

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Knights Ferry Elementary School District	Janet Skulina Superintendent/Principal	jskulina@kfesd.org 2098813382

Plan Summary [2021-22]

General Information

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

Vision Statement:

Inspiring academic excellence and cultivating citizenship for the future success of the whole child.

Mission Statement:

Knights Ferry School District, in partnership with families and community, is dedicated to ensuring each student receives a challenging, quality education in a safe, supportive environment. We are committed to:

Implementing high standards of teaching and learning;

Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self-directed, productive citizens;

Fostering a love of learning, collaboration and individual creative expression;

Preparing well-rounded students who will make successful transitions throughout their lives.

Proposed Draft Goals- aligned with LCAP Integrate place and community based instructional opportunities in all curricular areas. (CCSS standards; Priorities 2, 3,5,6,8)

Emphasize project based learning opportunities within the community and integrated with all curricular areas as appropriate within a project. (CCSS; Priorities 2,3,5,6,7)

Provide engaging Science Technology Engineering Arts and Math and Agricultural instruction connected with local issues. (Priorities 2, 3,4,5)

Provide students the opportunity to have leadership and agency in their learning environment. (Priorities 5,6,8)

Parents and the District will collaborate on instruction, programs and facilities. (Priorities 1,3)

Parents will have opportunities to be directly involved in the instructional program process (Priorities 1,3,4,8)

Provide high quality instruction through teacher driven professional development (CCSS; Priorities 1, 2)

Knights Ferry School is a one-school elementary district in the Sierra foothills, twelve miles east of Oakdale, California. It is historically part of the Gold Country. The school has been in existence at several sites in Knights Ferry since 1854. The current enrollment is 139 students, transitional-kindergarten through 8th grade. The school staff and community have worked hard to increase enrollment by positive marketing in the local community. Our projected enrollment for 2019-2020 is currently 160. The largest enrollment the school has seen in over ten years. However, the COVID-pandemic of 2020-2021 impacted our enrollment negatively. The staff consists of: eight full-time teachers; one full-time secretary/executive assistant; four para-professionals; one custodian/maintenance position; a 20% resource specialist; a 20% speech pathologist; and one principal/superintendent. A five member Board governs the district. About 70% of the students are attending Knights Ferry School on interdistrict attendance permits, and live outside the district's attendance boundaries.

Knights Ferry School is a direct service district with the Stanislaus County Office of Education. The county provides many services and support activities. Some of the services include: payroll; budget assistance; consultants for operations and LCAP development; and a school nurse.

The school has a 23% socioeconomically disadvantaged students. The school does not have a significant English Learner, Foster Youth or Homeless student population. Our student population which receives special education services is likewise very small. Given the overall small size of the school as well as the small non-duplicated pupil subgroup counts, programs are designed to meet the needs of all students therefore, no specific subgroups are indicated in "scope of services" throughout our plan.

Reflections: Successes

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

Based on the latest data from the California Dashboard, our student engagement strategies continue to be a great success. Our chronic absenteeism data from 2018 is at the most positive or highest level of blue as is our suspension data. In the short version of the 2019-2020 school year we continued to have very positive student engagement and despite beginning the year on distance learning our middle school students rated their connectedness to the school higher than the group tested two years previously (on the CHKS assessment). Local data notes good progress academically during the 2020-2021 school year; however, this data is not translatable to the Dashboard.

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.

Knights Ferry School remains the orange category (2018) in English Language Arts due to decrease in scores. The sample size is very small which makes the swings in data difficult to interpret. However, English Language Arts performance should be increasing, not decreasing. The district began the Multi-Tiered System of Support in 2018-19 and began refining the support program in 2019-2020. Our greatest need continues to be in improving student outcomes in English Language Arts; addressing learning loss due to the school closures of 2020 is an area of need.

A review of the just released scores for 2019 showed an increase in both math and ELA in all grades although 5th grade decreased slightly in math and 7th grade decreased slightly in ELA. No scores are available for 2020.

