

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hughes-Elizabeth Lakes Union Elementary	Lori Slaven Superintendent	lslaven@heluesd.org 661-724-1231 ext. 302

Plan Summary 2021-2022

General Information

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

The Hughes-Elizabeth Lakes Union Elementary School District serves students in kindergarten through eighth grade. The district's school is located between the communities of Elizabeth Lake and Lake Hughes on the southern flank of the Portal Ridge at an elevation of 3,300 feet. The school enjoys a panoramic view of the surrounding Sierra Pelona and San Gabriel Mountains. Students live in the communities of Lake Hughes, Elizabeth Lake, and Green Valley, as well as parts of Leona Valley and Pine Canyon. We offer small class sizes in a natural setting. Our average Transitional kindergarten through third-grade class size is 24 students. Our average class size in fourth through eighth grade is 24 students. A summary of our demographic statistical profile includes enrollment of 178 students per 2020-2021 Data Quest consisting of 68.5% white, 28.1% Hispanic, and 3.4% other. Our English Learner enrollment is 3.4%, with one eighth grade initially fluent and five English learners. There are two reclassified students (one being an eighth grader.) Our Foster Youth enrollment is 1.1% (two students). Homeless enrollment per the California Dashboard is 2.8% (five students.) 48% of our students qualify for free or reduced lunch.

We have a dedicated staff of highly qualified teachers and support personnel. There is one Superintendent/Principal, eight certificated teachers, and ten classified employees. Many students come to us from the Antelope Valley because of our small setting and positive aspects of our district. We offer a "traditional" middle school schedule of five core classes (Language Arts, Math, Social Studies, Science and Physical Education) plus an elective. We were designated as a California Distinguished School by the State of California in 2010. The teachers are constantly working with the students - both those who need additional support and those who need to be challenged. Our campus helps students learn to be responsible and provides an excellent education in an atmosphere that supports students as they develop into outstanding members of the community.

The COVID-19 pandemic resulted in school closure in March 2020. HELUS faced some unique challenges. In March 2020 when the pandemic closed schools, HELUS provide students packets of work for the remainder of the school year. When school was to reopen in fall 2020, the District used Google Classroom to provide virtual learning. Due to the remoteness of the District, many families do not have the availability of internet accessibility. Some students had to travel to another location other than home to receive their virtual education. The District provided the option of Home School Independent Study for students whose families who chose this as their preferred option. As of April 2021, HELUS reopened the doors of the school for in-person instruction. A few families have chosen to finish the year with home schooling packets.

Along with the COVID-19 pandemic this past year, which required schools to close and provide online education, the families of the HELUS also faced the Lake Fire which was burning near Lake Hughes in the Angeles National Forest and started on August 12, 2020. The roads were closed in and out of the area on and off for a month. 20% of the HELUS families were displaced due to evacuation orders. 10% of the families lost their vehicle and or a garage in the fire. A few lost their homes. Complete containment was not until September 12, 2020.

The Board has adopted four guiding core beliefs that will help to propel the District forward toward the vision of academic success for each student. The mission of the District is to provide a challenging and rigorous educational experience for each of the students. HELUS believes students, parents, staff, and community have a shared responsibility for embracing Hughes Elizabeth Lakes School District Core Beliefs.

HELUS Core Beliefs

1. We believe all students have the opportunity to learn and the ability to succeed with emotional and intellectual support. They are at the very beginning of their journey. Any outcome is still possible. Perfection does not happen in one step. We strive to nurture and grow the best within each child.
2. In and out of the classroom, our focus will be to embrace and grow our students at their emotional, psychological, social and academic levels with the goal to further their growth.
3. We believe all teaching staff should be highly educated as well as nurturing and caring with our students while enriching the learning experiences for all students with respect and patience.
4. We believe that the future of our nation and country depends on students' possessing the skills and love of learning so as to be effective contributing members of society.

Reflections: Successes

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

Based on a review of performance of state and local performance indicators, the Hughes-Elizabeth Lakes School District has shown success in several areas. HELUS is proud of the success on the 2019 California School Dashboard for English Language Arts (ELA) and Mathematics. In ELA, HELUS students scored 20.4 points above the standard, increasing 20.4 points and in the blue strand. No student groups were in the red or orange strand. In Mathematics, students scored 20.5 points below standard but had increased 4.7 points and in the green strand. No student groups were in the red or orange strand. Current local third quarter benchmark data indicates that 73.4% of students third-eighth grades have met or exceeded the standards in ELA and 82.97% have met or exceeded the standards in Mathematics. The increases or improvements in services for foster youth, English Learners and low income students have led to improved performance for these students. The CA Dashboard for 2019 indicate that the socioeconomically disadvantaged students improved 15 point in ELA and 7.2 points in math. Students academic achievement is attributed to the quality of instruction. Teachers used best practices and differentiate instruction based on student progress or lack of progress. By providing professional development in common core English language arts and English language development standards, teachers and instructional assistants provided meaningful and instructional strategies, and effective curriculum instruction to meet the needs of English learners, foster youth and low income students. The use of instructional assistants and instructional materials provided English learners extra help in accessing the language, and low income students and foster youth opportunities for reteaching and additionally practice to master standards. Increasing parental involvement with programs and free live scan for parents and volunteers, created more opportunities for student interactions with adults as well as additional time to assist students with learning.

HELUS is proud that Chronic Absenteeism declined 4.9%, although 13.5% were still chronically absent as of the 2019 CA Dashboard data. Point in time local data (May 3, 2021) indicates that Chronic Absenteeism declined again and is at 5.49%. This is remarkable considering most of the 2020-2021 school year has been virtual. The District is in the yellow range on the 2019 Dashboard for Chronic Absenteeism, with the Hispanic students in the green range. The CA Dashboard for 2019 indicate that the socioeconomically disadvantaged students improved by decreasing their chronic absenteeism by 7.1% and were at 18.8%. The addition of the AERIES information system has assisted in keeping track of absences and provides early notification if students are on the road to chronic absenteeism. After school programs, a well kept learning environment and facility, PBIS, counseling, additional adults to assist with assignments, parental involvement, transportation and classroom supplies all contribute to the want and desire for students to come to school by providing services and a positive climate for students.

