2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Kashia Elementary School District
CDS Code:	49 70888 6052013
LEA Contact Information:	Name: Frances Johnson Position: Superintendent/Principal Email: fjohnson@scoe.org Phone: (707) 785-9682
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$213,422
LCFF Supplemental & Concentration Grants	$37,833
All Other State Funds	$8,000
All Local Funds	$105,941
All federal funds	$106,797
Total Projected Revenue	$434,160

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$407,465
Total Budgeted Expenditures in the LCAP	$181,102
Total Budgeted Expenditures for High Needs Students in the LCAP	$50,854
Expenditures not in the LCAP	$226,363

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$34,866
Actual Expenditures for High Needs Students in Learning Continuity Plan	$30,710

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$13,021
2020-21 Difference in Budgeted and Actual Expenditures	$-4,156

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	70% administration; business services; special education
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	Due to COVID closure not all planned expenditures were able to happen as students weren't present on campus and travel was severely restricted.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	

LCFF Budget Overview for Parents

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

CDS Code: 49 70888 6052013

School Year: 2021-22

LEA contact information:

Frances Johnson

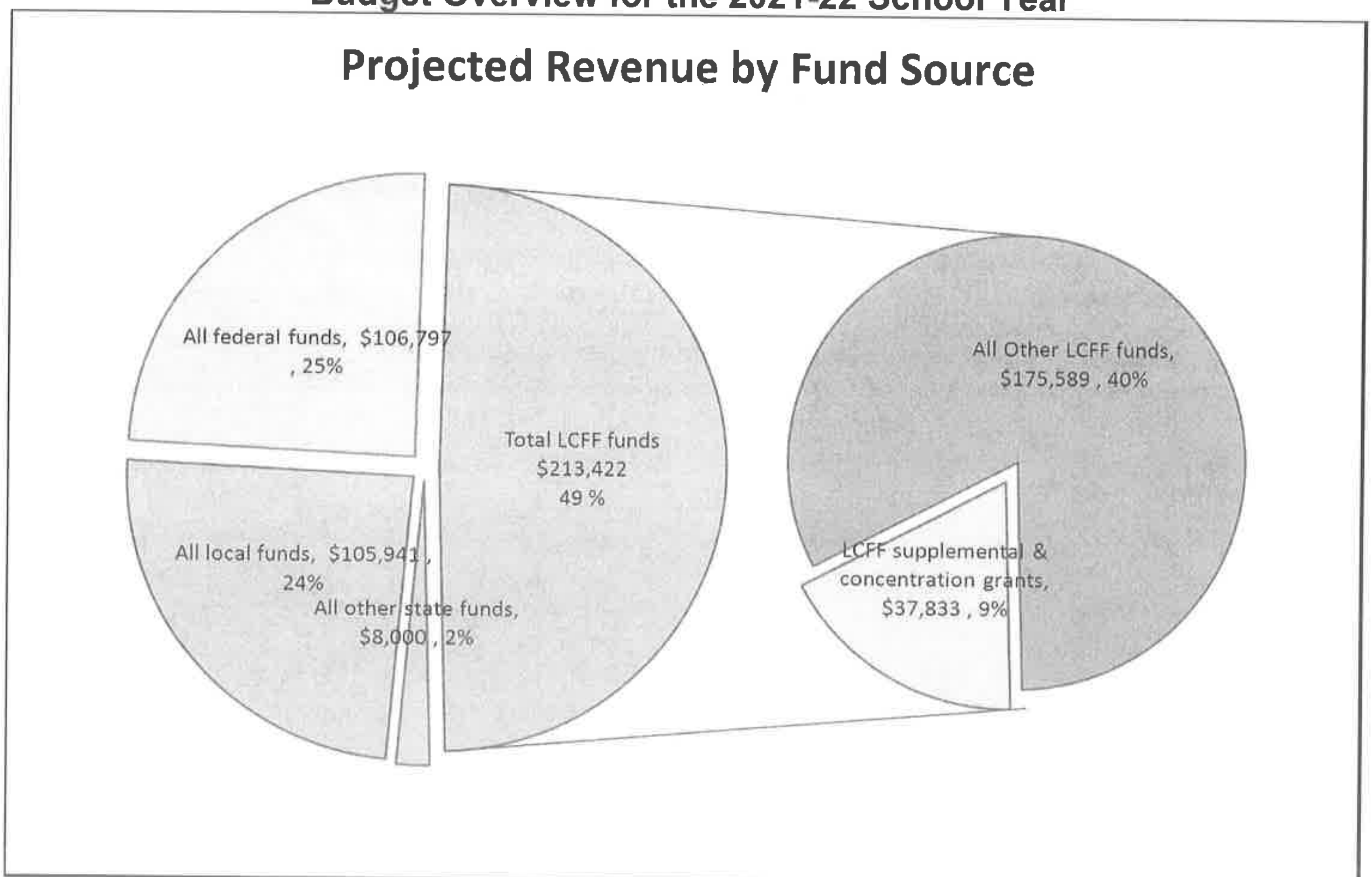
Superintendent/Principal

fjohnson@scoe.org

(707) 785-9682

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

Budget Overview for the 2021-22 School Year

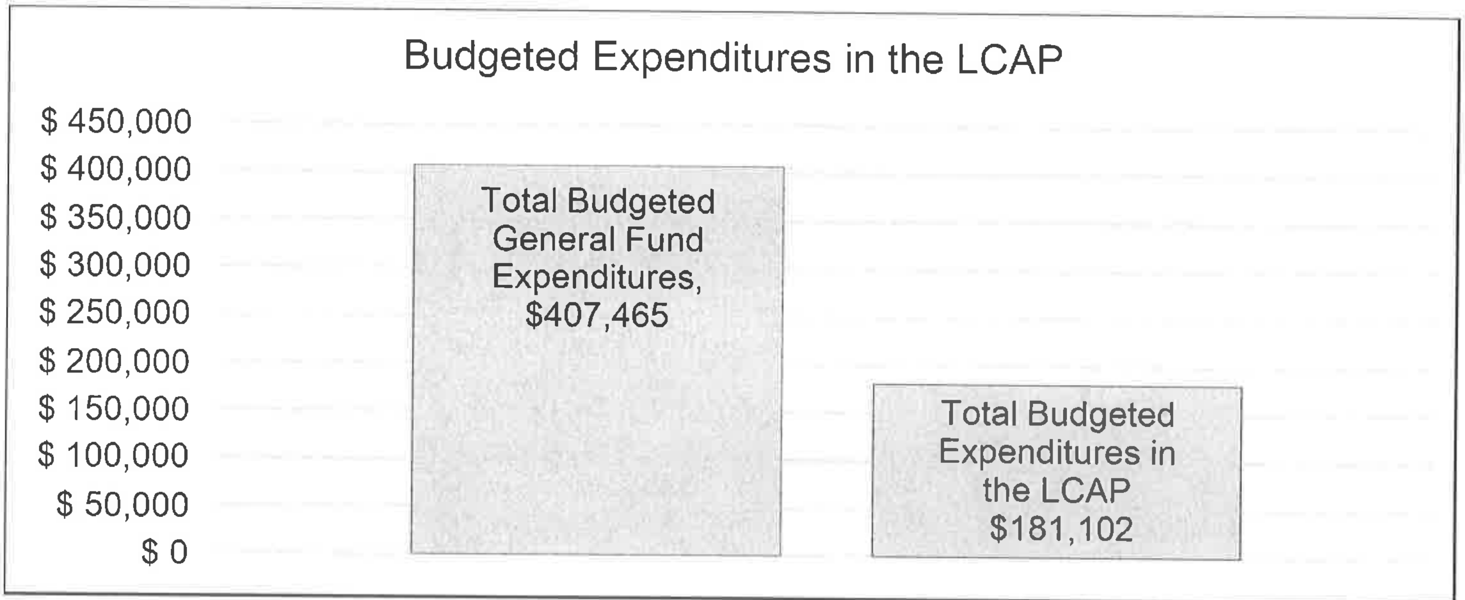


This chart shows the total general purpose revenue Kashia Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Kashia Elementary School District is $434,160, of which $213,422 is Local Control Funding Formula (LCFF), $8,000 is other state funds, $105,941 is local funds, and $106,797 is federal funds. Of the $213,422 in LCFF Funds, $37,833 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Kashia Elementary School District plans to spend $407,465 for the 2021-22 school year. Of that amount, $181,102 is tied to actions/services in the LCAP and $226,363 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

