of 5% increase
3 C & 7 C	Parents of students with exceptional need will report that they are encouraged to participate in their child's education.	3a, b & c Met goal of 5% increase
5 A	Attendance rate of 97%	5a. Actual attendance rate was 95.96%. Not met.
5 B	Reduce chronic absenteeism	5b. Actual Chronic Absenteeism 3.76%. Not met.
5 C	Middle School drop out rates	5c. Maintained 0% middle school drop out rate. Met.
6 A	Reduce the number of out of school suspensions by 5%	6a. School suspensions rate increased by 0.8%, dropping from green to orange on the rating color on the California 5 by 5 grid. Not met.
6b	Maintain 0% expulsion rate.	6b. Maintained 0% expulsion rate. Met.
6c	Students will report fewer concerns regarding bullying.	6c Data not available due to school site closures due to COVID19.
		3c & 7c Data not available.

Expected

Actual

19-20

3a, b Annually increase the number of parents and family members who participate in school activities by 5% over the 2018-2019 school year as measured by the attendance at district sponsored events. Including parents of unduplicated, Foster and EL students.

3a, b & c Annually increase the number of parents participating in conferences, Open Houses and KPTC meetings by 5% over the 2018-2019 school year

5a. Maintain attendance rate of 97%

5b. Chronic Absenteeism will be maintained at 1% or less

5c. Maintain 0% middle school drop out rate.

6a. Reduce the number of out of school suspensions to increase rating color on the California 5 by 5 grid.

6b Maintain 0% expulsion rate.

6c Students will report fewer concerns regarding student behavior and bullying by reducing the number of students who indicate these areas are on of top five barriers to learning by 5% over the 2018 Survey.

3c & 7c The number of parents of students with exceptional needs who report that they are encouraged to participate in their child's education will increase by 10% over the 2019 survey.

Expected**Actual****Baseline**

Attendance rate for 2016-2017 was 96.4%

Chronic Absenteeism rate for 2016-2017 was 2.9%

Middle School drop out rate is 0%.

Suspension rate for 2016-2017 was 2.9%

56% of students reported concerns regarding other student's behavior impeding their learning.

45% of students reported being bullied over the course of the school year.

70% of students report that teachers will help when they report bullying.

80% of parents of students with disabilities reported being encouraged to participate in their child's education.

471 family and community members signed in as attending open house in May 2017.

Actions / Services**Planned
Actions/Services**

Implement "Coffee with Principal" meetings at both sites each trimester.

Work in partnership with Parent Teacher Organizations and District committees to facilitate family night activities at least quarterly.
Game night

**Budgeted
Expenditures**

Principal Budgets 4000-4999:
Books And Supplies Locally
Defined \$200

School Instructional Supply
Budgets 4000-4999: Books And
Supplies Lottery \$1,500

**Actual
Expenditures**

Principal Budgets 4000-4999:
Books And Supplies Locally
Defined \$100

School Instructional Supply
Budgets 4000-4999: Books And
Supplies Lottery \$750

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Whole school dance Family fun nights		
Hold at least 2 family activities for Spanish Speaking families	4000-4999: Books And Supplies Lottery \$500	4000-4999: Books And Supplies Lottery \$0
Parents of students with exceptional needs will be asked to complete an annual survey regarding their participation in the IEP meeting process.	Action completed by existing staff Not Applicable Not Applicable \$0	Action completed by existing staff Not Applicable Not Applicable \$0
Establish stakeholder group that meets at least quarterly to provide feedback and receive updates regarding the implementation of the LCAP and strategic plan.	Refreshments and supplies for committee 4000-4999: Books And Supplies Lottery \$250	Refreshments and supplies for committee 4000-4999: Books And Supplies Lottery \$135
Discontinued - need filled with bilingual staff currently employed.	Not Applicable Not Applicable \$0	Not Applicable Not Applicable \$0
Students will be recognized by the school principals for perfect attendance each Trimester.	Principal Award Budget 4000-4999: Books And Supplies Lottery \$500	Principal Award Budget 4000-4999: Books And Supplies Lottery \$325
Engage all students in age-appropriate service learning projects.	Action completed with current staff Not Applicable Not Applicable \$0	Action completed with current staff Not Applicable Not Applicable \$0
Provide home to school transportation at no cost for unduplicated students. This will ensure that our unduplicated students are able to attend school and arrive on time and benefit from services offered at their school.	5000-5999: Services And Other Operating Expenditures Supplemental \$48,000	5000-5999: Services And Other Operating Expenditures Supplemental \$48,000

Goal Analysis

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

There was not a substantive difference between budgeted expenditures and actual expenditures.

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

Success: For three quarters of the 2019 - 2020 school year our district was able to meet the planned actions and services related to this goal. Parents and stakeholder groups were able to meet on campus to hold meetings, collaborate, and have functions. Likewise, our school administration and teaching staff were able to conduct regular student recognition assemblies. Our district was able to continue to provide home to school transportation at no cost to families who have unduplicated students. Our district held an in person Parent University to provide a forum for training and an opportunity to have questions answered about distance learning. Our district has also adapted to the graduation ceremony to meet regulations. 2020 Drive in Graduation, 2021 In person outdoor Graduation.

Challenge: The Cinco de Mayo event that we had planned for our Spanish speaking families did not happen as a result of the March COVID shut down. Likewise, parents of students within the districts special education program were not able to complete their survey as a result of the March COVID shut down.

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
Personal Protective Equipment (masks, face shields, gloves, sneeze guards, etc.)	\$30,000	\$29,940	Yes
Cleaning supplies and equipment	\$25,000	\$13,120	Yes

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

There was not a substantive difference between budgeted expenditures and actual expenditures.

Analysis of In-Person Instructional Offerings

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

Based on state/local data and stakeholder input our district was able to maintain in person instructional offerings until March 2019. After the March 2019 our district moved into a distance learning model. Because we were in a technological transition within our district, we relied heavily on packet work. Our district held distribution and collection drive through times weekly to facilitate the change out of learning materials. Because our staff was required to report to campus for work, our district followed the CDC and CDPH guidelines for disinfection and sanitization. Likewise, the district purchased face shields, masks, gloves and sneeze guards to protect staff members. In March of 2021 our district returned to a AM/PM cohort hybrid model of instruction to finish out the 2020-2021 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
300 Chromebooks will be purchased to ensure all students TK-8 have access to a device connect with teachers and complete assignments and giving equal access to all.	\$90,000	\$83,850	Yes
40 connectivity hotspots will be purchased to insure families have access to the internet.	\$15,000	\$14,150	Yes
Screencastify to be purchased for teaching can record lessons that students can review when absent or review when needed.	\$1,500	\$1,500	Yes
Additional BIA time at Knightsen School to address the number of english language learner students participating in Distance Learning. 1 hour and 30 minutes daily increase	\$6,000	\$6,250	Yes
English Learner support staff, programs, and resources	\$75,000	\$82,250	Yes
Special Education support staff, programs, and resources	\$150,000	\$147,350	Yes

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

There was not a substantive difference between budgeted expenditures and actual expenditures.

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: Our distance learning program evolved from the packet delivery and pickup system we had at the conclusion of the 2019 - 2020 school year. In that time our district had purchased the equipment to help teachers and staff members facilitate

lessons in intervention online, wireless jet packs to assist families in connecting on the Internet, a substantial number of chrome books, and online programs to project a record lessons virtually. Because we wanted to limit the number of students online at any given time, our district elected to go with an a.m./p.m. cohort model. For the first two thirds of the school year most students were online in a distance learning format. With the exception of a few students with exceptional needs, students remain solely online. Packet materials were available for pickup and drop-off the front of our school office. Our school district was fortunate to have curriculum that had online components or could easily be adapted to meet the virtual needs of distance learners. Our newly adopted middle school English language arts curriculum had a strong online component as well as was able to offer professional development virtually. Staff, Council, parents club, student intervention and school board meetings were all able to be held online. As of March 2021 our district returned to an AM/PM Hybrid Model.