Although the suspension rate was 1.6% (1 student) for Hispanics and 2.9% (3 students) for socioeconomically disadvantaged, both in the orange range, on the 2019 CA Dashboard, there were no suspensions in the 2019-2020 per Data Quest and zero in the 2020-2021 school years based on local data. By providing Counseling Services for social skills and academic achievement for Low Income pupils, English Learners, and Foster Youth, these students were able to overcome barriers to

attending school and behaving appropriately. The implementation of PBIS, counseling, and attendance monitoring have contributed to improvements for all students. This added support as well as afterschool activities assisted with a desire for students to participate in school activities and thus attend school and behave appropriately.

Hughes Elizabeth Lakes Union Elementary School District, Staff, Parents, and the Community are most proud of their small, strong community and their small school setting. The majority of those surveyed feel that the teachers are highly qualified and that the staff is amazing. Teachers set high academic standards for all students. They are proud of their state academic assessment scores. The HELUS students outperform most students in all of the school districts in the Antelope Valley. They believe this achievement is due to the high expectations established through a partnership between the school and the families. Teachers frequent communication with parents through text, email, and phone calls about assignments, successes and challenges. The stakeholders feel that the school is safe and that the staff provides a supportive environment.

The District plans on continuing the actions mentioned above to maintain and build on the success the students are having in academics, attendance, and a positive learning climate.

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.

Based on a review of the performance of state and local performance indicators on the 2019 CA Dashboard, the Hughes-Elizabeth Lakes School District continues to face challenges, particularly in Conditions and Climate with the Suspension Rate in the orange range. The subgroups in the orange range were Hispanic and Socioeconomically Disadvantaged; with the White Subgroup in yellow. In 2018, White students were in the orange range with two suspensions and moved into the yellow range in 2019 due to one suspension. The Hispanic subgroup went from the blue range in 2017 to orange in 2019 with one suspension. Low Income students, who include the White and Hispanic students plus one additional student in 2019 CA Dashboard, moved from yellow (in 2018) to orange (2019) with the addition of one more student suspended. However it is important to note that the suspension rate increased by 0.5% with an increase of one student in 2019. The suspension rate was 1.4% due to a total of three suspensions for the year. Due to the enrollment being low (2019 Dashboard Suspensions based on 211 students), it significantly changes with the addition of one more suspension. Based on Local Data, in the 2019- 2020 school year there were zero suspensions and in 2020-2021 school year there has been zero suspensions. No other state indicators were orange or red or not met/not met for two or more years for the overall district. Based on a further review of the performance of state and local performance indicators on the 2019 CA Dashboard, another area that needs significant improvement is in English Language Arts for socioeconomically disadvantaged students. Low-Income students fell in the yellow range, yet "All" students were in the blue range. The Low-Income students are scoring 2 levels below "All" students.

Needs assessment surveys from parents, teachers, staff and students indicated that they would like to see the implementation of more afterschool and in-school programs to broaden the interests of students. Across all stakeholder groups, they would all like to see more Art, Music, and Sports. In addition, clubs, electives, technology classes, life skills and tutoring were mentioned several times. Stakeholders, particularly parents, would like the seventh and eighth grades to not be in a split classroom and have more opportunities as a traditional middle school. Several stakeholders stated that they wished for no split classes but several understood the limitations of a small school district with a limited budget. The needs assessment also indicated that 75.9% of those who responded feel that School Climate should be the State Priority given the most attention and many suggested an increase in counseling and a social emotional curriculum. Course Access was the next State Priority with 65.5% of the stakeholders indicating it was also a top three priority. The recommendations here were for more course offerings and a new science curriculum with imbedded STEM. The third highest State Priority was Basic Services (62.1%.) Stakeholders would like to see more staff, certificated and classified, expanded transportation, and up dated materials and facilities.

HELUS continues to work to improve Chronic Absenteeism, which is in the yellow range on the 2019 CA Dashboard. To address Chronic Absenteeism the district formed an Attendance Committee to research the issue and analyze data. The Attendance Committee developed an Attendance Campaign to address the findings. The Attendance Campaign included incentives, acknowledgements, and awards for good attendance. HELUS also purchased AERIES and provided training to staff, including teachers, to track attendance, truancy and chronic absenteeism.

HELUS will work to focus on improving the ELA achievement of Low-Income students because they are scoring 2 levels below "All" students. Instructional Assistants will provide extra support and provide teachers more opportunities to work with small groups of Low-Income students so they can improve in reading, vocabulary, comprehension and writing. Supplement materials will be used to support the struggling readers.

HELUS is focused on the academic achievement in Mathematics, although it is in the green range. Stakeholders do not want HELUS students to slip into the yellow range. To address the math concern, additional support through afterschool math tutoring club was established as part of the afterschool activities and tutoring.

Stakeholders identified the need for continued counseling service and more assistance with social emotional concerns. To build on the success of the counseling services for both social skills and academic achievement, as well as a return to re-establishment of PBIS implementation, the District will research and purchase a social-emotional curriculum. HELUS will also research, pilot and purchase a Next Generation Science Curriculum.

LCAP Highlights

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

The HELUSD 2021-2024 LCAP will build on what has been successful in the past few years, the Annual Updates of 2019-2020, and of the Learning Continuity Plan, while adding actions that will compliment the positive growth and remediate the areas of need. There will be 3 Goals with a total of 14 Actions:

Goal 1: Effectively deliver the Common Core State Standards (CCSS) using state board approved aligned material in content areas.

Actions include: Next Generation Science curriculum, instructional materials, professional development, and teacher recruitment and retention.

Goal 2: Improve student achievement for all ethnic groups, socioeconomically disadvantaged, English learner, and foster youth students through adherence to best practices and excellence in education.

Actions include: certificated salaries, instructional supports, and classroom materials.