Our discipline data and absenteeism for 2018, which is the last reported year available in the Dashboard, were both in the blue area. The number of discipline incidents decreased by 1.6% and the number of students chronically absent declined by 7.2%.

No assessment data is available for the 2019-2020 school year due to the COVID-19 pandemic. However, between August 12th and March 18th there were zero suspensions and zero expulsions. KFS continues to have zero expulsions for the 2020-2021 school year. However, there were five total days of suspension with two students and one incident.

We will continue to refine and implement our the Positive Behavior Intervention and Support program that was initially implemented in 2019-2020.

LCAP Highlights

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

Key priorities continue to be:

The development of our Multi-Tiered System of Support program focusing on early literacy and interventions for reading and ELA but also for math in the upcoming years.

Continue refining and fully implementing our Positive Behavior Intervention and Support Program.

Place based Agricultural Education and the implementation of a school farm for both animal support of the PBIS and local agricultural issues as well as continued implementation of NGSS with a local flair.

Aligning the LCAP with the Expanded Learning Opportunities Plan (ELOP).

Comprehensive Support and Improvement

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

Schools Identified

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

No schools were identified for CSI.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

The stakeholder process included surveys to all parents, guardians and staff as well as direct meetings with all staff (certificated and classified) to solicit ideas and information. Additional portions of the process included meeting the the KFS Leadership team to refine the information given: surveys were given to parents on their opinions of the relative importance of intervention and program ideas that staff created in conjunction with the Expanded Learning Opportunities Plan on April 5th. That information, with survey respondents rating the ideas in level of importance was further used to create the LCAP. All staff were invited to make suggestions the ELOP and LCAP. Classified, parent and credentialed staff were given copies of the draft LCAP to review. LCAP goal review with KFESD Leadership Team 06-03-21 A Public Hearing was held on June 10th, 2021.

A summary of the feedback provided by specific stakeholder groups.

Very little feedback is gleaned from stakeholders regarding the specifics of the LCAP itself; however parent surveys and Leadership Team heavily support intervention in the areas of reading and math, particularly in light of the pandemic school closures of 2019-20 and the beginning of the 2020-2021 school year.

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

Stakeholder input was used to align the LCAP and the ELOP in all aspects, focusing on academic intervention and extension of previous Multi-Tiered System of Support actions.

Goals and Actions

Goal

Goal #	Description
1	<p>Goal A. As a facet of Conditions of Learning state priority area A, Knights Ferry Elementary School District will implement high standards of teaching and learning for all students through the following activities:</p> <p>A1 In order to maintain highly qualified teachers KFESD will provide staff development on the continued implementation of all state standards, focusing reading support and intervention and Positive Behavior Interventions and Supports; and provide high quality induction services (formerly known as BTSA) for all qualified new teachers.</p> <p>A2 All course requirements are aligned with state standards and all students at the school participate in all the required courses creating access to a broad course of study as well as access to evidence based curriculum will be utilized for reading and math.</p> <p>A3 Provide paraeducators for core instruction in all combo classes as well as for intervention.</p> <p>A4 Review for purchase and implementation including staff training, evidence based reading and math intervention programs and strategies</p>

An explanation of why the LEA has developed this goal.

A high quality workforce continues to be a priority of KFESD. Additionally, continuing work that was begun previously in the area of writing and intervention specific to reading remains a top priority for all stakeholders. Math intervention is also important.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meet Williams Act Sufficiency	Zero Williams Act Complaints				Zero Williams Act complaints