Access to Devices and Connectivity: Student families were surveyed for device need and internet connectivity. It was determined the district needed 20 addition hotspots on top of the 40 it originally purchased.

Pupil Participation and Progress: Teachers were in charge of monitoring and documenting pupil attendance, participation and progress. SST meeting and counseling services were rendered to those who were struggling with these aspects.

Distance Learning Professional Development: PD was held at the beginning of the 2020-2021 school year to bring staff up to speed on all aspects of google classroom, screen castify and necessary components on the Google platform.

Staff Roles and Responsibilities: Food Service and Transportation workers were repurposed to track and monitor student attendance and work completion.

Support Pupils with Unique Needs: Daily on campus instruction was offered to support students with unique needs.

Challenges: One of the challenges that our district faced was the connectivity and production of work from some students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Fastbridge Program and Assessment	\$12,000	\$12,000	Yes
Foundations/Wilson Reading Program	\$15,000	\$4,300	Yes
StemScopes	\$35,000	\$45,950	Yes
Moby Max	\$500	\$497	Yes
TK Reading Wonders Curriculum	\$2,500	\$1,202	Yes

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

There was not a substantive difference between budgeted expenditures and actual expenditures.

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.

Based on state/local data and stakeholder input: The Knightsen Elementary School District has relied heavily on the Fastbridge student assessment program for formative and summative student data. Our district is given student formative assessments on platform trimester to monitor progress. We have also continued to incorporate academic intervention services through our 1.5 FTE intervention teachers and staff of bilingual, special education and general education instructional aids. Our district has held a number of student SST, 504 and IEP meetings focused on addressing student programs that could potentially lead to learning loss. For some of our most at risk students, we have institutes a 5 day a week on campus program. Our district has also adjusted students online and in-person schedules to best accommodate their learning needs. In some cases we have found it necessary to change a students homeroom teacher, learning cohort and in come cases school in order to best support their learning needs.

Our school districts biggest challenge has been reaching the students who have remained in Distance Learning this entire year. Redirecting student attention, insuring online attendance and providing additional support outside of their cohort learning time has been a difficult to navigate. Given the varying degrees of connectivity and in-home parent support students are able to receive has

proven difficult to come up with all students on distance-learning. The district needed to individualize learning and connectivity supports as well as provide varying degrees of schoolwork accommodations and classroom time online to support some of the challenges are distance learners have faced this year.

A special focus and efforts were made to support students who were designated as ELD, socioeconomically disadvantaged, foster youth or homeless.

Analysis of Mental Health and Social and Emotional Well-Being

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

The district considered State/Local data and stakeholder feedback to consider the following: At the beginning of the 2020 - 2021 school year our district started with each student on distance learning. We provided our staff with information on what to look for regarding students experiencing emotional distress or trauma. Likewise, our staff has participated in suicide awareness training to hopefully get in front of any potential student distress. Our 1 FTE psychologist has put out monthly social emotional resources and activities as well as promoted wellness themed weeks throughout the school year. Both Psychologist and Counselor had held in person and virtual counseling meetings. Students who were not connecting or participating in class received personalized contact at home to support their social emotional well-being. Several times throughout the school year our school counselor has provided counseling services and intervention services directly at students homes. As we have progressed through this year, we have experienced varying concerns with regards to family and student mental health and social well being concerns.

I believe our biggest challenge this year has been identifying students in need of mental health and social emotional intervention. Many times this is taken the form of being disconnected from classroom activities or absenteeism from online or in person class. Given the nature and challenges of the pandemic our support staff has had to sort through the issues of this being a connectivity and engagement concern or a sign that mental health and social emotional well-being intervention is needed. Once we have identified a student or family in need rendering services has been very successful. In one or two cases families or students have ignored or refused contact from our school psychologist or counselor.

Staff were encouraged to take time during their day to walk outside, socially distance and collaborate in person. Likewise, our School Psychologist frequently put out updates and resources about the importance and methods of self care.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Knightsen Elementary School District has worked very hard to keep families engaged and informed throughout this pandemic. Our primary mode of communication with families have come in the form of emails sent directly from the district and or site principal. Weekly emails sent from classroom teachers. We have also stressed the importance of making telephone calls to connect with families who have not responded via email, classroom dojo, or messages sent via US Postal Service. District administration and counselor have conducted home visits to families who need personalized communication. Our district has sent out several parent, student and staff surveys to solicit information and feedback about how to best move forward and continue providing needed services. When surveying families about technology and connectivity needs, we have placed phone calls to every family to ensure that we had 100% family participation with the survey. Our school secretary, psychologist and counselor have reached out to our non-English

speaking families to ensure their voices are heard and needs are being met. At the beginning of the 2020 - 2021 school year our district held an in person parent University to bring parents up to speed on the distance learning program as well as address any questions or needs the family may have. This time was also used to describe how the online and in person programs were going to look throughout the school year.

One of our biggest challenges this school year has been to keep track of families who are in transition or who have moved outside of the district and sometimes state. Because we are in distance learning a families living situation was not always called into question. However, as we transition into hybrid learning we have found several families have moved. Although not a direct concern for this school year, this no doubt will be a major concern in years to come. Another challenge has been educating our parents about the intricacies of the Google classroom platform. We have spent a tremendous amount of effort to educate parents that there is a difference between "submitting" school work and "completing" school work. Both schools have managed to maintain active parents club and School Site Council virtually on some level. As a district we were not able to form or hold DLAC meetings for the 2020 - 2021 school year. Forming a DLAC committee will be a priority in the upcoming 2021 - 2022 school year.

Tiered Reengagement: Students that were missing were designated as Tier 2. During Tier 2 repurposed support staff reached out to families to check for connectivity and increased support. Students who continued to struggle were designated as Tier 3. These students received intervention from our school counselor and school psychologist.

Analysis of School Nutrition

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

The Knightsen Elementary School District has opened and facilitated one kitchen/food delivery point for the 2020- 2021 school year. Our district has taken advantage of the Seamless Summer Option in order to provide food for children ages zero through 18, regardless of enrollment status within our district. We have continued to use our same food vendor to deliver meals. Our biggest success is that we are able to feed all children free of charge. Several families within our school enrollment have taken advantage of this program. Likewise, many families from neighboring districts have access to our food service as well. Being that our breakfasts and lunches are delivered fresh, predicting the number of meals needed on any given week has been a challenge. With fluctuations in vacation schedules and family needs has proven difficult to predict the number of meals that will be handed out from week to week. Being a small district a small number of overrun can put our food service into a deficit. Likewise, when ordering to few meals, can cause us to turn families away and send them to neighboring districts for food services. With the limited number of meals we give out each week, opening up a second kitchen at our other school in the district is not feasible. Families from the Old River community must travel to Knightsen school in order to receive free breakfast and lunch. We have tried multiple times to reach out families about the seamless Summer option and free meals for students ages 0 to 18 in order to increase community participation. We posted on our social media page, district and school websites, as well as sent home parent updates with this information as well.



Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Purchase of a larger milk cooler. Because of our limited numbers, our food vendor is only delivering once per week. The size of our current milk cooler is too small to handle a full week in one shipment.	\$2,550	\$2,520	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchase of 60 wireless hotspots to provide students and staff working remotely access to the internet. Given our status of distance and hybrid learning, reliable internet access is critical to the educational process.	\$15,000	\$14,150	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchase of 300 Chromebooks for students that needed Distance Learning Devices at their homes.	\$90,000	\$83,850	Yes
Distance Learning Program (Access to Devices and Connectivity)	Increase student and staff connectivity by updating technology infrastructure at both school sites.	\$150,000	\$117,175	Yes
In-Person Instructional Offerings	Outdoor tables were purchased to create outdoor classrooms and work areas for students. With the ability to conduct small cohort classes, intervention and meeting outdoors poses much less risk to contracting COVID 19. State and County Health Department guidance highly recommends that activities be held outside to permit social distancing and avoid recirculated air to reduce the risk of contracting COVID-19.	\$10,000	\$10,000	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Continuity of Instruction)	Because of the technological requirements that our teaching staff must navigate, it was critical to provide our staff with computers that were current with Windows 10 and the Microsoft Office 365 suite of programs.	\$55,000	\$60,507	Yes
Distance Learning Program (Continuity of Instruction)	Purchase web cameras for teaching staff to provide distance learning instruction to their students.	\$4,000	\$3,564	Yes
Distance Learning Program (Continuity of Instruction)	Purchase document cameras for teaching staff to provide distance learning instruction to their students.	\$4,000	\$2,236	Yes
Distance Learning Program (Continuity of Instruction)	Purchase Screencastify for teaching staff to provide recorded lessons while distance learning instruction that protects the privacy of the students in the video recording.	\$1,500	\$1,500	Yes
In-Person Instructional Offerings	Purchase to make the gym a classroom for socially distanced learning options.	\$5,000	\$5,000	Yes
In-Person Instructional Offerings	Purchase to make the gym stage a classroom for socially distanced learning options.	\$10,000	\$7,095	Yes
School Nutrition	Food Service hours reaching out to families who qualify for free and reduced lunch services.	\$2,500	\$2,500	Yes

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

There was not a substantive difference between budgeted expenditures and actual expenditures.

Overall Analysis

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

The pandemic of 2019 and 2020 has forever changed public schools. Out of necessity our district evolved to embrace technology in education. We have vastly increased our student and staff access to the Internet. Likewise, have looked to more online resources for intervention support in various parts of our curriculum. In our 2021 - 2024 LCAP we have looked to broaden the scope of our goals and clearly define their intent. By having three goals that focus on 1- Conditions of Learning, 2- Student Outcomes, and 3 - Student and stakeholder engagement will help us categorize actions and services to support every one of our students. With the vast number of technology devices we have purchased over the past year our district will have to prioritize a replacement plan to e replenish end-of-life devices within upcoming years. Likewise, our district will work to continue with professional development to support online resources and technology with our students and staff.

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

Through the process of distance learning and coming back into a hybrid model has come lessons in how to service students off campus. We have learned that students can readily access information and also have live interaction online with teachers and support staff. This will give us the ability to conduct counseling and interventions while students are not on campus. This will greatly assist us in our ability to service students on home and hospital, have students study team meetings with parents who are not readily available, easily connect for individualized education and 504 meetings, as well as extend the school day remotely for students with unique needs. We will be able to provide Internet access and devices to students who lack connectivity. While students are on campus, we have increased the number of certificated and classified FTE hours to support pupils with unique needs who have experienced learning loss. Our district will continue to use the Fastbridge student data and assessment platform to monitor student progress. The formative and summative testing we conducted throughout this year has been a tremendous help in identifying specific students in targeted demographics in need of additional support. This platforms use will be ongoing to ensure we are making progress with our who have the greatest need with focus on our foster youth, English and low income learners.

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

There was not a substantive difference between budgeted expenditures and actual expenditures.

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.

In 2018 a new superintendent of schools came into the Knightsen Elementary school district. Likewise, the Knightsen Elementary school principal position was consolidated into one principal superintendent. Since that time we have had a new principal at old River elementary/special education director come into our district. In almost 3 years the entire districts administrative staff has changed over. With this changeover of administration has also come a changeover and how the state of California assesses student achievement and growth, thus bringing us to the data dashboard. Our districts internal systems of student progress monitoring and assessment have been streamlined down to a few commonly used platforms. These common assessments are given across all grades spans and allow our staff to have meaningful dialogue about student need and performance. Likewise, a common student data and assessment platform is being used districtwide. In the recent years since the previous LCAP, our district has partnered for staff development with the County office of education and have focused on initiatives impacting our students countywide. Because of this common language and development, our LCAP goals have shifted from targeted goals focused on district values to broader goals focused on student support and need. Through the analysis of the 2019-2020 LCAP results and analysis goals for the 2020-2021 LCAP have been developed.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

- Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
- To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	685,771.00	642,266.00
Federal Funds	4,650.00	4,090.00
General Fund	30,000.00	30,000.00
Locally Defined	181,315.00	169,951.00
Lottery	6,500.00	3,850.00
Not Applicable	0.00	0.00
Other	0.00	6,580.00
Special Education	4,000.00	4,009.00
Supplemental	383,570.00	356,751.00
Title I	71,736.00	59,183.00
Title II	4,000.00	7,852.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	685,771.00	642,266.00
0000: Unrestricted	40,000.00	40,000.00
0001-0999: Unrestricted: Locally Defined	71,736.00	0.00
1000-1999: Certificated Personnel Salaries	186,978.00	249,755.00
2000-2999: Classified Personnel Salaries	156,370.00	159,084.00
3000-3999: Employee Benefits	19,072.00	21,967.00
4000-4999: Books And Supplies	28,200.00	33,785.00
5000-5999: Services And Other Operating Expenditures	169,915.00	131,095.00
5800: Professional/Consulting Services And Operating Expenditures	13,000.00	6,580.00
Not Applicable	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	685,771.00	642,266.00
0000: Unrestricted	Supplemental	40,000.00	40,000.00
0001-0999: Unrestricted: Locally Defined	Title I	71,736.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funds	3,150.00	3,150.00
1000-1999: Certificated Personnel Salaries	Supplemental	180,328.00	181,296.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	59,183.00
1000-1999: Certificated Personnel Salaries	Title II	3,500.00	6,126.00
2000-2999: Classified Personnel Salaries	General Fund	30,000.00	30,000.00
2000-2999: Classified Personnel Salaries	Locally Defined	72,200.00	58,766.00
2000-2999: Classified Personnel Salaries	Special Education	4,000.00	3,100.00
2000-2999: Classified Personnel Salaries	Supplemental	50,670.00	67,218.00
3000-3999: Employee Benefits	Locally Defined	0.00	19,832.00
3000-3999: Employee Benefits	Special Education	0.00	909.00
3000-3999: Employee Benefits	Supplemental	19,072.00	0.00
3000-3999: Employee Benefits	Title II	0.00	1,226.00
4000-4999: Books And Supplies	Federal Funds	1,500.00	940.00
4000-4999: Books And Supplies	Locally Defined	200.00	19,981.00
4000-4999: Books And Supplies	Lottery	6,500.00	3,850.00
4000-4999: Books And Supplies	Supplemental	19,500.00	8,514.00
4000-4999: Books And Supplies	Title II	500.00	500.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	108,915.00	71,372.00
5000-5999: Services And Other Operating Expenditures	Supplemental	61,000.00	59,723.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	6,580.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	13,000.00	0.00
Not Applicable	Not Applicable	0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	214,615.00	207,203.00
Goal 2	12,900.00	11,239.00
Goal 3	407,306.00	374,514.00
Goal 4	50,950.00	49,310.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$55,000.00	\$43,060.00
Distance Learning Program	\$337,500.00	\$335,350.00
Pupil Learning Loss	\$65,000.00	\$63,949.00
Additional Actions and Plan Requirements	\$349,550.00	\$310,097.00
All Expenditures in Learning Continuity and Attendance Plan	\$807,050.00	\$752,456.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$55,000.00	\$43,060.00
Distance Learning Program	\$337,500.00	\$335,350.00
Pupil Learning Loss	\$65,000.00	\$63,949.00
Additional Actions and Plan Requirements	\$349,550.00	\$310,097.00
All Expenditures in Learning Continuity and Attendance Plan	\$807,050.00	\$752,456.00



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Knightsen Elementary School District	Harvey Yurkovich Superintendent/Principal	hyurkovich@knightsen.k12.ca.us (925) 626-3301

Plan Summary [2021-22]

General Information

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

The Knightsen Elementary School District is located within a small farming community that has a long history of dedication to our students. The Knightsen Elementary School district consists of two elementary schools; serving 605 students in grades TK-8. The first school, Knightsen Elementary, in our district was founded in 1868. Our community has been a positive influence on our campus and in our classrooms. With the ongoing relationship, the community has supported our district for more than 150 years. The strong sense of community within the Knightsen Elementary School District is what makes our district unique and highly sought after for the growing number of families in the area.