Goal 3: Increase student attendance by maintaining positive correspondence and learning environments, and providing opportunities to increase overall engagement for students through support from parents, students, and staff.

Actions include: a social-emotional curriculum, counseling services, PBIS, After School Activities and tutoring, facility repairs, transportation, and AERIES.

A review of data (including the Annual Updates of 2019-2020 and of the Learning Continuity Plan), input from stakeholders, and the needs, conditions and circumstances of unduplicated students were all taken into consideration as the goals and subsequent actions were developed. Metrics based on the state priorities will provide insight on the success of the goals. Two specific actions were developed to strengthen goal outcomes. The piloting, purchase and staff development of a new Next Generation Science Curriculum will provide a current course of study of Science for students (Goal 1: Action 1). A new social-emotional curriculum will strengthen a child's attachment to school and reduce negative classroom behavior (Goal 2: Action1).

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.

Hughes-Elizabeth Lakes Unified School District is a one school school district. The school is not a Comprehensive Support and Improvement school.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Stakeholder Engagement

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

Hughes-Elizabeth Lakes School District considers the meaningful interaction with stakeholders important and necessary for a successful school. Being a small district, reaching out to all parents, teachers, staff and students for their perspectives and insights is invaluable, especially with the LCAP. Strategic planning to ensure all voices are heard is necessary. The input from the stakeholders is gathered through site meetings, Parent Advisory meetings, School Site Council Meetings, public forums, Board meetings, Virtual Hot Topics, and surveys. All of the statutorily required groups were consulted and had an opportunity to ask questions, make suggestions, and share their perspectives in relation to the LCAP. Parent surveys are sent to all parents to ensure they all have an opportunity to share their perceptions and ideas. The teachers and classified staff are also all surveyed to provide feedback and input for the LCAP. Students in grades 5-8 were surveyed and allowed to provide their perspective on the school's strength and weaknesses. Stakeholders could share their concerns, ideas and provide input on the monthly Virtual Hot Topics Forum before each Board Meeting. The Parent Advisory Committee is the LCAP Advisory Committee. The School Site Council provides input to the LCAP since the LCAP becomes the School Site Plan due to the school being under 250 students. HELUS has less than 10 English learners and is not mandated to form an ELPAC. The Lakes Teachers Association and the Classified Association provided input for the LCAP and officially reviewed and provided feedback before it is finalized for the Board of Education.

Public Forum: 3/31/2021

Parent Survey: 8/20/2020, 4/26/2021

Staff Survey: 4/26/2021

Student Survey: 4/26/2021

Parent Advisory Committee (PAC) Meeting and School Site Council (SSC) Meeting: 5/17/21

Lakes Teachers Association and the Classified Association Meeting: 5/12/21

AV SELPA consultation: 5/18/21

Virtual Hot Topic Input: (2020) 9/8, 10/13, 11/10, 12/8. (2021) 1/12, 2/9, 3/9, 4/13, 5/11

Board Updates: (2020) 9/8, 10/13, 11/10, 12/8. (2021) 1/12, 2/9, 3/9, 4/13, 5/11

On May 11, 2021 the Board of Trustees reviewed the LCAP.

On June 7, 2021 a LCAP meeting for all staff, parents, PAC, SSC, and the community was held to review the LCAP. These members had the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP. There were no questions or comments in which a written response from the Superintendent was needed. The district notified the public of the LCAP draft and public hearing through family email and the district website. The notices, email and website notified the public of their opportunity to submit questions for a written response from the superintendent. The superintendent did not receive any questions.

On June 8, 2021 a LCAP Public Hearing was held.

On June 14, 2021, the Board of Trustee approved the LCAP Plan and the District budget. The California School Dashboard local indicators were also shared at this meeting.

Note: This Superintendent is the Principal and only administrator for HELUS.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder groups were surveyed (Parents, Teachers, Staff, and Students) on the importance to them regarding the eight State Priorities. The three state priorities that the stakeholders identified as a group that require the most attention for HELUS were School Climate, Course Access, and Basic Services. Then meetings were also held with the Certificated and Classified Unions as well as both the Parent Advisory Committee and School Site Council to get their input.

The stakeholders like that HELUS is a small school and yet has a strong community feeling. The teachers are highly qualified and have a lot of experience. Teachers provide a great amount of attention to academics. Staff know all of the students. They build relationships with the students and create an atmosphere of family. The environment is supportive and safe. The staff is helpful and understanding. The responses indicated that many feel that the campus is a second home. They are very happy with the small class size.

As a group the stakeholders would like to see more programs during the day and in after school options. During the day they would like to see beyond the basic curriculum. They would like a new Science curriculum and a broader curriculum, for the upper grades to prepare them for high school. Afterschool they would like to see sports, arts, tutoring, and enrichment courses. Several suggested more interactive learning, hands on learning and improved teaching strategies. Improvement of the amount of in-house counseling and or social emotional curriculum was an area of much concern. The stakeholders would like to see more teachers and no split classrooms.

Parents represented the largest group providing insight. They would like to see HELUS offer a broader menu of extra curricular activities and enrichment courses including: art, music, band, choir, GATE, sports, homework assistance, tutoring, spelling bees, gardening, sewing, mechanics, integrated technology instruction, and more PE instruction. They want students to have opportunities to socialize and the upper grades to have more of a middle school experience. Parents were very interested in a full time counselor and social emotional learning. They would like split classes to be eliminated by hiring more teachers. They would like an integrated system of school supports that includes extended learning opportunities and community partnerships. They feel that meaningful, engaging instructional practices, including hands-on learning, that develop students' ability to manage their own learning is important.

The Certificated staff would like more immersion in technology, library access, extra curricular sports, clubs, science curriculum with STEM, better preparation for high school, counseling, and social emotional education.

Classified employees would like technology, full time classified positions, enrichment (meditation, arts, gardening, life skills), increased enrollment, and after school academic tutoring and sports.

Students would like more extra curricular (language, art, music, drama) and a antibullying program.