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Requirements (State Priority 1)</p> <p>100% of teachers will be appropriately assigned and fully credentialed (SP 1).</p> <p>All qualified teachers will participate in Induction (SP 1).</p> <p>90% Staff Development Days will focus on Positive Behavior Interventions and Support rational and school specific strategies AND academic intervention strategies (SP 1, 5, 6).</p> <p>Classroom walk throughs will evaluate the regular use of positive behavior strategies for classroom management in 100% of classrooms (SP 5, 6).</p>	<p>7/8 teachers were fully credentialed (one intern credential)</p> <p>Provided Induction for 100% of qualified teachers and additionally, provided additional, district support for 100% of intern teachers.</p> <p>60% of staff development days focused on coping with COVID-19, distance learning, complying with health department mandates and staff emotional health; 30% focused on NGSS and local agriculture issues.</p> <p>7/8 teachers used PBIS consistently and with good results as observed in the classrooms.</p>				<p>100% teachers will be fully credentialed.</p> <p>Induction will be provided to all qualified teachers; though ideally, all teachers will by this time have a clear credential.</p> <p>Positive Behavior Intervention and Supports will be completely and thoroughly understandable to all stakeholders and used consistently on a daily basis.</p> <p>Intervention groups through a Multi-Tiered System of Support will be integral to the instruction process and maintained year-to-year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Classroom walk throughs will evaluate consistent and regular use of standards aligned materials in order to meet a broad course of study for all student groups, including the use of EL strategies (SP 2, 7, 8).</p> <p>Evidence based intervention materials will be used fidelity and regularity, supporting state standards with 100% of the intervention groups, including English learners and students with disabilities (SP 2, 4) .</p> <p>State Dashboard Rating for ELA will increase from the blue area to the green area based on state score cut-offs. (SP 4)</p>	<p>8/8 teachers used standards aligned materials.</p> <p>Interventions were given to identified students weekly. Aides were available to support core instruction in the one combo class. Aides assisted in reading intervention. Reading intervention curriculum was available for grades K-2 but not 3-8. Intervention curriculum is not available for math.</p> <p>Most current district rating for ELA for all students is blue and students increased by 17.9 points; there are not enough students in any unduplicated subgroup to have a specific rating.</p>				<p>100% of combo classes will have aide support. Prefer only one grade per teacher. Appropriate aides are trained and able to run intervention groups with the purchased curriculum independently. An evidence based reading curriculum is fully implemented and used with fidelity. An evidenced based math curriculum is fully implemented and used with fidelity.</p> <p>Ideally, the ELA rating will be green, the highest level.</p> <p>100% of English Learners will make progress towards English proficiency as measured by increasing ELPAC scores</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>100% of English Learners will make progress towards English proficiency as measured by increasing ELPAC scores (SP 4).</p> <p>100% of English Learners who make adequate progress on the ELPAC, CAASPP and in class assessments will be reclassified.</p>	<p>The EL sub group is too small to have aggregate scores on the CADashboard.</p> <p>Two students of eight total English Learners were reclassified in 2020-2021 school year.</p>				<p>100% of English Learners who make adequate progress on the ELPAC, CAASPP and in class assessments will be reclassified.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	High Quality Instruction-Staff Development	<p>* Review need for consultation with SCOE for site delivered staff development related to NGSS and place based education and other curricular areas of need.</p> <p>*Contract with SCOE through the Master Agreement to provide the Induction tuition for any new qualified teacher.</p> <p>*Send Master Teachers to Curriculum Director Meetings at SCOE as possible</p>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		*Send teachers to workshops as possible and available on: reading intervention strategies such as Orton-Gillingham; trauma focused instruction; agricultural science-NGSS focus;		
2	Reading Intervention ; Social Emotional Learning	Review, purchase and implement a reading intervention program based on evidence based practices such as Orton-Gillingham; and review, purchase and implement a daily social-emotional learning curriculum. Set aside 1% of budget to purchase standards based instructional materials as needed	\$30,000.00	Yes
3	Staff Development	Provide professional learning time to ensure effective implementation of adopted standards aligned instructional materials Emphasize reading intervention, social emotional learning and place-based ag science on Monday professional development days.	\$3,000.00	Yes
4	Paraeducator Support	Continue to provide paraeducator support in all dual-grade classrooms with a focus on EL Students and struggling learners;	\$20,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>Goal B: Knights Ferry ESD will ensure improved student outcomes including increasing academic success for EL and socio-economically disadvantaged students.</p> <p>B1 Repeat the training for and Implementation of a Positive Behavior Intervention and Support (PBIS) model school-wide; train all staff on the key factors of PBIS and how to implement school-wide and in the classroom (district staff with SCOE support as necessary).</p> <p>B2 Review, purchase and implement a daily, social emotional learning curriculum (also indicated in the Expanded Learning Opportunities Plan (ELOP).</p> <p>B3 Provide opportunities for paraeducator staff to receive training and consultation in classroom and behavior management strategies and EL support strategies; includes PBIS and the delivery of academic intervention where appropriate.</p>