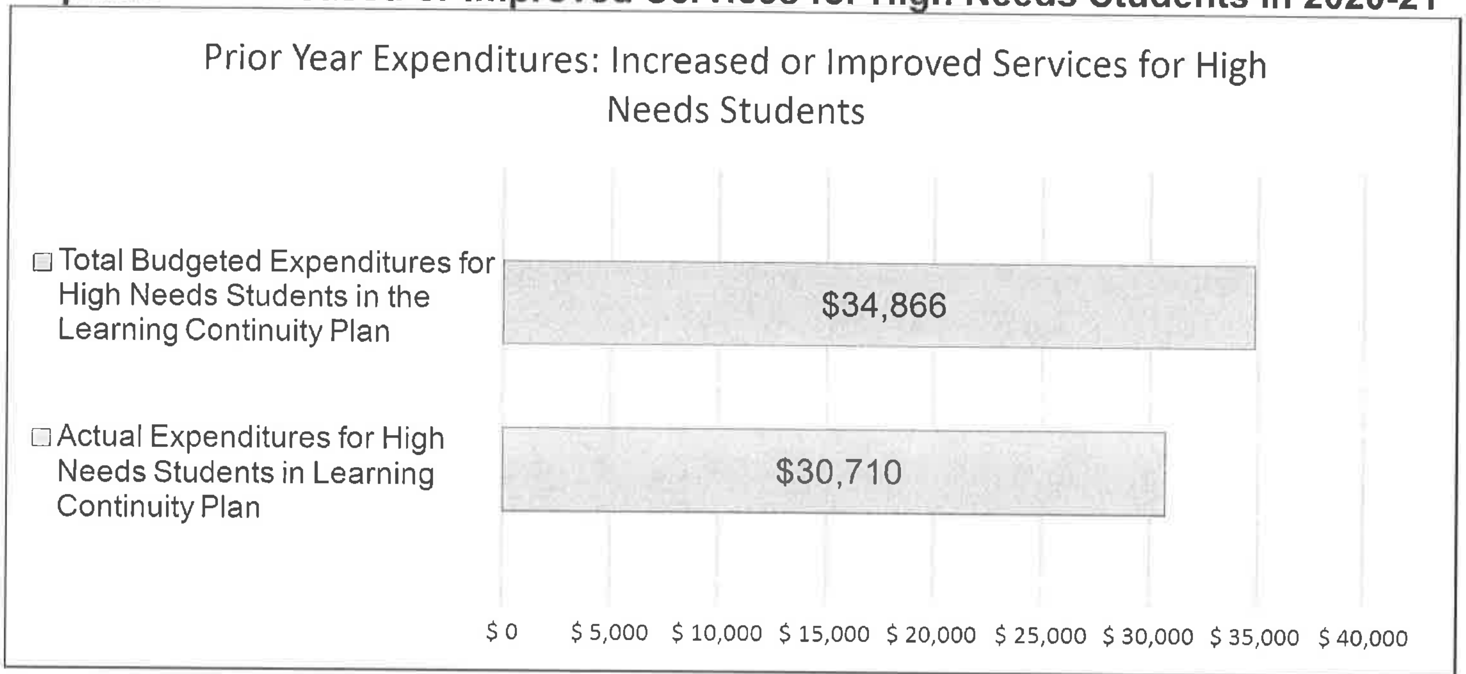
70% administration; business services; special education

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

In 2021-22, Kashia Elementary School District is projecting it will receive $37,833 based on the enrollment of foster youth, English learner, and low-income students. Kashia Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kashia Elementary School District plans to spend $50,854 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Kashia Elementary School District's Learning Continuity Plan budgeted $34,866 for planned actions to increase or improve services for high needs students. Kashia Elementary School District actually spent $30,710 for actions to increase or improve services for high needs students in 2020-21.

Due to COVID closure not all planned expenditures were able to happen as students weren't present on campus and travel was severely restricted.

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

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

LEA Name	Contact Name and Title	Email and Phone
Kashia Elementary School District	Frances Johnson Superintendent/Principal	fjohnson@scoe.org (707) 785-9682

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

Goal 1

Goal 1: Students will demonstrate an increase in proficiency in grade level standards

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of teachers and credential information as reported to HR **19-20** Maintain 100% **Baseline** 100% of teachers will be appropriately assigned and fully credentialed.	No teachers were able to be hired, Superintendent/Principal performed that service with the help of two part time classroom aides.
Metric/Indicator % of Materials CCSS aligned per observation by administration **19-20** All students will have access to standards aligned curriculum (Common core and ELD standards) **Baseline** All students will have access to standards aligned curriculum (Common core and ELD standards	All students had access to curriculum and work packets were sent home during COVID.
Metric/Indicator % of implementation per observation by administration	Superintendent/Principal was acting teacher and was present for observation every day.

Expected	Actual
19-20 100% implementation of state board adopted academic content and performance standards will occur **Baseline** 100% implementation of state board adopted academic content and performance standards will occur	
Metric/Indicator Courses offered for a broad course of study as observed through lesson plans/report cards **19-20** All students, including unduplicated students and students with exceptional needs, will have access to a broad course of study as applicable. **Baseline** All students, including unduplicated students, will have access to a broad course of study as applicable.	Project based learning is used as well as all required curriculum including Houghton Mifflin.
Metric/Indicator Local and State PE assessments **19-20** 90% of students will test proficient on the state mandate PE assessment. **Baseline** 80% of students will test proficient on the state mandate PE assessment.	PE assessment was not performed due to COVID closure.
Metric/Indicator AR scores record by teacher **19-20** There will be a 5% increase in students reading at grade level in AR. **Baseline** Students are one AR level below grade level.	Year end testing did not occur due to school closure due to COVID

Expected	Actual
Metric/Indicator Math scores record by teacher **19-20** There will be an additional 2% increase in students math scores towards the goal of being at grade level in Math. **Baseline** 100% of students are below grade level.	Year end testing did not occur due to school closure due to COVID

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A fully credentialed teacher was hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.	MGMT 0100-Elem Ed/1400-EPA/5810-REAP 1000-1999: Certificated Personnel Salaries LCFF Base $76,523	1000-1999: Certificated Personnel Salaries LCFF Base 0
	OBJ 5838 Services (contracted through SCOE) MGMT 2700-School Admin/7150-District Admin/6500-RSP 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $35,186	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 36681
	OBJ 5838 Services (contracted through SCOE) MGMT 2700-School Admin/7150-District Admin/6500-RSP 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $82,102	5800: Professional/Consulting Services And Operating Expenditures LCFF Base 85590
Curriculum will continue to be updated to reflect integration and implementation of CCSS.	OBJ 4310 supplies MGMT 1100 Lottery/0100 Elem Ed 4000-4999:	4000-4999: Books And Supplies LCFF Base 6573