Certificated and Classified Unions both were pleased with the use of instructional assistants to support small group learning. They were pleased that the District would look into and purchase a social emotional curriculum. Both Unions indicated that they felt that their members and staff had clearly communicated their needs and concerns.

Parent Advisory Committee and School Site Council commented on the metrics going from CAASPP to benchmark data for the 2020-2021 Annual Update due to the lack of state data. They were pleased that the reporting will be back to metrics that are aligned. Both committees were pleased with the District's plan and were happy that all stakeholders were given an opportunity for input. They had no specific comments of considerations in relation to Goals and or Actions.

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

Each stakeholder group had the opportunity to review the LCAP and provide input. The LCAP was influenced by the specific stakeholder input that included the addition of:

Goal 1: Action 1 a Science Curriculum; (Parents, Certificated staff)

Goal 3: Action 1 a Social Emotional curriculum. (Parents, Certificated Staff, Students, Unions)

The LCAP was influenced by the specific stakeholder input that included the focus of and or expansion of:

Goal 1: Action 2 Professional Development focused on engaging instructional practices and strategies to make learning more meaningful. (Parents, Certificated Staff)

Goal 2: Action 2 Instructional Assistants and Support Staff (Unions)

Goal 3: Action 2 continued and additional counseling opportunities (Parents, Certificated Staff)

Goal 3: Action 4 continued and expansion of After School Activities and Tutoring. (Parents, Certificated Staff, Classified Staff, Students, PAC, SSC)

Goals and Actions

Goal

Goal #	Description
1	Improve student achievement for all ethnic groups, socioeconomically disadvantaged, English learner, and foster youth students through adherence to best practices and excellence in education.

An explanation of why the LEA has developed this goal.

All student performance in ELA was in the blue range on the 2019 CA Dashboard. All student performance in mathematics was in the green level on the 2019 CA Dashboard. Socioeconomically disadvantaged students performance in ELA and Math were both in the yellow range. Due to the few numbers of English Learners, state data as a group is not available. Zero students have been reclassified in the past two years. English Learner proficiency levels need to rise. All students, but especially unduplicated students, require skilled, highly qualified teachers to provide quality instruction for student academic growth and success. Unduplicated students often require the assistance and additional support of instructional assistants and support staff to make learning accessible and meaningful. Students require supplies and learning materials for their full participation in the classroom and meaningful learning. The CA Dashboard distance from standard will be used to measure the Low Income students' growth. EL proficiency growth and reclassification will measure English Learner progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CA Dashboard English Language Arts for socioeconomically disadvantaged students. (Priority 4)	CA Dashboard ELA 2018-2019 Socioeconomically disadvantaged students are 6.5 points below standard.				Socioeconomically disadvantaged students will be at or above standard by improving by at least 7 points on the CA Dashboard for ELA.
CA Dashboard Mathematics for foster youth and socioeconomically disadvantaged students.	CA Dashboard Mathematics 2018-2019 Socioeconomically disadvantaged students are 40.3 points below standard.				Socioeconomically disadvantaged students will be increase by at least 10.3 points on the CA Dashboard for Mathematics and be 30 points below standard.

(Priority 4)					
English Language Proficiency as measured by the ELPAC. (Priority 4)	English Learners are at the following Proficiency Levels 2018-2019 ELPAC: 2 @ Level 1 3 @ Level 3				20% of English Learners will increase by one level of language proficiency on the ELPAC each year.
English Learner Reclassification Rate. (Priority 4)	0 students reclassified 2019-2020 due to the abrupt school closing to COVID 19. District only has 5 English Learners. 2 are Proficiency Level 1 and 3 are at Proficiency Level 3				1 or more English Learner reclassified.
English Learners will receive English Language Development (ELD) instruction. (Priority 7)	100% of English Learners receive ELD instruction as determined by classroom schedules.				100% of English Learners receive ELD instruction as determined by classroom schedules.
2021 Local ELA Benchmark for All Pupil Outcomes. (Priority 8)	2021 Local ELA Benchmark: 35.1% Exceeds 39.4% Met				The bands of Exceeded and Met will increase each by 3%: 38.1% Exceeds 42.4% Met
2021 Local Math Benchmark for All Pupil Outcomes. (Priority 8)	2021 Local Math Benchmark: 19.2% Exceeds 58.6% Met				The bands of Exceeded and Met will increase each by 3%: 22.2% Exceeds 61.6% Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Salaries	To improve student achievement for all students, the District will employ teachers, who will provide instruction which includes small group instruction for focused instruction and reteaching with adherence to best practices and excellence in education for all student academic success.	\$864,784.00	No

2	Instructional Assistants & Support Staff	To ensure that English Learners, Foster Youth, and Low Income students are provided additional academic and literacy support to meet grade level standards and help with social-emotional issues, the District will provide instructional assistants and other support staff to assist English Learners, Foster Youth, and Low Income students in academic success as an increased service LEA wide for additional support in making meaningful connections among fundamental concepts in the curriculum, academic and behavioral support, and to reduce the risk of school failure.	\$147,902.00	Yes
3	Classroom Materials	Teachers often purchase supplies for students who may not be able to provide them and enrichment materials to make learning more meaningful. As a result, the District will provide all classroom teachers materials and student supplies for the full participation and to enhance classroom learning for all student academic success.	\$41,800.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Increase student attendance by maintaining positive correspondence and learning environments, and providing opportunities to increase overall engagement for students through support from parents, students and staff.

An explanation of why the LEA has developed this goal.