We have very active Parent-Teacher Clubs and School Site Council committees at both school sites that each provide invaluable support for our students. In the past 30 years, our school district has been open to transfer students from other local school districts. The schools within our district are highly sought-after, often resulting in waiting lists for students to enroll and attend. Currently, 30% of our students come from surrounding districts.

Changes that district has implemented over the years include:

- In 2016-2017 Old River Elementary School was re-opened to assist in the growth the district had been experiencing with student enrollment.
- In 2018-2019 the District received a new Superintendent as well as restructured the staffing in the business office. The Accounts Payable/Receivable-Payroll, Administrative Assistant/HR position and Data Clerk positions were created to assist with the central office responsibilities and school systems.
- In 2018-2019 the Knightsen School Board of Education elected to consolidate the Knightsen School Principal and Superintendent into one position. Principal/Superintendent Yurkovich was the first Superintendent hired from outside the district in 30 years, however returned "home" after spending his elementary years and growing up in the district.
- In the 2020-2021 school year, a new administrator was hired into the Principal/SPED Director role to facilitate leadership for Old River Elementary School and the Knightsen district.
- May of 2021 the Board of Trustees moved to reinstate the principal position at Knightsen School.

Old River Elementary 2020 data from California School Dashboard

Enrollment 286

Socio Economically Disadvantaged 21.7%

English Learners 9.8%

Foster Youth 0%

Hispanic 32%

White 47%

Knightsen Elementary 2020 data from California School Dashboard

Enrollment 319

Socio Economically Disadvantaged 37.9%

English Learners 20.7%

Foster Youth 0.3%

Hispanic 43.6%

White 44.8%

Reflections: Successes

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

In March of 2020 the district was forced into distance learning in order to finish the 2019-2020 school year. The method of delivering instruction largely included packet pick up and drop off along with online instruction. Over the summer of 2020, our district purchased 350 chrome books to support student learning. Likewise, the district purchased 60 internet hot spots and has installed access points into each classroom. The district is also proud to be able to offer free guest Wi-fi that can be accessed anywhere on campus.

Both KES and ORE PTC's have held virtual meetings to discuss how to stay connected to the school community. Likewise, we have had the ability to connect with families online and conduct classes. This has given us the ability to be more efficient and flexible how, when and where we can connect with parents. With this technology and experience we can now connect with students, their families and other staff members remotely off campus. These changes in technology and practice will have positive impacts on after school intervention, connecting with students on home and hospital, facilitating SST's, 504 and IEP meetings beyond the pandemic. Throughout the 2021 school year we have held our staff and grade level meetings virtually online. Both Google and Microsoft platforms are being used to help stay connected and share information while being required to distance, meet virtually and quarantine.

Because of the global pandemic, only Knightsen School was able to complete state testing. Old River Elementary was unable to complete testing because of the mandate to physically close public school campuses.

Knightsen Elementary School 2019 Data

Chronic Absenteeism - 4.8% Yellow

Suspension decreased by 1.6% - Yellow

ELA increased 8.5 point - Yellow

Math Increased 3.6 points - Yellow

EL Progress - High progress level - 50.9% made progress toward ELA proficiency.

Old River Elementary School
Chronic Absenteeism - 5.0% - Green
Suspension decreased by 1.4% - Orange
ELA Maintained - Yellow
Math Increased by 5% - Green
EL Progress - High progress level 76% making progress toward ELA proficiency.

Over the past three years, the Knightsen School District has focused on bringing families into the school. We have held family events for parents and students to increase the school-home connection. These events have gotten new parents to serve on the planning committees and several of the events are now traditions.

Knightsen's greatest progress on the CA Data Dashboard was in the area of suspension. Knightsen School District scored Green on Chronic Absenteeism of all students, white students and Students of two or more races. With respect to suspension rates, Students with Disabilities and White students were classified as green.

Knightsen's Special Education Department is not in PIR with SELPA or the CDE.

For English Language Arts, the All Students categories maintained in the yellow tier indicator

For Mathematics, All Students climbed from Orange to Yellow and Students with Disabilities went from Red to Yellow. White students climbed from yellow to green indicators.

The community continues to hold a high regard for our students having opportunities to participate in visual arts. Last year we have a new teacher for our Fine Arts Mini Experience lessons (FAME). During the 2020-2021 school year, this program did not take place due to campus being shut down, in distance and hybrid learning. We look forward to reinstating this program in order to provide all students the opportunity to do the art activity on a set day, all materials provided, and where all classes were gathered and participated in a very focused, happy atmosphere. Parents have joined in as volunteers to keep things running smoothly. The finished work is then displayed in the gym for all to see and enjoy.

We are finishing our seventh year of advanced math. As a result of students being able to commit to taking advanced math with no prerequisite the demographics of the class has changed both in its ethnic and socioeconomic status makeup. Being that we had a wholesale shift to online learning, we were able to combine AIM classes from both school sites. Because of this consolidation of classes, we were able to streamline the curriculum and have district wide lessons to support our advanced math learners.

With 2016-2017 being the first year of a comprehensive, designated ELD pullout program that supports the language arts curriculum and is taught by a credentialed teacher, beyond the embedded ELD that is provided in the general education classroom. Grades 1-4 students continued to receive pull-out ELD in the 2019-2020 school year.

Kindergarten classes will receive paraprofessional time in their class for the first trimester. Bilingual Aide time will be provided during ELA instruction group time as needed. In the 2021 school year, teachers in grades 4-8 will be provided a dedicated intervention teachers focused on mathematics intervention and instructional support at Knightsen School.

All Local Indicators were met. The District is using the State Board of Education (SBE) adopted self-reflection tools to measure the implementation of state adopted standards (Priority 2) and parent engagement (Priority 3).

The District uses and administers the California Healthy Kids Survey to measure school climate on an annual basis (Priority 6). As part of the 2021-2022 LCAP the District will continue the adopted Wilson Language Foundations program for grades K-3. The Foundations program is a systematic program in foundational reading skills. A District modified version was used in kindergarten prior to the 2019-2020 school year. As of this school year the Kindergarten will be using the Foundations program to fidelity (Priority 7). The District will provide training to all teachers using the Wilson Language Foundations program.

The Foundations program is used in concert with our Reading Wonders ELA curriculum. This is due to Foundations not address Common Core reading comprehension in the depth we would expect. While we are using the Wilson and Reading Wonders program District wide with all students, it is primarily directed at improving the reading proficiency of our subgroup populations who have historically scored below the levels of our non-Hispanic, higher socio-economic status students (Priority 7).

We have looked to the past LCAP to determine what our success have been and are continuing to build upon them in this new version.

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.

We have developed LCAP goals to address gaps in education and systems we have found through various data measures.

As per the 2019 Data Dashboard, although numbers are low, suspension rates are in the orange category.

KES EL Progress - 20.7% ELL - High progress level - 50.9% made progress toward ELA proficiency.
ORE EL Progress - 9.8% ELL - High progress level - 76% making progress toward ELA proficiency.

Math ORE - 11.4 points below the standard Green
Socioeconomically Disadvantaged - Orange
Hispanic - Yellow
Too small of a sample size for Students with Disabilities

Math KES - 40.4 points below the standard Yellow
Students with Disabilities - Red

Socioeconomically Disadvantaged - Orange Hispanic - Yellow

Because of the number of new staff coming on board, the district will look to offer training to teaching and support staff for curriculum programs the district has subscribed to. Foundations, Fastbridge and Wilson curriculum will be the focus of professional development with regard to curriculum

Knightsen's greatest needs are in the areas of ELA and Mathematics performance for our students labeled as Socioeconomically Disadvantaged. Both indicators are in the orange level. Likewise, Students with Disabilities are in the orange category for English Language Arts.