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Books And Supplies LCFF Base $4600	
Replace broken and worn sports equipment and students were taken on structured walking/hiking activities to increase awareness of surroundings while concurrently increasing cardiovascular fitness. Additionally, aerobics videos were utilized due to requests by students, which increased student engagement.	OBJ 4315 PE Supplies MGMT 0100 Elem Ed 4000-4999: Books And Supplies LCFF Base $200	4000-4999: Books And Supplies LCFF Base 0

Goal Analysis

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

Expenses were reduced due to COVID school closure.

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

Attendance continues to be an issue and Kashia continues to work on community support to get the children to come to school.

Goal 2

Parents will be involved in their students' education in order for students to be successful.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent participation in the LCAP Survey to provide input on the district's goals for increased student achievement **19-20** 85% Participation **Baseline** 50%	All parents express their needs, concerns and successes when dropping off/picking up their children.
Metric/Indicator Parents will attend school events as measured through observation and sign-in sheets **19-20** 100% Attendance **Baseline** 100%	Parents do come to school during events, sign in sheets have not been used.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Website will be maintained as a site for updated legal and community services	OBJ 5840 services/ MGMT 1000 Supp&Conc 5800: Professional/Consulting Services And Operating Expenditures	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1400

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental and Concentration $1500	
Superintendent will publish a monthly newsletter that will be distributed in hard copy and will reach out personally to recruit parents to participate in school functions. Parents will also be encourages to participate in classrooms as assistants.	N/A	0000: Unrestricted Locally Defined 0

Goal Analysis

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

All Kashia funds are used to support students and parents. Any item not spent in full was due to COVID school closure.

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

Lack of qualified personnel to perform services continues to be a challenge but the Superintendent/Principal is able to engage volunteers to perform many tasks.

Goal 3

Students will feel safe and secure at school in order too be successful

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator FIT Inspection **19-20** Maintain Good rating **Baseline** Good" rating	FIT inspection was performed and school continues to maintain a Good rating only due to the need to replace materials under playground equipment.
Metric/Indicator Number of Suspensions as reported by teacher **19-20** Maintain at 0 **Baseline** 0	There were zero suspensions.
Metric/Indicator Number of Expulsions as reported by teacher **19-20** Maintain at 0 **Baseline** 0	There were zero expulsions.
Metric/Indicator CHKS or Local Survey on alternating years	Students continue to feel safe at school. CHKS not administered due to COVID-19.

Expected	Actual
19-20 Maintenance of 100% of students report feeling safe. **Baseline** 100% of students report feeling safe	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Utilize local resources and the Tribal Council to provide counseling support for both parents and students.	N/A	0000: Unrestricted Locally Defined 0
Students will be given responsibilities for maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.	N/A	0000: Unrestricted Locally Defined 0
Maintain current facilities with janitorial services and maintenance repairs and supplies.	OBJ 4xxx-5xxx /MGMT 8110 maintenance & 8200 custodial 4000-4999: Books And Supplies LCFF Base $30,400	5000-5999: Services And Other Operating Expenditures LCFF Base 25118

Goal Analysis

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

All funds were not spent due to COVID school closure.

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

Kashia actually had the support to complete these tasks. Reduced amounts spent were due to COVID school closure.

Goal 4

Students will be engaged in their learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance rate as reported in CALPADs **19-20** 91% **Baseline** 83%	Attendance was hold harmless as of February 2020
Metric/Indicator Chronic Absenteeism rate as reported in CALPADs **19-20** 0% of total number of students **Baseline** 9% of total number of students	The attendance was 64.38% at the end of month 7.
Metric/Indicator Student participation rate in Pomo Language Instruction measured through observation **19-20** 100% participation **Baseline** 0% - instruction has not occurred	Native language studies was done occasionally due to tribal member availability.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.	OBJ 1xxx-4xxx/MGMT 4510 Title 7 1000-1999: Certificated Personnel Salaries Title VII $4000	2000-2999: Classified Personnel Salaries Title VII 4000
Used technology to publish a school-wide yearbook and integrated technology into the Make Space of classroom	OBJ 4397/ MGMT 0100 Elem Ed 4000-4999: Books And Supplies LCFF Supplemental and Concentration $200	4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Provide lunch at no cost to students	OBJ 4xxx-5xxx/MGMT 3700 food services 4000-4999: Books And Supplies LCFF Supplemental and Concentration $4000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3277
Provide Instructional Assistants	Hiring RSP Aide to cover classroom assistance LCFF Supplemental and Concentration 0	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 40676
Provide Integrated Technology to improve equitable access to the curriculum	OBJ 5840 services MGMT 1000 Supp & Conc 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $1,500	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

Goal Analysis

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

Kashia was able to hire classroom support and the classroom aide was able to supply technology and website support.