HELUS absenteeism rate is 13.5% and is higher the state 10.1%. Increased student attendance is needed. HELUS suspension rate is 1.4% and in the orange range on the 2019 CA Dashboard. Positive interactions and activities, a sense of belonging, and social emotional support will help students to make better choices and decisions. Surveys indicate that parents, in particular, would like to see additional opportunities for students after school. Surveys also suggest that stakeholders feel more social emotional support/curriculum is needed. The California Healthy Kids Survey (CHKS), Positive

Behavioral Interventions and Supports (PBIS), parental input and participation, attendance, suspensions, drop out rates, and the William's Facility Inspection Tool (FIT) will measure success of Goal 2.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
California Healthy Kids Survey (CHKS). (Priority 6)	<p>CHKS 2018</p> <p>Parents "Agree" and "Strongly Agree": School allows input and welcomes parents' contributions. 42% Parents feel welcome to participate at this school. 83% School is a safe place for students. 84%</p> <p>Students: "Yes, All of the time" or "Strongly Agree" School Connectedness 20% High expectations of adults in school 42% Feel safe at school 67%</p> <p>Teacher data will be collect in 2021-2022. Currently there is no baseline.</p>				<p>Parents "Agree" and "Strongly Agree": School allows input and welcomes parents' contributions will increase to 50% or above. Parents feel welcome to participate at this school will maintain 80% or above. School is a safe place for students will maintain 80% or above.</p> <p>Students: "Yes, All of the time" or "Strongly Agree" School Connectedness 20% will increase to 30%. Adults have high expectations 42% will increase to 50%. Feel safe at school 67% will increase to 80%.</p> <p>Teacher data will be collect in 2021-2022. Currently there is no baseline. Teacher % will increase by 10% from Outcome 1.</p>
Positive Behavioral Interventions and Supports (PBIS) Implementation Staff Surveys. (Priority 6)	PBIS Implementation of Level 1, Step 1.				Full Implementation of PBIS Level 1, Step 3.
Parent participation and attendance at	2021 Parent attendance at scheduled parent-				90% or greater parent participation at scheduled

scheduled parent-teacher conferences. (Priority 3)	teacher conferences is 92.4%.				parent-teacher conferences.
Parent Involvement and Input Survey Participation. (Priority 3)	Parent Input: Parents participated at an average rate of 35.9% in surveys from 8/2020-4/2021.				40% of parents will participate in surveys throughout the year.
Average Daily Attendance and Chronic Absenteeism per CA Dashboard and Local Data . (Priority 5)	Local Average Daily Attendance (ADA) as of May 3, 2021 is at 98.15%. 2019 CA Dashboard Chronic Absenteeism at 13.5%. 2020-2021 Local Chronic Absenteeism as of May 3, 2021 is 5.49%.				Average Daily Attendance (ADA) at >96% Chronic Absenteeism < 10%
Suspension & Expulsion Rate per CA Dashboard and Local Data. (Priority 6)	2018-2019 CA Dashboard 1.4% (3 suspensions) 2019-2020 Local Date 0% suspensions and 0% expulsions.				CA Dashboard at or less than 1% suspension rate. Local data of at or less than 1% expulsion rate.
Middle School Drop Out Rate per Data Quest. (Priority 5)	2017 Data Quest Middle School drop out rate 0%. Local Data indicates not drop outs since 2017.				Maintain a low (< 2%) Middle School drop out rate.
Williams Facility Inspection Tool (FIT) Report. (Priority 1)	2020-2021 Williams FIT Report - GOOD rating				Maintain or improve Williams FIT Report at GOOD rating.

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Social-Emotional Curriculum	To provide social-emotional skills and strategies for Foster Youth and Low Income students, the District will purchase a social-emotional curriculum. Effective social-emotional education has the power to strengthen a child's attachment to school and reduce negative classroom behavior. Both are significant predictors of success in school and reduce drop-out rates, which are conditions that Foster Youth and Low Income students face. This increased service will be utilized LEA wide to benefit all students while providing strategies to strengthen Foster Youth and Low Income students' social emotional health and school success.	\$40,000.00	Yes
2	Counseling Services	Due to the social emotional needs, sometimes behavioral needs, as well as the conditions of feeling anxious, confused and or isolated of the English Learners, Foster Youth, and Low Income students, the District will provide contracted counseling services with a credentialed and qualified counselor for the social emotional skills and academic achievement needs of all students particularly English Learners, Foster Youth, and Low Income students so they can compete academically, participate in a positive school climate, and avoid Middle School dropout.	\$75,000.00	No
3	Positive Behavioral Interventions and Supports (PBIS)	In an effort to improve the effectiveness, efficiency, and equity of HELUS, the District will re-establish PBIS for students and staff to improve social, emotional, and academic outcomes for all students by teaching students appropriate behaviors and having staff intervene early before behaviors escalate. Low Income students often do not learn the social skills to be successful in school and are 13 times less likely to graduate from high school on time. By teaching them social-emotional strategies and creating a positive learning environment, Low Income students are better prepared to be successful in school, both academically and socially.	\$35,000.00	No
4	After School Activities & Tutoring	To provide additional learning time and help close the achievement gap for English Learners, Foster Youth, and Low Income students, the District will provide afterschool activities (such as soccer, basketball, math club and grade level tutoring lead by credentialed teachers, instructional assistants, and volunteers) for English Learners, Foster Youth, and Low Income students as an increased service LEA wide and provide a balance of social emotional, and academic support for the unduplicated students' success. Unduplicated students would have the opportunity to participate in the programs first. If there are any available spots, other students would be welcomed to participate depending on space. These opportunities will help all students with positive, supportive engagement and academic assistance.	\$51,379.00	Yes
5	Facilities	To continue to provide a minimum of the "Good Repair" standard of school facilities, the District will maintain safe, clean, and functional facilities which improve the quality of the student environment in the school, thus improving the quality of education for all students. This protects employees and their property, prevents unauthorized access for student safety, and ensures the facility meets legal requirements.	\$194,532.00	No

6	Transportation	Due to remoteness of HELUS, the District will provide transportation services for all students with a scaled fee, a reduced fee, and or no fee for Low Income students, to provide a method to get to and from school as to improve absenteeism, as well as, academic success by being in school daily.	\$211,602.00	No
7	AERIES	To monitor attendance, chronic absenteeism, and truancy, the District will pay for the annual fee and training for the staff who utilize the AERIES student information system to reduce student chronic absenteeism and truancy, and improve student daily attendance and days of instruction to maximize the students' educational opportunities.	\$8,300.00	No
8	Parent Engagement and Involvement	To gather and increase parent input in decision-making and promoting parental participation in education programs for students, the District will provide live scan check free of charge for parent volunteers. The District will also celebrate parental involvement through recognition activities. Parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. Parental involvement is essential for student development and offers many benefits: It helps improve student behavior in the classroom; Parent-teacher communicate helps students feel more motivated in their classes; Student self-esteem and attitudes in class improve.	\$750.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Effectively deliver the Common Core State Standards (CCSS) using state board approved aligned material in content areas.