There is a discrepancy between not only the number of students in the ELD program at each school, but also the percentage of those progressing toward ELA proficiency. Knightsen School has over double the percentage of ELD students compared to Old River. Likewise, Knightsen School has just over 50% of those students compared to 76% who are at Old River.

The District continues to invest in providing intervention services to students during the school day. Over the past three school years, our district has offered very limited intervention services after school.

This year we focused on refining our Response to Intervention (RTI) Along with implementing Universal Access/Workshop time in our ELA classes. The District will continue implementing the Foundations program in our TK – 4 classrooms. This program is a research-based program directed at preventing students from developing common reading problems that inhibit decoding skills.

Next steps for Language Arts and Math include Collaborative Learning Time (CLT) Wednesdays for teachers to work together in teams to ensure that units, assessments and rubrics are designed at the appropriate level of rigor to ensure that all students are moving towards proficiency on the CAASPP.

The bulk of the work for 2019-2020 is to ensure that teacher ensure the expectation that students are answering verbally in complete sentences with the next step of students answering with a second sentence. As a staff we have also been working hard on student engagement strategies. This is an ongoing focus started in the 2018-2019 school year. These are the basis to begin our ultimate focus on good first-time instruction for all students.

Being that we have transitioned from the common core learning team to English language arts and mathematics leads our professional development areas look different. We currently have partnered with the Contra Costa County Office of Education have an educational specialist come in and guide our professional development. Much of our professional development has circled around student engagement and answering incomplete sentences. We have also had conversations and have given examples to our staff about providing a workshop model/universal access time for our students. Our ultimate goal is to have an effective and vibrant tier 1 and two intervention model inside the general education classroom. To support mathematics, our math lead has guided us a series of number talks to assist students in processing mathematical equations and concepts.

State testing - In 2020-2021 school year, administering the CAASPP assessment was not feasible for our district. The KESD has administered the Fastbridge assessment across all grade levels. The CAST was administered in grades 5 and 8. Analysis of this data will need to be conducted to target intervention efforts.

Chronic Absenteeism Indicator - All Students - Green. English Language Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic all listed Orange. Very limited data set considering small number of suspensions. Restorative Justice model being implemented.

LCAP Highlights

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

Our LCAP Goals have been refined down to three essential needs for students to be successful. The first being a safe and well maintained condition of learning. This encompasses all aspects of school from learning conditions within the classroom to access to learning materials and sound instruction.

Goal 1: Conditions of Learning - Provide students with access to rigorous state academic standards, relevant learning tools, research based instruction, and safe/well maintained facilities; and engage educators in professional learning in an inclusive climate for students and their families, so that all students have opportunities to be successful and connected to their school.

The second aspect is the Pupil Outcomes goal. Use students centered, data driven and research based decision making to focus on how to continually foster student success. This goal encompasses many of our alternative curriculum, instructional aide, counseling/psychological supports, data collection, curriculum enhancements, and access to additional services.

Goal 2: Pupil Outcomes - Provide all students with a rigorous instructional program that prepares them to innovate and problem solve, collaborate with others, and communicate their ideas effectively; and reduce the disparity in academic performance between state identified groups of students.

This goal is designed to guide the district into reaching out to engage the many stakeholders involved in running a school district. This goal encompasses the district's need to provide counseling, character education, training, translation services and access to staff and administration to foster personal and academic growth of the students.

Goal 3: Stakeholder Engagement - Cultivate a positive school environment and system of supports for student personal and academic growth; and build on the engagement of parents as stakeholders in their child's education.

Because we are a K - 8 school district not all of the CA State Priorities and Metrics apply. For the purposes of this LCAP you will not see metrics on the following State Priorities:

Priority 4: Pupil Achievement

- 4.B. Percentage of pupils who have successfully completed A-G requirements
- 4.C. Percentage of pupils who have successfully completed CTE courses from approved pathways
- 4.D. The percentage of pupils who have successfully completed A-G requirements and CTE courses from approved pathways
- 4.G. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher
- 4.H. The percentage of pupils who participate in, and demonstrate college preparedness

Priority 5: Pupil Engagement

- 5.D. High school dropout rates
- 5.E. High school graduation rates

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.

There are no schools in the Knightsen Elementary School District that are eligible for comprehensive support and improvement

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.

Many stakeholder groups were engaged with in the building of this LCAP. During this pandemic, our district sent home no less than 12 surveys to students, families, teachers, support staff, and administration to ask for feedback and guidance through this pandemic. Survey encompassed everything from educational technology, student socio emotional well being, work- load and additional needs for learning. Both school sites within the district have held PTA, SSC, Parent Universities throughout this year. The districts held a Q and A session for stakeholders to submit questions and comments about the pandemic, student learning loss and future plans beyond. Likewise, the district held grade level meetings one to two times a month to discuss the successes and needs of students and staff to best move forward. The district has also met with labor partners, SELPA and Parents Clubs to discuss foreseeable needs.

The Board of Trustees received several updates and presentations from the superintendent regarding student, parent and staff feedback and needs moving forward.

The Single Plan for Student Achievement (SPSA) which directs school improvement efforts, implementation of programs & their funding will be considered when building this LCAP. By reviewing student achievement data and progress toward proficiency, we will engage with students responses to our district's educational practice.

The district will publish the DRAFT LCAP on their webpage for stakeholder feedback prior to bringing it to a public hearing then move forward for board approval.

Our district has had difficulties maintaining a functioning ELAC committee. We have held cultural events to have informal conversations to seek feedback in development of the LCAP goals presented in this report.

A summary of the feedback provided by specific stakeholder groups.

Overall students, and staff reported feeling safe at school felt to have a sense of belonging in the school community. Likewise, respondent's overall felt our district promotes caring concern for the students while setting the bar high for expectations of learning. Over 75% of our students reported that schools and classrooms were in good condition. 97% of our staff and 100% of parents reported campuses classrooms being clean.

Our parents clubs have been active and continued to fundraise for special projects at school through the shut down. They are eagerly anticipating a reopening of school. Both PTC's are planning their calendar for next year which are incorporating many of the events prior to the pandemic. The KPTC has created a subcommittee to look in having the pool restored and brought up to code.

The School Site Council shared that they would like to see a focus on targeted interventions once we returned to school. Likewise, after school interventions were a priority.

One of our biggest areas of focus is with our English language learners. As a district, we will have to focus on English language development strategies both inside the classroom and in small group settings. Likewise, we will need additional bilingual aid help for this demographic.

Parent and staff stakeholders have commended district in their communication throughout this pandemic. The district will continue to use email, website, and social media to communicate with stakeholders.
Board Meetings

Back to School Nights
Parent University

Parent LCAP Survey - 3/17/2020
Home Technology Survey to Parent - 3/19/2020
Distance Learning Parent Survey - 4/24/2020
Return to School Survey - 07/08/2020
Return to School Survey pt. 2 - 07/20/2020
First Day with Students Online -7/27/2020
Distance Learning 2.0 Parent Survey - 9/02/2020
Updated Return to School Survey - 12/08/2020
Stakeholder Feedback Survey--SPSA Goal Development - 2/15/2020
LCAP Staff Survey - 4/28/2021
LCAP Student Survey - 4/28/2021
LCAP Parent Survey - 4/28/2021 (English and Spanish)

Data Tracking:
KESD RtI Spreadsheet 2019-2020

In addition, the ORE School Site Council has met on the following dates to discuss the school plan, and potential schoolwide action goals:
11/09/2020
12/17/2020
03/29/2021

KES -
1/12/21
2/23/21
One additional attempt at meeting did not result in a quorum

School site Principals were consulted in the development of these LCAP goals.

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

There were many parts of this LCAP that were influenced through our stakeholder input. First and foremost the need for social emotional work in counseling when returning to school from the pandemic. Our district has brought on a full-time will psychologist and a part-time counselor. The district will be looking to increase counseling services available for its students through the use of MFT intern services.

As a result of staff input, the district is looking to hold several staff developments for both certificated and classified employees. The topics will not only focus on the curriculum that is being used, but also social emotional awareness, and positive supports of behaviors of students transitioning back into the classroom. These topics came as concerns from not only staff but parents and labor partners as well.