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

Having one knowledgeable classroom aide and another part time assistant was invaluable to not only the student education but the nutritional support and cleanliness of the school.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students will be given individualized standards based workbooks in the area of ELA and Math. This sequence instruction will provide some continuity of learning. We are using Learning Loss Mitigation Funds to order these instructional booklets. In addition, the staff will receive up to date laptops, for better access. We have reached out to Education Apple Support who promised to give teachers opportunities for learning the latest strategies for online instruction. Our partners at Houghton Mifflin, have also offered support to the teachers. We will purchase the additional educational materials from them and they, in turn, will offer ongoing support. In addition the school will provide students with necessary desks and chairs, so they can create a work place in their homes. We will give the students white board pens for working at home. The school will provide all PPE to everyone entering the school site. The school will send out frequent updates on COVID and provide educational support concerning the virus. The school will pay for COVID tests and the cost of transportation for teachers. Teachers will be provided additional materials which will make their individualized instruction more viable under these extremely trying times. The school will pay for a resource teacher to communicate with the regular classroom teacher on the best teaching methods for reaching students with special needs. The school will assist our family, who has a deaf child, with particular needs regarding the education of this child.	17,866	21,438	Yes

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

Kashia was able to hire a very qualified teacher for the 2020-21 school year. The hybrid learning was approached by having individual students/families attend outdoor learning for a set time each day. The one on one education meant students didn't have to deal with the frustrations of the lack of connectivity at home plus the daily accountability and support from a qualified teacher meant the students actually looked forward to coming to school so attendance was very good. Most items - desks/computers etc. were donated. The tower for internet service did not go in so working from home did not work for most of Kashia's students.

Analysis of In-Person Instructional Offerings

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

The one on one instruction seemed to work extremely well during the 2020-21 school year. Classroom attendance has fallen off during the actual back to school portion of the school year in part due to several deaths in the local families and the native cultural activities which occurred after each of these instances.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Testing materials will be purchased in support of our special needs students to test for grade level preparedness as well as support for emotional needs. Also materials will be purchased to provide comfort in dealing with the ever changing circumstances the students are dealing with in their daily lives. These materials include Woodcock Johnson Academic Testing as well stress reduction supplies.	3000	6173	Yes

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

The original plan was to provide internet courses for the students to use and desks/chairs/computer etc. were provided to each student. Hotspots did not work and internet at Kashia is spotty at best. Having a qualified teacher to due outdoor one-on-one instruction was invaluable for each student.

Analysis of the Distance Learning Program

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

Lack of internet continues to be an issue. Having a qualified teacher has been invaluable.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students will receive instruction al materials for take home in areas of science and PE. The materials will be used for science experiments. New PE methods will be introduced such as yoga with yoga mats and batons for Waldorf fitness lessons As soon as small cohorts are allowed, extended day lessons will be offered and stress relief support	4000	included	Yes

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

The original plan was to provide internet courses for the students to use and desks/chairs/computer etc. were provided to each student. Hotspots did not work and internet at Kashia is spotty at best. Having a qualified teacher to due outdoor one-on-one instruction was invaluable for each student.

Analysis of Pupil Learning Loss

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

Lack of internet continues to be an issue. Having a qualified teacher has been invaluable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Kashia support services were offered by a part time resource teacher.

Analysis of Pupil and Family Engagement and Outreach

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

Parents at Kashia are never shy in expressing their needs or challenges. Kashia is always looking for successful ways to support both the students and their families.

Analysis of School Nutrition

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

Santa Rosa City Schools provided meals to all students as well as child family members. The biggest challenge is usually delivery due to the schools isolated, remote location . The school was able to make arrangements for weekly delivery throughout the COVID closure as well as hybrid leaning that moved into open school. Students will continue to receive weekly meals which require tribal members to drive to pick up prepared meals and deliver them directly to student homes.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Student desks have been provided to each student for home use. Hot Spots and Chromebooks will be available for each student once internet service is established, which will support good work habits and provide supplemental supplies for instruction.	8000	1331	Yes
School Nutrition	Students will continue to receive weekly meals which require tribal members to drive to pick up prepared meals and deliver them directly to student homes.	2000	1768	Yes

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

Everything was different in 2020-21 due to COVID school closure.

Overall Analysis

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

Distance learning does not work for Kashia's student population due to lack of internet and at home support. The one on one instruction seemed to work the best for student education.

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

Maintaining a qualified teacher is Kashia's greatest goal. Our second goal is providing fun classroom activities and rewards in order to entice student attendance.

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

Kashia's plan was to provide one on one instruction as often as possible and to that end was successful.