An explanation of why the LEA has developed this goal.

HELUS included this goal after an analysis of data and the desire to improve student success. Low Income students performed in the yellow range on the CA Dashboard in ELA and Math. This needs to improve so the Low Income students can work at the same performance level as all students (ELA -blue; Math - green). The stakeholders want all the students to score in the blue strand in mathematics as well. Students should be taught with materials aligned to what is tested to obtain a valid measure of learning. Materials aligned to common core state standards needs to be adopted and implemented for all courses of study. Students also require a broad course of study, and the District currently does not have a Common Core Science Curriculum. Teachers need to be trained to effectively deliver the aligned material and impact unduplicated student achievement. Students deserve highly qualified and appropriately assigned teachers to assist them in meeting high academic success in all curricular areas. The Williams Audit of the Common Core Materials in ELA, Math, and Science; teachers credentialed for their assignment; and statewide ELA, Math, and Science assessments for all students and Low Income Students will be used to measure the impact of this goal and its actions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Annual Williams Audit of CCSS aligned instructional materials for all students. (Priority 1)	100% compliance of CCSS aligned Mathematics instructional materials. 100% compliance of CCSS aligned ELA/ELD instructional materials. 0% compliance of CCSS aligned Next Generation Science instructional materials.				All students will have CCSS aligned instructional materials for ELA/ELD, Mathematics, and Next Generation Science.
Annual Williams Audit of Teachers fully credentialed for their assignment. (Priority 1)	100% of teachers are fully credentialed and appropriately assigned.				100% of teachers are fully credentialed and appropriately assigned.
Statewide Assessment SBAC English Language Arts for all students. (Priority 4)	SBAC ELA 2018-2019: 26.47% Exceeded 31.37% Met				The bands of Exceeded and Met will each increase by 3%: 29.47% Exceeded 34.37% Met
Statewide Assessment SBAC	SBAC ELA 2018-2019 Low Income:				The bands of Exceeded and Met will increase by 6% each: 17.11% Exceeded

English Language Arts (ELA) for Low Income students. (Priority 4)	11.11% Exceeded 31.11% Met				37.11% Met
Statewide Assessment SBAC Math for all students. (Priority 4)	SBAC Math 2018-2019: 11.76% Exceeded 24.51% Met 36.27% Nearly Met				The bands of Exceeded and Met will increase each by 3%: 14.76% Exceeded 27.51% Met
Statewide Assessment SBAC Math for Low Income students. (Priority 4)	SBAC Math 2018-2019 Low Income: 2.22% Exceeded 24.44% Met				The bands of Exceeded and Met will increase by 6% each: 8.22% Exceeded 30.44% Met
Statewide Assessment SBAC Science for all students. (Priority 4)	SBAC Science 2018-2019: 13.89% Exceeded 22.22% Met				The bands of Exceeded, and Met will each increase by 3%: 16.89% Exceeded 25.22% Met
Statewide Assessment SBAC Science for Low Income students. (Priority 4)	SBAC Science 2018-2019 Low Income: 5.88% Exceeded 11.76% Met				The bands of Exceeded and Met will each increase by 3%: 8.88% Exceeded 14.76% Met
Implementation of Common Core State Standards measured by periodic review of lesson plans.	100% Implementation of Common Core State Standards.				100% implementation of Common Core State Standards .
Implementation of State Standards in Science. (Priority 2)	0% of Teachers have been trained in Next Generation Science Curriculum.				100% of Teachers have been trained in Next Generation Science Curriculum.
Student Access to a Broad Course of Study. (Priority 7)	100% of students receive ELA, Math, Social Science, Science, Arts, Health, and Physical Education studies in their self contained classrooms as demonstrated by				100% of students receive ELA, Math, Social Science, Science, Arts, Health, and Physical Education studies in their self contained classrooms as demonstrated by classroom schedules.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Science Common Core Materials	To provide a broad course of study for all students, the District will pilot, purchase, and provide professional development for teachers in a Next Generation Science Curriculum to ensure all students have access to curriculum aligned instructional materials.	\$11,950.00	No
2	Instructional Materials	To continue to raise student achievement and student access to state adopted instructional materials, the District will purchase core and supplemental instructional materials that will enhance and challenge all students to meet and exceed grade level standards.	\$35,600.00	No
3	Professional Development	To effectively implement the state academic standards and provide focused improvement in delivering instruction to English Learners, Foster Youth, and Low Income students, the District will provide professional development to teachers and instructional assistants as an improved service LEA wide. The strategies teachers will learn to meet the needs of the unduplicated students will assist the English Learners, Foster Youth, and Low Income students close the learning gap and perform at the same performance levels as the general population. The strategies teachers will learn for the success of unduplicated students through the professional development will assist all students in learning the material presented.	\$35,292.00	Yes
4	Teacher Recruitment and Retention	To ensure classrooms are assigned appropriately-credentialed teachers and that students are provided the best instruction and are making academic progress to meet grade level standards, the District will recruit and retain fully credentialed staff. Due to the small, remote District of HELUS, stipends and benefits for teachers for longevity, masters and additional duties will be offered to attract and retain the best teachers.	\$15,000.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP 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 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.98%	\$145,479.00

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

Required Descriptions

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

Actions/Services contributing to meeting the increased or improved services and identified as LEA-wide are also schoolwide since HELUS is a single school district. The actions identified are the most effective services based on our data, research, and experience. These actions are principally directed toward unduplicated students, since their needs were considered first, and the actions are the most effective use of funds to meet the goals for English Learners, Foster Youth, and Low Income students in meeting the state and local priorities. Note that there are fewer than 10 students identified as English Learners and Foster Youth so no state data is available. Nonetheless, the needs, conditions, or circumstances of these unduplicated were considered in developing the Goals and Actions.