As a result of students and staff feedback, the district will also begin to vet alternative learning supports for students who need extra assistance in reinforcement of their foundational skills. The recommendations for these come by way of staff recommendation.

As a result of the School Site Council and PTC meetings, after school interventions will be a focus for our district. This is a practice that the district is had moved way from in the past few years. However, given the expected learning loss we more than likely will have had during the pandemic a need for extended time at school has come from our parent community.

Goals and Actions

Goal

Goal #	Description
1	<p>Goal 1: CONDITIONS OF LEARNING: Provide students with access to rigorous state academic standards, relevant learning tools, research based instruction, and safe/well maintained facilities; and engage educators in professional learning in an inclusive climate for students and their families, so that all students feel safe and have opportunities to be successful and connected to their school in a positive learning environment.</p> <p>State Priorities - LCFF Priority 1.A., 1.C. - Basic Services LCFF Priority 2.A. - Implementation of State Standards LCFF Priority 6.C. - School Climate LCFF Priority 7A., 7.B. - Course Access</p>

An explanation of why the LEA has developed this goal.

The district developed the goal by acknowledging that he students basic needs of a safe and sound learning environment is the critical foundation to academic and social emotional growth. This goal goes well beyond a safe and well maintained facility. It focuses on the social emotional environment the student must operating as well as engaged and well-trained staff to support them.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1. Maintain facilities systems such as HVAC, Sewer, Water in safe, working order as measured by the FIT. Facilitates Inspection Tool (Priority 1.C.)	100% of school facilities met the "Good Repair" standard as measured by the FIT per the 2020-2021 school year.				Maintain 100% of school facilities meeting the "Good Repair" standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey (6.C)	2019 California Data Dashboard - Maintain score of 72% of 7th graders reported high or moderate school connectedness				Improve score by 5%
Implementation of Academic Standards as measured by local indicator, California Data Dashboard (Priority 2.A.)	Career technical Ed 3 Phys Ed module Content Standards 4 World Language 1 Health Ed. Content Standards 3 Visual and Performing arts 5 2019 California Data Dashboard				An average of one point higher in the implementation of standards
Appropriately assign District certificated teaching staff to classrooms that suit their subject area of credentialing. As measured by local indicator California Data Dashboard (Priority 1.A)	Zero missed assignments on the 2019 California Data Dashboard				Maintain zero missed assignments
Every pupil has access to district approved and state aligned curriculum as measured by local indicators 1.B.	Students with out access is 0% as measured by 2019 Data Dashboard state indicator				Maintain 0% of students without access.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain facilities systems	Keep HVAC, Sewer, Water in safe, working order.	\$134,278.00	No
2	Lead Maintenance and Operations Position	Continue with position	\$97,681.00	No
4	Student and Visitor Sign-In /Sign-Out	Continue Ident A Kid system for tracking students, visitors, and volunteers coming and going from campus.	\$680.00	No
5	Emergency communications system	Study cost effective and reliable options for effective communications to support emergency and disaster preparedness efforts	\$15,000.00	No
6	Free bus passes	Continue to offer bus passes to our low socioeconomic students to provide access to school and home	\$48,000.00	Yes
7	Provide board approved curriculum	Provide students access to board approved curriculum	\$40,000.00	No
8	Provide staff training	Provide appropriate training to such as Keenan Safe School/exceptional child, and other professional development	\$15,000.00	No
9	Appropriate staffing to support student needs	Appropriate staffing to support student needs. SPED, BIA, Gen Ed. Aide support, Reinstate Principal position at Knightsen School	\$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Professional Development for all staff	Professional Development will be held for all staff to ensure support models are understood for students, how and where to report such concerns, the districts plan to support students, and everyone's role in an emergency situation	\$10,000.00	No
11	Maintain adequate sanitization and disinfecting supplies	Maintain adequate sanitization and disinfecting supplies.	\$10,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>Goal 2: PUPIL OUTCOMES: Provide all students with a rigorous instructional program that prepares them to innovate and problem solve, collaborate with others, and communicate their ideas effectively. The district will reduce the disparity in academic performance between state identified groups of students by providing students access to rigorous state academic standards, research based instruction and relevant learning tools.</p> <p>State Priorities - LCCFF Priority 2.B.- Implementation of State Standards LCCFF Priority 3.C. - Parent Involvement LCCFF Priority 4.A., 4.E., 4.F. - Student Achievement LCCFF Priority 5.A., 5.B. - Student Engagement LCCFF Priority 7.A., 7.B., 7.C. - Course Access LCCFF Priority 8.A. - Student Outcomes</p>

An explanation of why the LEA has developed this goal.

The school is needed ensure that all students are met with a program that is not only challenging but engaging and supporting as well. The district will use student achievement data to determine where to allocate resources and personnel support to assist struggling students. The district has access to and will use the state and board adopted curriculum as well as monitor student progress in the fast bridge assessment platform. This goal will drive our processes in building a robust and Multi-Tiered System of Support (MTSS) model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC and EL reclassification rate. (Priority 4.E.) (Priority 4.F.)	As per the 2019 California Data Dashboard, 56.8% are making progress towards proficiency				Increase proficiency rate by 3.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rate (Priority 5.A.)	Student ADA percentage is 96.37% as measured by SIS.				Increase Student ADA by 2%
Continue the use of Foundations, Renaissance, and Wilson program in grades K-3, Reading Wonders in grades 4 - 6, as measured by administrative observation walk through and sharing of classroom implementation during grade level meetings as measured by meeting agenda. (Priority 7.A.)	Monthly grade level meetings to discuss curriculum				Maintain regular monthly meeting time
Percentage of unduplicated students with access to additional support and curriculum (Priority 7.B.)	100% of Unduplicated students have access to additional support and curriculum for 2020				Maintain 100% of Unduplicated students with access
Percentage of in Special Education with access to additional support and curriculum (Priority 7.C.)	100% of students in Special Education have access to additional support and curriculum in 2020				Maintain 100% of students in Special Education with access
Percent of English Learners with access to additional support	Current District staffing is 7.0 Hr/Day Bilingual Aide time. In				Maintain 11.0 hours of Bilingual Aide time per day