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

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

Kashia will continue to hire highly qualified individuals to support student education. Classroom support, meals, and a well kept school are mandatory to making Kashia a safe, successful learning environment. Kashia will continue to solicit tribal members to support Pomo language as well as crafts and traditions. A high adult to student ratio supports actual student success and preparation for continued education.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	240,211.00	203,315.00
LCFF Base	193,825.00	117,281.00
LCFF Supplemental and Concentration	42,386.00	82,034.00
Locally Defined	0.00	0.00
Title VII	4,000.00	4,000.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	240,211.00	203,315.00
	0.00	0.00
0000: Unrestricted	0.00	0.00
1000-1999: Certificated Personnel Salaries	80,523.00	0.00
2000-2999: Classified Personnel Salaries	0.00	44,676.00
4000-4999: Books And Supplies	39,400.00	7,973.00
5000-5999: Services And Other Operating Expenditures	0.00	28,395.00
5800: Professional/Consulting Services And Operating Expenditures	120,288.00	122,271.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	240,211.00	203,315.00
	LCFF Supplemental and Concentration	0.00	0.00
0000: Unrestricted	Locally Defined	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	76,523.00	0.00
1000-1999: Certificated Personnel Salaries	Title VII	4,000.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	40,676.00
2000-2999: Classified Personnel Salaries	Title VII	0.00	4,000.00
4000-4999: Books And Supplies	LCFF Base	35,200.00	6,573.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	4,200.00	1,400.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	25,118.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	3,277.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	82,102.00	85,590.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	38,186.00	36,681.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	198,611.00	128,844.00
Goal 2	1,500.00	1,400.00
Goal 3	30,400.00	25,118.00
Goal 4	9,700.00	47,953.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$17,866.00	$21,438.00
Distance Learning Program	$3,000.00	$6,173.00
Pupil Learning Loss	$4,000.00	$6,173.00
Additional Actions and Plan Requirements	$10,000.00	$3,099.00
All Expenditures in Learning Continuity and Attendance Plan	$34,866.00	$30,710.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$17,866.00	$21,438.00
Distance Learning Program	$3,000.00	$6,173.00
Pupil Learning Loss	$4,000.00	$6,173.00
Additional Actions and Plan Requirements	$10,000.00	$3,099.00
All Expenditures in Learning Continuity and Attendance Plan	$34,866.00	$30,710.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kashia Elementary School District	Frances Johnson Superintendent/Principal	fjohnson@scoe.org (707) 785-9682

Plan Summary [2021-22]

General Information

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

The Kashia Elementary School District is a school community where teaching and learning blend with Kashia culture and tradition, teaching children of their roots, while providing them wings for tomorrow. Within a learning climate that encourages innovation and creativity, children are nurtured to learn a broad-based academic curriculum infused with social skills necessary for their continuing education and future success.

It is the mission of Kashia Elementary School to provide a supportive and nurturing environment for all students.

Students acquire the basic skills of knowledge, along with the thinking skills needed for problem- solving and decision-making relevant to a changing and multi-cultural world. Our students learn to take responsibility for their behavior, develop an understanding and respect for the diversity of all life, understand and respect the Kashia culture and community, and develop a caring for others.

There are six fundamental goals that help us to our mission:

- Emphasizing excellence
- Teaching students the academic skills necessary to function in society
- Promoting an atmosphere that encourages compassion, acceptance, cooperation, and respect for self and others
- Preparing students to develop their full potential and unique qualities
- Providing a learning environment that integrates Kashia culture and language with academic skills.
- Developing and implementing effective and successful after-school learning programs to assist our students in their ability to apply their education, skills and confidence to successfully participate in Sonoma County-wide school events.

The school focuses on project-based learning and ways to embed the Pomo culture into curriculum. Parents and community members make up the bulk of employees serving as classroom assistants, recess coverage and food preparation. Nature trails are used for PE as well as counting and letters for the younger students and environmental studies for all students.

Reflections: Successes

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

The LEA has hired a fully credentialed teacher who has committed to two years of service for Kashia School District.

The classroom has been painted and revamped to be more appealing to learners. Custodial services are improving for classroom cleanliness which the students appreciate.

Nature trails have been carved through the woods for student use and Pomo music has been recorded to great students at school. Coastal community educational volunteers are bring a variety of curriculum to the classroom weekly including science, water, plankton and sound wave projects.

One of our greatest areas of progress was initiating a reading and math program through Great Leaps. An intervention counselor and assistant worked with students showing an average increase of 2.3 years in progress from the start of using the program.

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.

Student attendance is still an area that needs quite a bit of focus. The school did offer attendance incentives and reward ceremonies. Kashia is working with EduAct to make a broader coastal effort to approve attendance in all coastal schools.
Due to the small school/class sizes, there are no Red or Orange areas of performance on the Dashboard.

Of the 5 students tested in ELA:
Claim 1 = 4 students below standard, 1 student near standard Claim 2 = 3 students below standard, 2 students near standard Claim 3 = 2 students below standard, 3 students near standard Claim 4 = 2 students below standard, 3 students near standard
Achievement Levels = 3 students standard not met, 2 students standard nearly met

Of the 5 students tested in Math:
Claim 1 = 5 students below standard Claim 2 = 5 students below standard Claim 3 = 5 students below standard
Achievement Levels = 5 students with standard not met

LCAP Highlights

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

The LCAP focus areas are student proficiency and student attendance as well as integrating Pomo language and traditions into everyday learning. Attention is given to teaching the whole child – heart, head and hands.