An explanation of why the LEA has developed this goal.

The implementation of a Positive Behavior Support and Intervention plan throughout the school was begun in 2018-2019 and implemented with great success in 2019-2020 until school closed. All components of the PBIS were not completed and at this time, based on stakeholder input, starting this processes with staff from the beginning is appropriate. Our school has a very positive climate, but the district wants to continue and expand the PBIS. To address the needs of our unduplicated population and other struggling students, aides as appropriate may receive training in academic intervention curricula.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Train all staff in all aspects of Positive Behavior Intervention and Supports including trauma focused strategies, addressing ACES and de-escalation strategies (SP 5,6).	Training for all staff on PBIS began in the 2019-2020 school year. None was provided in the 2020-2021 school year.				All staff understanding trauma focused instruction. All staff use a common language related to Respect Ownership Attitude Responsibility and Safety (ROARS) when talking with students
Completely develop A PBIS matrix, flow chart of behavior responses and forms that will be used by 100% of staff (SP 5,6)	Only one form exists at this time: Minor Incident Report Form.				PBIS forms are available. A PBIS flow chart of behavior management is consistently used in each classroom and on the playground.
Train all staff on the use of PBIS forms with the process that will be used by 100% of staff (SP 5,6).	0/8 teachers used the Minor Behavior Incident Report form in 2020-2021. Staff are not consistently using the Behavior Reflection Form and other forms do not yet exist.				PBIS forms are available. A PBIS flow chart of behavior management is consistently used by 100% of the staff in each classroom and on the playground.
Fully and daily implementation of the adopted, grade specific, social-emotional learning curriculum in 100% of the classrooms as measured by classroom walk-	An inexpensive SEL curriculum was purchased but did not have grade level standards and was not consistently used in 2020-2021 and 6/7 teachers used in 2019-2020.				Students and staff use the lingo of the social-emotional curriculum throughout the school day and demonstrate the use of problem solving strategies in class and on the playground.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
throughs and observations. 7/7 teachers will indicate on their schedule the daily times for SEL instruction (SP 5,6).					
Increase attendance rate to 97% (SP 5,6)	Calculated attendance rate for 2019-2020 hovered around 95%.				Attendance rate will be approximately 97%.
Decrease suspension rate to 0 incidences per year (SP 5,6).	There were no suspension and few office referrals from August 2019-March 2020. There were no suspensions from August 2020- May of 2021 but two students were suspended for a total of five days in May, 2021.				No suspensions unless required for mandatory offenses.
Maintain zero expulsions for non-mandatory offenses (SP 5,6).	There have been no expulsions from 2015 to present at Knights Ferry School.				Maintenance of zero expulsions for mandatory offenses.
Maintain zero middle school drop-out rate (SP 5, 6).	Currently the drop out rate for middle school is zero percent.				Increase out-of-district students who opt in to middle school versus leaving at 7th grade and maintain 100% success of all 7th and 8th graders completing middle school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive Behavior Intervention and Supports Training	Repeat the training for and Implementation of a Positive Behavior Intervention and Support (PBIS) model school-wide; train all staff on the key factors of PBIS and how to implement school-wide and in the classroom..	\$5,000.00	No
2	Expand Social-Emotional Learning	B2 Review, purchase and implement a daily, social emotional learning curriculum (ELOP).	\$10,000.00	Yes
3	Paraeducator Training	B3 Provide opportunities for paraeducator staff to participate in training for classroom management strategies related to positive behavior support and English learner support.	\$2,000.00	