A review of the needs of the HELUS unduplicated students found these needs, conditions and or circumstances are necessary to consider when developing the Goals and Actions. The Low Income students have limited additional academic support due to parents working outside the home. They need help with homework and require extended learning opportunities. They have limited or no access to materials and supplies as well as transportation. Due to the remoteness of the District, students have had limited exposure to a broader learning environment. The Foster Youth students have had high mobility and thus have an educational experience that are not linear. There are gaps in their learning. They often feel lonely and have low self-esteem. These students are highest risk for drop out and retention. The English Learners struggle to communicate and require additional literacy instruction (particularly vocabulary development), support, and interventions. These are the needs, conditions, and circumstances of the unduplicated students in HELUS and were considered as the Goals and Actions were developed.

GOAL 3: Action 1- Social Emotional Curriculum

Stakeholders clearly expressed the need for a social emotional curriculum as student return to the classroom after this pandemic and virtual learning. Low Income students are chronically more absent than other students due to conditions and circumstances beyond their control. They often have feelings of low esteem, loneliness, and struggle with how to display their emotions. Foster Youth have difficulty making connections to their learning and to others due to their high mobility. They often lack how to make peer relationships and how to deal with their emotions. This action supports the specific needs of Low Income and Foster Youth. It would provide strong social emotional education and skills to help Low Income and Foster students, as well as all students LEAwide to promote better relationships, strengthen their attachment to school, reduce negative behavior, and improve academic achievement and attendance. This action is principally directed toward Low Income and Foster Youth and meant to meet the expected measurable outcomes for all students in this Goal, however it is considered likely that the Low Income students will improve significantly more than the average measurable outcomes in attendance, suspension, drop out rate, and CHKS of the general population.

The Goals and their following actions that were identified as effective in the 2017-2020 LCAP and is evidenced by the outcome data. These are the Actions from the 2017-2020 LCAP that increase or improve services for unduplicated students:

GOAL 1: Action 2 - (now Action 3) Professional Development

Professional Development in common core curriculum was effective as evident in the CA Dashboard. The professional development in the 2017-2020 LCAP focused on English Language Arts. All students scored in blue range and students increased by 20.8 points and all students were 20.4 points above standard. Due to this success, HELUS feels that focused professional development will be an improved service for Low Income students in core academic areas and will assist this unduplicated group to improve within and from the yellow strand. Low Income students generally have less access to additional support and struggle academically and require reteaching and additional practice with skilled practitioners to master standards. Foster Youth require academic support and lessons focused on their needs due to nonlinear educational experiences. English Learners have difficulty making meaningful connections due to language and often need extra help in accessing the language and require content specific vocabulary development. The professional development for staff will be effective by providing them specific strategies and a deep understanding of the standards to assist the Low Income students in making progress of scoring comparably to all students and meeting their expected measurable outcomes in the metrics for SBAC ELA, Math and Science.

GOAL 2: Action 2 - Instructional Assistants and Support Staff

Instructional assistants and support staff working with unduplicated students will assist with their success on state standards and is intended so that English Learners will achieve the expected measurable outcome for language proficiency and reclassification demonstrated on the CA Dashboard. The work of the instructional assistants in the 2017-2020 LCAP focused on reteaching and additional practice of the standards. This increased service was successful over the three years of the 2017 LCAP. Low Income students grew 34.5 points in ELA and 22.7 points in Math (2019). Due to this success, HELUS feels that continued use of instructional assistants to work with unduplicated students will provide continued growth on the CA Dashboard for Low Income in core academic areas and will assist this unduplicated group to improve within and from the yellow strand. This additional support will help Low Income students who have less access to additional support at home, struggle academically, and require reteaching and additional practice with skilled practitioners to master standards. Foster Youth require academic support and lessons focused on their needs due to nonlinear educational experiences. English Learners have difficulty making meaningful connections due to language and often need extra help in accessing the language and require content specific vocabulary development. The support of instructional assistants will be effective by providing unduplicated students in making progress of scoring comparably to all students and continue their annual growth by meeting the expected measurable outcomes for improving points below standard on the ELA and Math Dashboard at a faster rate than the general population.

GOAL 3: Action 3 - After School Activities and Tutoring

After school activities and tutoring were effective as evident in the CA Dashboard. The Low Income students improved their chronic absenteeism by moving to the yellow range (2019) on the Dashboard from the orange range (2018). They also increased points towards the standard in both ELA (+15 points) and Math (+7.2) on the CA Dashboard. The afterschool program provides a safe and nurturing environment for students. It also gave them the opportunity to engage with peers on a social level. HELUS feels that the afterschool activities and tutoring only enhances the Low Income students educational and social condition. It helped Foster Youth by providing activities they may not have access to otherwise. English Learners had more opportunities to practice English language development through activities with peers in a non-threatening way. This action will be provided on an LEA-wide basis yet support the unduplicated students so that they will feel a stronger connectivity to school.

Due to the significantly lower attendance rate, higher suspension rate, and dropout rate of Low Income students, this action will improve student participation in and after school resulting in a higher attendance rate and hopefully reducing suspensions and drop out rates.

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

Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s):

Goal 1: Action 3 Professional Development

Goal 2: Action 2 Classified Instructional Support Staff

Goal 3: Action 1 Social Emotional Curriculum

Goal 3: Action 4 After School Activities & Tutoring

We are operationalizing equity for the English Learners, Foster Youth, and Low Income students by using the funds apportioned based on the number of unduplicated students to support such students. An equity lens is used for analyzing the impact of the implementation of these actions for unduplicated groups, and to identify and potentially eliminate barriers. HELUS feels that these Goals and Actions are principally directed towards English Learners, Foster Youth, and Low Income students and will be effective in addressing barriers to learning and success in the classroom. These provide increased or improved services to support the English Learners,

Foster Youth, and Low Income students, however, can be accessed for all students. English Learners, Foster Youth, and Low-Income students have similar and different root causes to their lack of academic progress, and we have explained the concerns for each group for each action below.