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.

Kashia School District is not eligible 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.

Kashia School District is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Kashia School District is not eligible for CSI.

Stakeholder Engagement

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

Board Meetings - April 21 and June 9th.

Research and input has been through the parent, teacher group, and the EduAct volunteers as well as open board meetings.

Students provided input through one-on-one consultation meetings with teacher.

Collective Bargaining Unit - We do not have a union or CBU. The one classroom teacher meets and collaborates daily with the superintendent/principal to discuss student needs and strategies to address those needs.

Kashia does not have an ELPAC as there are no English learners.

Classroom aide works collaboratively with the classroom teacher on a daily basis to discuss students needs and strategies to address those needs.

A summary of the feedback provided by specific stakeholder groups.

Parents: Are generally happy with how the school is run, the teacher's, proximity of the school, and the learning that is taking place. They expressed an interest in developing a baseball field. That may not be possible in the coming year but we will be purchasing sports equipment, having more Career Days, increased number of field trips aligned with core curriculum, and expanding the garden with native plants and herbs. We will be having monthly community gatherings that focus on celebrating the Pomo Kashia culture, food, and ethnicity. Drug counseling will be sought out through reaching out community resources and organizations.

Board: The Board was in agreement with the above and encouraged development of cultural studies on the surrounding Pomo community.

Teachers: Will include more art projects in the instructional day with a big focus on holidays and cultural events. Students: Expressed a need for jump ropes, and sports activities which were purchased.

Students: Requested more time working with technology, more field trip opportunities, and increased opportunities for physical education.

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

Purchasing of new educational materials to support increased proficiency in grade level standards (Goal 1) and student engagement (Goal 4) was directly influenced by input from teacher, aide, parents, students, and Board members.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Students will demonstrate an increase in proficiency in grade level standards

An explanation of why the LEA has developed this goal.

Given current proficiency levels on the CAASPP test, increasing proficiency in grade level standards is a top school priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of teachers and credential information as reported to HR	100% of teachers are appropriately assigned and fully credentialed.				100% of teachers will be appropriately assigned and fully credentialed.
% of Materials CCSS aligned per observation by administration	All students will have access to standards aligned curriculum (Common Core and ELD standards)				All students will have access to standards aligned curriculum (Common Core and ELD standards)
% of implementation per observation by administration	100% implementation of state board adopted academic content and performance standards				100% implementation of state board adopted academic content and performance standards will occur
Courses offered for a broad course of study as observed through lesson plans/report cards	All students, including unduplicated students, have access to a broad course of study.				All students, including unduplicated students, will have access to a broad course of study.
Local and State PE assessments	100% of students tested proficient on				80% of students will test proficient on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the state mandated PE assessment				state mandated PE assessment
CAASPP ELA scores	0% of students have met standard (Level 3 or above)				80% of students will advance one level from where they are currently
CAASPP Math scores	0% of students have met standard (Level 3 or above)				80% of students will advance one level from where they are currently
Percentage of EL pupils who have made progress toward English proficiency on the ELPAC	Kashia does not have any EL students				N/A
English learner Reclassification Rate	Kashia does not have any EL students				N/A
EL access to CA Standards including ELD standards	Kashia does not have any EL students				N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher	A fully credentialed teacher was hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.	$87,131.00	No
2	Textbooks, supplies, programs	Curriculum will continue to be updated to reflect integration and implementation of CCSS.	$5,100.00	No

Action #	Title	Description	Total Funds	Contributing
3	Physical Education	Replace broken and worn sports equipment; students taken on structured walking/hiking activities to increase awareness of surroundings while concurrently increasing cardiovascular fitness; aerobics videos will be utilized due to requests by students, which increase student engagement.	$100.00	No
4	Zoo-phonics Multisensory Language Arts Program	Purchase Zoo-phonics program to support the development of language arts skills for young learners.	$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Parents will gain a greater understanding and appreciation for the value of education.

An explanation of why the LEA has developed this goal.

Historically in the Kashia community, parent engagement in their child's education has been limited. Knowing the important role parents play in a child's learning and development, motivating parents to become more involved in the school is a high priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation in the LCAP Survey to provide input on the district's goals for increased student achievement	50% parent participation in the survey				100% parent participation in the survey
Parents in attendance at school events as measured through observation and sign-in sheets	100% parent participation in school events				100% parent participation in school events
Number of parents without a high school diploma who earn a GED	0 parents have earned a GED				2 or more parents earn a GED

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Participation	Website will be maintained as a site for updated legal and community services	$0.00	No
2	Newsletter	Superintendent will publish a monthly newsletter that will be distributed in hard copy and will reach out personally to recruit parents to participate in school functions. Parents will also be encouraged to participate in classrooms as assistants.	$0.00	No
3	GED incentive plan	Work with the Kashia Tribal Council to develop an incentive plan encouraging parents without high school diplomas to earn a GED.	$0.00	No
4	Superintendent/Principal	Superintendent/Principal provides targeted outreach to families to increase participation and engagement in the school and their students' learning.	$39,354.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Students will feel safe and secure at school in order to be successful.