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	<p>Goal 3. Knights Ferry ESD will enhance school climate, active family, student and community engagement through:</p> <p>1 Expanded volunteer activities for parents to provide enrichment / enriching activities on campus such as but not limited to: tapping expertise and willingness to engage in the development and support of the school farm; second language support through software or text book such as Duolingo; Google Classroom and Google Apps for Education; place-based integrated educational activities-particularly the school farm and community based opportunities; art instruction etc. provided by any parent including parents of EL students, students with disabilities and parents who may described as financially disadvantaged (pandemic / COVID-19 restrictions as allowed)</p> <p>2 Use the farm animals as comfort and to provide social emotional support to students in need combined with social emotional learning lessons.</p>

An explanation of why the LEA has developed this goal.

Parents often reference the volunteer activities and parent involvement as reasons they like their children to attend Knights Ferry School. The local business of the surrounding area is agriculture and many parents work in and support the agricultural industry in a variety of ways. KFESD has increased its enrollment every year since the 2015-2016 school year as parents choose to attend KFS because of its unique positive environment and opportunities for volunteerism. Like many districts, KFESD saw a decrease in enrollment in the 2020-2021 school year and creating a science / ag curriculum and a unique program that emphasizes local issues and provides a thriving small farm environment is one way to rebuild enrollment. Such an environment also offers multiple volunteer opportunities regardless of ability or income.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% parent and community volunteer (including parents of English learners and parents of students with disabilities) completion of the infrastructure of the school farm: chicken coop, livestock enclosure, planter boxes and fruit trees, (SP 3).	Parent volunteers provided support such as manual labor to build farm fences and provide veterinary care to the animals.				All buildings, planter boxes, and infrastructure necessary to maintain the farm will be 100% complete.
Increased number of parent or community volunteers involved with the farm or providing direct instruction to students in extracurricular activities including unduplicated student parents (SED, students with IEPs and EL-other groups as appropriate to student populations as measured by volunteer sign-in documents. (SP 3).	Parents participated through the Parent Teacher Club to raise funds and drive the school farm forward; 3 parents were the main organizers.				Parents will continue to and increase the support the school farm through consistent volunteer activities and fund raising. Parents will continue to volunteer in other ways.
100% of teacher schedules and lesson plans will include at least one walking field trip per year; bi-	Teachers took many walking field trips into the local community; but not all teachers used this option. All				100% of classrooms will complete at least one walking field trip in the community each year and local

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
weekly farm activities, and science activities connected to local issues and local agriculture will be completed by 7/7 teachers(SP 7,8)	classes were assigned to a regular, rotational "goat duty" calendar, but at times the duties were forgotten or not performed as stipulated; as this was new, staff struggled to find ways of fitting in "goat duty" with their regular curriculum. 5/8 teachers always completed their agricultural related "goat duties".				agriculture will be an integral focus of the science curriculum.
Animal therapy visits and requests will be tracked and logged. Expected increase in visits by 3% yearly (SP 5,6).	The baby goats were used several times to help students struggling emotionally, including at students' requests. Certain groups of children preferred quiet activities with the goats to sports activities on the playground.				Students will understand and request visits to the farm when they are struggling emotionally; trained animals will occasionally visit classrooms.
The school farm and school environment will be maintained and in good repair (SP 1).	The SARC and FIT noted that the school facilities are in good repair with minor upgrades needed-new carpet and portable painting.				The Farm will be fully completed and safely and attractively maintained and all school facilities will continue to be in good repair.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Involvement / Place and Community Based Education	<p>Review place and community based instructional activities for revision and expansion as necessary, including the following:</p> <p>Specific community based science issues with a focus on agricultural science with solicitation of community volunteer expertise.</p> <p>Collaborate with the Parent Teacher Club or other groups such as a School Site Council for parent and stakeholder input.</p> <p>Field trips will be developed that involve raising salmon in the classroom for river release, studying the riparian habitat, viewing river / water conditions and salmon migration and other water and river specific activities.</p> <p>Teachers will conduct regular walking field trips specific to their grade level in the local community.</p> <p>Arrange walking tours of the historical buildings for all students.</p> <p>Work with local families and community volunteers to: pick and can pears or other fruits; match NGSS standards to school gardens and livestock (goats, chicken, sheep) and complete other community service projects as appropriate.</p>		No
2	Farm Animals and Positive Behavior Intervention and Supports	Describe and delineate, as part of a Positive Behavior Intervention and Support implement, how struggling children will be given tasks and opportunities to interact with the farm animals, and or engage in calming hands-on activities.	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3				