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and curriculum (Priority 2.B.)	2020-2021 district increased by 4.0 hours/day for a total of 11.0 hours per day.				
All students will complete FAME Fine Arts Mini Experience once per trimester (Priority 8)	District has 3 FAME Lessons scheduled on student activity calendar annually as of 2019				Maintain annual FAME dates on student activity calendar.
District will provide SELPA training as per Parent University Training Agenda (Priority 3.C.)	The district have not provided SELPA training for parents at this time.				District will provide one SELPA training for parents per year
Chronic Absenteeism Rate as indicated on California Data Dashboard (Priority 5.B.)	District Chronic Absenteeism Rate 4.9% as measured by the California Data Dashboard 2019				District will decrease Chronic Absenteeism by 1.0%
Statewide Assessments As measured by CAASPP ELA and Math assessments (Priority 4.A.)	43.81% ELA Met or exceeded standard 38.30% Math Met or exceeded Standard As measured by CAASPP 2019 Dashboard				Raise both ELA and Math Scores by 10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Comprehensive English Language Development	Continue .5 teacher to provide a comprehensive English Language Development program for English Language Learners.	\$86,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
	program for English Language Learners.			
2	Increase 1.5 Intervention Teacher FTE to 2.7 FTE	Increase 1.5 Intervention Teacher FTE to 2.7 FTE	\$254,300.00	Yes
3	Student recognition assemblies	Conduct student recognition assemblies each trimester	\$3,000.00	No
4	Training for Fundations/Wilson and Renaissance in grades K-3.	This action supports low income students by increasing overall achievement on foundational reading skills.	\$8,000.00	Yes
5	Provide professional development for Screen Castify and Fastbridge	Provide professional development for certificated staff regarding the implementation of the Screen Castify and Fastbridge for increased participation of unduplicated students.	\$13,000.00	Yes
6	Technology replacement plan	District will approximately fund classroom technology replacement plan.	\$33,500.00	No
7	Subscriptions and curriculum principally directed to support unduplicated students.	District will maintain unique subscriptions and curriculum principally directed to support unduplicated students.	\$12,000.00	Yes
8	Additional classroom chromebooks	Purchase of additional classroom chromebooks.	\$10,500.00	No
9	Students with exceptional needs will be provided access to the District intervention, technology and general education	Students with exceptional needs will be provided access to the District intervention, technology and general education program when the IEP team determines that participation in these services is appropriate for the student's IEP goals.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
	program when the IEP Team determines that participation in these services is appropriate for the student's IEP goals.			
10	Instructional Assistant support in language arts and math courses to assist English Learners, low income and foster youth.	Continue Instructional Assistant support in language arts and math courses to assist English Learners, low income and foster youth.	\$100,000.00	Yes
11	Provide professional development in Microsoft 1 Drive and functions.	Provide professional development in Microsoft 1 Drive and functions.	\$2,000.00	No
12	Provide Science, Technology, Engineering, Arts, and Math (STEAM) experiences for all students once a trimester	Provide Science, Technology, Engineering, Arts, and Math (STEAM) experiences for all students once a trimester	\$3,000.00	No
13	District will provide SELPA training	District will provide SELPA training	\$2,000.00	No
14	Provide 1.0 FTE Librarian to staff district libraries.	Provide 1.0 FTE Librarian to staff district libraries.	\$40,000.00	No
15	Provide instructional aide support 3 hours a day to TK and K for Trimester 1.	Provide instructional aide support 3 hours a day to TK and K for Trimester 1.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
16	Participate in the local SARB consortium	Participate in the local SARB consortium to address behavior and attendance issues	\$1,800.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	<p>ENGAGEMENT: Cultivate a positive and inclusive school environment that acts as a support for student personal and academic growth. The district will and build on the engagement of students, parents and staff members as stakeholders in education so that all students have opportunities to be successful and connected to their school.</p> <p>LCFF Priority 3.A., 3.B., 3.C. - Parent Involvement LCFF Priority 4.A. - Pupil Achievement LCFF Priority 5A., 5.B., 5.C. - Student Engagement LCFF Priority 6.A., 6.B. - School Climate LCFF Priority 8.A. - Other Pupil Outcomes</p>

An explanation of why the LEA has developed this goal.

A variety of ongoing stakeholder input is necessary to guide services and resources within the district. Through a relationship built on trust and respect, stakeholders will feel comfortable providing genuine input which will be a part of the decision making process. This includes providing opportunity to have access and dialogue about the systems and services in place within the school district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Provide opportunities for parent participation at all sites through involvement in School Site Council, LCAP Advisory, ELAC, DELAC, Special Education, classroom volunteerism site parent meetings	Opportunities will be measured by meeting current site and district activity calendar as of 2019				District will maintain current number of parent participation opportunities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3.A.) (Priority 3.B.) (Priority 3.C.)					
Middle school drop out rate (Priority 5.C.)	Currently there are 0% of middle school drop outs as measured by SIS Data 2019				District will maintain a 0% middle school drop out rate.
Student Suspension/Expulsion Rate (Priority 6.A.) (Priority 6.B.)	Suspension rate is 2.9% district wide. Expulsion rate is 0.0% as measured by 2019 California Data Dashboard				District will lower suspension rate by 0.9%. District will maintain a 0.0% expulsion rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	"Coffee with Principal" meetings	Implement quarterly "Coffee with Principal" meetings at both sites.	\$1,000.00	No
2	Opportunities for parent participation at all sites through involvement in School Site Council, LCAP Advisory, ELAC, DELAC, classroom volunteerism and site parent meetings	Provide opportunities for parent participation at all sites through involvement in School Site Council, LCAP Advisory, ELAC, DELAC, classroom volunteerism and site parent meetings	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Work with parents club or committee to assist with providing two family night activities per school year.	Work in association with parents club or committee to assist with providing two family night activities per school year.	\$1,000.00	Yes
4	2 family activity nights for Spanish speaking families	Hold at least 2 family activity nights for Spanish Speaking families	\$1,500.00	Yes
5	The district will work with outside organizations to provide facilities and outside use agreements to entities that service students within the district.	The district will work with outside organizations to provide facilities and outside use agreements to entities that service students within the district.	\$2,000.00	No
6	Student recognition for, Honor Roll, Honor Society, perfect attendance, Happy Gram/Otter Prop once a trimester.	Students will be recognized by the school principal for, Honor Roll, Honor Society, perfect attendance, Happy Gram/Otter Prop once a trimester.	\$3,000.00	No
7	Maintain a "language line"	District will maintain a "language line" to assist with translations principally directed to assisting no English speaking families.	\$1,500.00	Yes
8	Maintain 0.2 counselor to support social emotional needs	District will maintain 0.2 counselor to support social emotional needs	\$35,000.00	Yes
9	1.0 FTE School Psychologist to	District will employ 1.0 FTE School Psychologist to support unduplicated students	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	support unduplicated students			
10	District will explore partnering with local university to gain access to MFT Interns	District will explore partnering with local university to gain access to MFT Interns	\$70,000.00	Yes
11	Hold parent university workshops	District will hold parent university workshops to provide training for parents with respect to assisting students with home work, access features of curriculum and social emotional support	\$17,000.00	Yes
12	Maintain and train staff on Tiered / RTI model	District will maintain and train staff on an organized and clearly articulated Tiered / RTI model	\$3,000.00	Yes
13	Create and maintain a multi tiered system of support plan.	District will create, train staff and maintain a multi tiered system of support plan.	\$5,000.00	Yes
14	District will support a VAPA (visual and performing arts program)	Include FAME is the description for this action	\$10,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.15%	309,254

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

Required Descriptions

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

The Districts Socioeconomically Disadvantaged / Foster Youth have shown a great need of academic support via California Data Dashboard. - Addition of 1.2 FTE Intervention teacher - Provides additional support beyond the general education classroom. Goal 2, Action 2. \$120,000

Because our English Language Learner students have shown the need for additional classroom support the district through the California Data Dashboard, the district will increase in Bilingual Aide support time at both school sites by 2 hours each site. Goal 2, Action 10. \$100,000

The district will hold 2 family nights to assist students in our English Language Development Program. Goal 3. Action 4 \$1,500

Because our Socioeconomically Disadvantaged demographic has shown a disproportionate amount of negative attendance, the district will offer free bus passes will continue to be offered to eligible students and support families as measured by family survey prior to the start of the school year. Goal 1, Action 6. \$48,000

Because our English Language Learner students have shown the need for additional classroom support the district through the California Data Dashboard, the District will maintain unique subscriptions and curriculum principally directed to support unduplicated students. Goal 2, Action 7. \$12,000

District will hold 2 parent university nights to assist families of unduplicated students. Goal 3. Action 11 \$17,000

Because of the difficulty receiving stakeholder input from our English Language Learner families, the District will hold at least 2 family activity nights for Spanish speaking families to increase connectivity with their school and to increase parent involvement from this demographic. Goal 3, Action 3. \$1,000

Due to parent survey results, having translators available to serve our English Language Learner families is a priority. The District will maintain a "language line" to assist with translations that are principally directed to assisting non English speaking families. Goal 3. Action 7. \$1,500

Our Foster Youth / Socioeconomically Disadvantaged have a greater need for access to counseling due to trauma. District will explore partnering with local university to gain access to MFT Interns. Goal 3. Action 10. \$70,000

Our Foster Youth / Socioeconomically Disadvantaged have a greater need for access to counseling due to trauma. Foster Youth / Socioeconomically Disadvantaged - District will provide 1.0 FTE School Psychologist. Goal 3. Action 9. \$100,000

Our Foster Youth / Socioeconomically Disadvantaged have a greater need for access to counseling due to trauma. Foster Youth / Socioeconomically Disadvantaged - District will provide 0.2 FTE School Counselor. Goal 3. Action 8. \$35,000