An explanation of why the LEA has developed this goal.

Students who are experience stress, anxiety, and/or insecurity will not be able to achieve to their fullest potential academically.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT Inspection	"Good" rating				"Excellent" rating
Number of Suspensions as reported by teacher	0				0
Number of Expulsions as reported by teacher	0				0
CHKS or Local Survey on alternating years	100% of students report feeling safe				100% of students will report feeling safe

Actions

Action #	Title	Description	Total Funds	Contributing
1	Suspension/Expulsions	Utilize local resources and the Tribal Council to provide counseling support for both parents and students.	$0.00	No
2	Student responsibility	Students will be given responsibilities for maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3	Facilities	Maintain current facilities with janitorial services and maintenance repairs and supplies.	$9,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Students will be engaged in their learning.

An explanation of why the LEA has developed this goal.

Students cannot progress in their learning unless they are attending school regularly.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate as reported in CALPADs	83%				90%
Chronic Absenteeism rate as reported in CALPADs	9% of total number of students				5% or less
Student participation rate in Pomo Language Instruction measured through observation	0% - instruction has not occurred				100% participation
Middle school dropout rate	0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance incentives	Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Technology	Use technology to publish a school-wide yearbook and integrate technology into the Maker Space of classroom. Local internet service is being provided - hope to have educational opportunities for parents to assist students with homework and off-campus learning.	$4,000.00	Yes
3	Meals	Provide lunch at no cost to students.	$3,500.00	Yes
4	Instructional Assistants	Provide Instructional Assistants	$27,917.00	No
5	Tech Support	Hire part-time Instructional Technology support person (one-day per week)	$500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.64%	37,833

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.

Kashia has a 100% unduplicated pupil population as all students qualify for Free and Reduced Price lunch and live on the neighboring reservation. Given the small enrollment of the school, the needs of each individual student are assessed through daily interaction with the classroom teacher, the superintendent/principal, and support staff. The superintendent/principal also does targeted outreach with students' families to further identify specific student needs. Formative assessments are used to assess student needs on an ongoing basis, and CAASPP scores provide a baseline for how well individual students are mastering academic standards. The actions being taken include increased support from an Instructional Aide, strategies to increase student interest and engagement, attendance incentives, connecting students to their native culture, providing free meals, and targeted family outreach to increase parent engagement and involvement in their students' learning. Research shows that all of these actions improve student achievement.

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

Contributing actions include targeted outreach to families by the superintendent/principal to increase parent engagement and involvement in their students' learning. Research shows that students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Funds are also being spent on providing engaging curriculum on the Pomo culture and language. Research shows that students who receive a culturally relevant education have much higher levels of academic achievement. Funding is also being used to integrate technology and maker education into the curriculum to increase student interest, motivation, and engagement. Research indicates that students who attend school due to increased engagement learn more. Attendance is also being addressed through the development of an attendance incentive program and support for parents in getting students to school. Lunch is also being provided free of charge to all students. Research shows that students who are properly nourished are more ready to learn.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$129,185.00		$27,917.00	$24,000.00	$181,102.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$117,820.00	$63,282.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher	$67,131.00			$20,000.00	$87,131.00
1	2	All	Textbooks, supplies, programs	$5,100.00				$5,100.00
1	3	All	Physical Education	$100.00				$100.00
1	4	All	Zoo-phonics Multisensory Language Arts Program					$0.00
2	1	All	Parent Participation					$0.00
2	2	All	Newsletter					$0.00
2	3	All	GED incentive plan					$0.00
2	4	Low Income	Superintendent/Principal	$39,354.00				$39,354.00
3	1	All	Suspension/Expulsions					$0.00
3	2	All	Student responsibility					$0.00
3	3	All	Facilities	$9,500.00				$9,500.00
4	1	Low Income	Attendance incentives				$4,000.00	$4,000.00
4	2	Low Income	Technology	$4,000.00				$4,000.00
4	3	Low Income	Meals	$3,500.00				$3,500.00
4	4	Students with Disabilities	Instructional Assistants			$27,917.00		$27,917.00
4	5	All	Tech Support	$500.00				$500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$46,854.00	$50,854.00
LEA-wide Total:	$46,854.00	$50,854.00
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
2	4	Superintendent/Principal	LEA-wide	Low Income	All Schools	$39,354.00	$39,354.00
4	1	Attendance incentives	LEA-wide	Low Income	All Schools		$4,000.00
4	2	Technology	LEA-wide	Low Income	All Schools	$4,000.00	$4,000.00
4	3	Meals	LEA-wide	Low Income	All Schools	$3,500.00	$3,500.00

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

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.

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.