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.87%	\$58569

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.

As a very small single school LEA, the needs of all students, including our small population of English Learners, students with disabilities, low-income students, foster and homeless youth are considered when developing all actions provided to students. The actions listed in our LCAP are effective at meeting the goals of increased achievement and attendance, parent involvement, a positive and supportive school climate, as well as the overall social and emotional well-being of these student populations.

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

At this time there are no foster or homeless youth in the Knights Ferry ESD. Knights Ferry School has an attendance of 140 students during the 2020-2021 school year. While all pending actions of the LCAP are available for all students, assessment of student need will target students with the most static academic growth. The children who are of low-income or EL families will be given priority to access interventions and technology.

Any student in need who scores on District normative assessments more than one grade level below their current grade will be recommended for intervention in either ELA, math or both depending on need.

Reading intervention will be provided at least three times weekly in individual or small group segments using an evidence based reading intervention program.

Small group instruction focusing on reading intervention and ELD strategies will be given to students during small group rotations.

The social-emotional needs of students most likely to have been affected by childhood trauma (foster, homeless, possibly low-income youth) have been targeted through school-wide positive behavior intervention and supports; the use of therapy / support animals and the implementation of a daily social-emotional learning program.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$55,000.00	\$32,000.00			\$87,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$25,000.00	\$62,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	High Quality Instruction-Staff Development		\$10,000.00			\$10,000.00
1	2	English Learners Low Income	Reading Intervention ; Social Emotional Learning	\$20,000.00	\$10,000.00			\$30,000.00
1	3	English Learners Foster Youth	Staff Development	\$3,000.00				\$3,000.00
1	4	English Learners Low Income	Paraeducator Support	\$20,000.00				\$20,000.00
2	1	All	Positive Behavior Intervention and Supports Training	\$5,000.00				\$5,000.00
2	2	Foster Youth Low Income	Expand Social-Emotional Learning		\$10,000.00			\$10,000.00
2	3	English Learners Low Income	Paraeducator Training	\$2,000.00				\$2,000.00
3	1	All	Community Involvement / Place and Community Based Education					
3	2	Foster Youth Low Income	Farm Animals and Positive Behavior Intervention and Supports	\$5,000.00	\$2,000.00			\$7,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$48,000.00	\$70,000.00
LEA-wide Total:	\$48,000.00	\$70,000.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Reading Intervention ; Social Emotional Learning	LEA-wide	English Learners Low Income	All Schools	\$20,000.00	\$30,000.00
1	3	Staff Development	LEA-wide	English Learners Foster Youth	All Schools	\$3,000.00	\$3,000.00
1	4	Paraeducator Support	LEA-wide	English Learners Low Income	All Schools	\$20,000.00	\$20,000.00
2	2	Expand Social-Emotional Learning	LEA-wide	Foster Youth Low Income	All Schools		\$10,000.00
2	3	Paraeducator Training		English Learners Low Income	All Schools	\$2,000.00	\$2,000.00
3	2	Farm Animals and Positive Behavior Intervention and Supports	LEA-wide	Foster Youth Low Income	All Schools	\$5,000.00	\$7,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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