Goal 1: Action 3 Professional Development - By providing teachers and instructional assistances with focused professional development in effective use of curriculums to meet the needs of English Learners, Foster Youth, and Low Income students, this improved service can help the staff teach with specific strategies focused unduplicated students, allow them to close the achievement gap, and perform at the same performance levels as the general population. English Learners need extra help in accessing the language and need vocabulary development. Low Income students and Foster Youth need reteaching and additional practice in a variety of ways to master standards. All three groups would benefit academically and socially emotionally to have teachers use specific strategies and provide them focused instruction for their success.

Goal 2: Action 2 - Instructional Assistants & Support Staff - Providing instructional assistance through instruction assistants, support staff, and instructional materials, English Learners, Foster Youth and Low Income students will have a greater opportunity of accelerating learning. English Learners require vocabulary development, oral and written language practice, and assistance with academic language. People and specific materials can assist in these needs. Foster Youth need educational supports, both in materials and people. They require a caring learning environment and reinforcement of academic learning. They need caring adults for support and nurturing as well as axillary materials to make learning meaningful. Low Income students need access to additional support and a perception of success to move ahead educationally. Support personnel can provide educational and emotional support in the classroom. Materials to support the learning and or remediate, can be helpful in their success.

Goal 3: Action 1 - Providing a social emotional curriculum for Low Income pupils, English Learners, and Foster Youth will provide support for these students in overcoming barriers such as: little to no academic support available at home; no guidance on how to deal with issues or incidents experienced during the school day; and no motivation to achieve or participate. English Learners are often shy and reserved when engaging with English speakers. Foster Youth and Low Income students often have not received guidance on social skills and the proper methods to interact with others. Teaching students social emotional learning strategies requires other students to practice these strategies with the unduplicated students to assist in developing educational success, improving attendance, and create a desire for unduplicated students to participate in school activities.

Goal 3: Action 4 - Afterschool actives such as robotics, soccer, basketball, math club and grade level tutoring lead by credentialed teachers, instructional assistants, and volunteers will provide a balance of social emotional and academic support. Supporting Low Income students, Foster Youth, and English Learners with after school activities will provide additional learning time and help close the achievement gap. Extended learning opportunities provides Low Income and Foster Youth a safe place to be after school with supervision. It provides all three groups with academic support, homework assistance, an opportunity to improve social skills. English learners can also develop English language skills by communicating with peers in an unthreatening environment.

These four actions are services provided for unduplicated pupils and increased or improved by at least the 10% calculated as compared to the services provided for all students in the LCAP year. These actions grow services in quality and to increased services in quantity. Professional development focused on improving the teaching for these unduplicated students by teachers learning strategies to meet the learning needs of English Learners, Foster Youth and Low-Income students is an improved service. A social-emotional curriculum, the addition of classified support staff, and an after-school program and tutoring are all increased services that enhance the learning opportunities of the English Learners, Foster Youth and Low Income students.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,136,680.00	\$275,880.00	\$51207.00	\$305,124.00	\$1,768,891.00	\$1,208,022.00	\$560,869.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Certificated Salaries	All	\$666,437.00	\$110,225.00		\$88,122.00	\$864,784.00
1	2	Instructional Assistants & Support Staff	Foster Youth, Low Income, English learner (EL)	\$63,730.00	\$17,963.00	\$30,207.00	\$36,002.00	\$147,902.00
1	3	Classroom Materials	All	\$22,950.00	\$4,100.00	\$10,500.00	\$4,250.00	\$41,800.00
2	1	Social-Emotional Curriculum	Foster Youth, Low Income	\$20,000.00	\$20,000.00			\$40,000.00
2	2	Counseling Services	All		\$75,000.00			\$75,000.00
2	3	Positive Behavioral Interventions and Supports (PBIS)	All				\$35,000.00	\$35,000.00
2	4	After School Activities & Tutoring	Foster Youth, Low Income, English learner (EL)	\$51,379.00				\$51,379.00
2	5	Facilities	All	\$59,532.00			\$135,000.00	\$194,532.00
2	6	Transportation	All	\$211,602.00				\$211,602.00
2	7	AERIES	All	\$8,300.00				\$8,300.00
2	8	Parent Engagement and Involvement	All	\$750.00				\$750.00
3	1	Science Common Core Materials	All	\$3,000.00	\$8,950.00			\$11,950.00
3	2	Instructional Materials	All		\$21,350.00	\$10,500.00	\$3,750.00	\$35,600.00
3	3	Professional Development	English learner (EL), Foster Youth, Low Income	\$14,000.00	\$18,292.00		\$3,000.00	\$35,292.00
3	4	Teacher Recruitment and	All	\$15,000.00				\$15,000.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$149,109.00	\$274,573.00
LEA-wide Total:	\$149,109.00	\$274,573.00
Limited Total:		
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Instructional Assistants & Support Staff	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$63,730.00	\$147,902.00
2	1	Social-Emotional Curriculum	LEA-wide	Foster Youth, Low Income	All Schools	\$20,000.00	\$40,000.00
2	4	After School Activities & Tutoring	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$51,379.00	\$51,379.00
3	3	Professional Development	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$14,000.00	\$35,292.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$36,002.00					\$269,122.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Certificated Salaries						\$88,122.00	\$864,784.00
1	2	Instructional Assistants & Support Staff	\$36,002.00						\$147,902.00
1	3	Classroom Materials						\$4,250.00	\$41,800.00

2	3	Positive Behavioral Interventions and Supports (PBIS)						\$35,000.00	\$35,000.00
2	5	Facilities						\$135,000.00	\$194,532.00
3	2	Instructional Materials						\$3,750.00	\$35,600.00
3	3	Professional Development						\$3,000.00	\$35,292.00

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's 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 the English Learner Parent Advisory Committee, and consult with the special education local plan area administrator(s), as applicable. 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 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 are strongly encouraged to assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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.