Because of student need the district will increase services with respect to Bilingual Aide, Special Education, General Education and Administrative support principally directed towards English Language Learners, Foster Youth and students in Special Education. Goal 1. Action 9, \$350,000

English Language Learners have a greater need for support to access education, the district will add 0.5 FTE Teacher to assist building a comprehensive English learner program Goal 2, Action 1. \$86,772

Provide additional training in Fundations and Wilson reading programs to support students designated as low income. Goal 2, Action 4. \$8,000

Providing professional development to certificated staff in Screen Castify and Fastbridge to assist in servicing unduplicated students. Goal 2, Action 5. \$13,000

Create, train and maintain an MTSS model district wide to support unduplicated students. Goal 3. Action 12/13 \$8,000 Combined

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

Services are being increased for our foster youth, English learners, and low income students by adding additional certificated intervention and instructional aid support. The district will also be increasing the number of online subscriptions and amount of curriculum principally directed toward supporting unduplicated students. The district will be adding a "language line" to assist non-English-speaking families. The district will also be increasing counseling support through either MFT interns, additional school psychologists or counselors.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$538,072.00	\$193,000.00	\$234,639.00	\$645,800.00	\$1,611,511.00

Totals:	
Total Personnel	\$1,207,733.00
Total Non-personnel	\$403,778.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Maintain facilities systems			\$134,278.00		\$134,278.00
1	2	All	Lead Maintenance and Operations Position			\$97,681.00		\$97,681.00
1	4	All	Student and Visitor Sign-In /Sign-Out			\$680.00		\$680.00
1	5	All	Emergency communications system	\$15,000.00				\$15,000.00
1	6	English Learners Foster Youth Low Income	Free bus passes	\$48,000.00				\$48,000.00
1	7	All	Provide board approved curriculum		\$40,000.00			\$40,000.00
1	8	All	Provide staff training	\$15,000.00				\$15,000.00
1	9	English Learners Foster Youth Low Income	Appropriate staffing to support student needs	\$150,000.00			\$200,000.00	\$350,000.00
1	10	All	Professional Development for all staff	\$4,000.00	\$6,000.00			\$10,000.00
1	11	All	Maintain adequate sanitization and disinfecting supplies				\$10,000.00	\$10,000.00
2	1	English Learners Foster Youth Low Income	Comprehensive English Language Development program for English Language Learners.	\$86,772.00				\$86,772.00
2	2	English Learners Foster Youth Low Income	Increase 1.5 Intervention Teacher FTE to 2.7 FTE	\$65,000.00			\$189,300.00	\$254,300.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Student recognition assemblies	\$3,000.00				\$3,000.00
2	4	English Learners Foster Youth Low Income	Training for Foundations/Wilson and Renaissance in grades K-3.	\$8,000.00				\$8,000.00
2	5	English Learners Foster Youth Low Income	Provide professional development for Screen Castify and Fastbridge	\$13,000.00				\$13,000.00
2	6	All	Technology replacement plan		\$19,500.00		\$14,000.00	\$33,500.00
2	7	English Learners Foster Youth Low Income	Subscriptions and curriculum principally directed to support unduplicated students.	\$12,000.00				\$12,000.00
2	8	All	Additional classroom chromebooks				\$10,500.00	\$10,500.00
2	9	Students with Disabilities Special Education	Students with exceptional needs will be provided access to the District intervention, technology and general education program when the IEP Team determines that participation in these services is appropriate for the student's IEP goals.	\$40,000.00				\$40,000.00
2	10	English Learners Foster Youth Low Income	Instructional Assistant support in language arts and math courses to assist English Learners, low income and foster youth.				\$100,000.00	\$100,000.00
2	11	All	Provide professional development in Microsoft 1 Drive and functions.		\$2,000.00			\$2,000.00
2	12	All	Provide Science, Technology, Engineering, Arts, and Math (STEAM) experiences for all students once a trimester		\$3,000.00			\$3,000.00
2	13	All Students with Disabilities Special Education	District will provide SELPA training		\$2,000.00			\$2,000.00
2	14	All	Provide 1.0 FTE Librarian to staff district libraries.	\$40,000.00				\$40,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	15	All	Provide instructional aide support 3 hours a day to TK and K for Trimester 1.	\$30,000.00				\$30,000.00
2	16	All	Participate in the local SARB consortium	\$1,800.00				\$1,800.00
3	1	All	"Coffee with Principal" meetings		\$1,000.00			\$1,000.00
3	2	All	Opportunities for parent participation at all sites through involvement in School Site Council, LCAP Advisory, ELAC, DELAC, classroom volunteerism and site parent meetings		\$1,000.00			\$1,000.00
3	3	English Learners Foster Youth Low Income	Work with parents club or committee to assist with providing two family night activities per school year.		\$1,000.00			\$1,000.00
3	4	English Learners Foster Youth Low Income	2 family activity nights for Spanish speaking families		\$1,500.00			\$1,500.00
3	5	All	The district will work with outside organizations to provide facilities and outside use agreements to entities that service students within the district.			\$2,000.00		\$2,000.00
3	6	All	Student recognition for, Honor Roll, Honor Society, perfect attendance, Happy Gram/Otter Prop once a trimester.		\$3,000.00			\$3,000.00
3	7	English Learners Foster Youth Low Income	Maintain a "language line"	\$1,500.00				\$1,500.00
3	8	English Learners Foster Youth Low Income	Maintain 0.2 counselor to support social emotional needs				\$35,000.00	\$35,000.00
3	9	English Learners Foster Youth Low Income	1.0 FTE School Psychologist to support unduplicated students		\$100,000.00			\$100,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	10	English Learners Foster Youth Low Income	District will explore partnering with local university to gain access to MFT Interns				\$70,000.00	\$70,000.00
3	11	English Learners Foster Youth Low Income	Hold parent university workshops				\$17,000.00	\$17,000.00
3	12	English Learners Foster Youth Low Income	Maintain and train staff on Tiered / RTI model		\$3,000.00			\$3,000.00
3	13	English Learners Foster Youth Low Income	Create and maintain a multi tiered system of support plan.	\$5,000.00				\$5,000.00
3	14	All	District will support a VAPA (visual and performing arts program)		\$10,000.00			\$10,000.00

Contributing Expenditures Tables

Totals by Type		Total LCFF Funds	Total Funds
Total:		\$389,272.00	\$1,106,072.00
LEA-wide Total:		\$389,272.00	\$1,106,072.00
Limited Total:		\$48,000.00	\$48,000.00
Schoolwide Total:		\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Free bus passes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$48,000.00	\$48,000.00
1	9	Appropriate staffing to support student needs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$350,000.00
2	1	Comprehensive English Language Development program for English Language Learners.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,772.00	\$86,772.00
2	2	Increase 1.5 Intervention Teacher FTE to 2.7 FTE	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	\$254,300.00
2	4	Training for Fundations/Wilson and Renaissance in grades K-3.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	\$8,000.00
2	5	Provide professional development for Screen Castify and Fastbridge	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,000.00	\$13,000.00
2	7	Subscriptions and curriculum principally	LEA-wide	English Learners Foster Youth	All Schools	\$12,000.00	\$12,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		directed to support unduplicated students.		Low Income			
2	10	Instructional Assistant support in language arts and math courses to assist English Learners, low income and foster youth.	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00
3	3	Work with parents club or committee to assist with providing two family night activities per school year.	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,000.00
3	4	2 family activity nights for Spanish speaking families	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,500.00
3	7	Maintain a "language line"	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
3	8	Maintain 0.2 counselor to support social emotional needs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$35,000.00
3	9	1.0 FTE School Psychologist to support unduplicated students	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00
3	10	District will explore partnering with local university to gain access to MFT Interns	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$70,000.00
3	11	Hold parent university workshops	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$17,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	12	Maintain and train staff on Tiered / RTI model	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,000.00
3	13	Create and maintain a multi tiered system of support plan.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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