LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kingsburg Elementary Charter School District
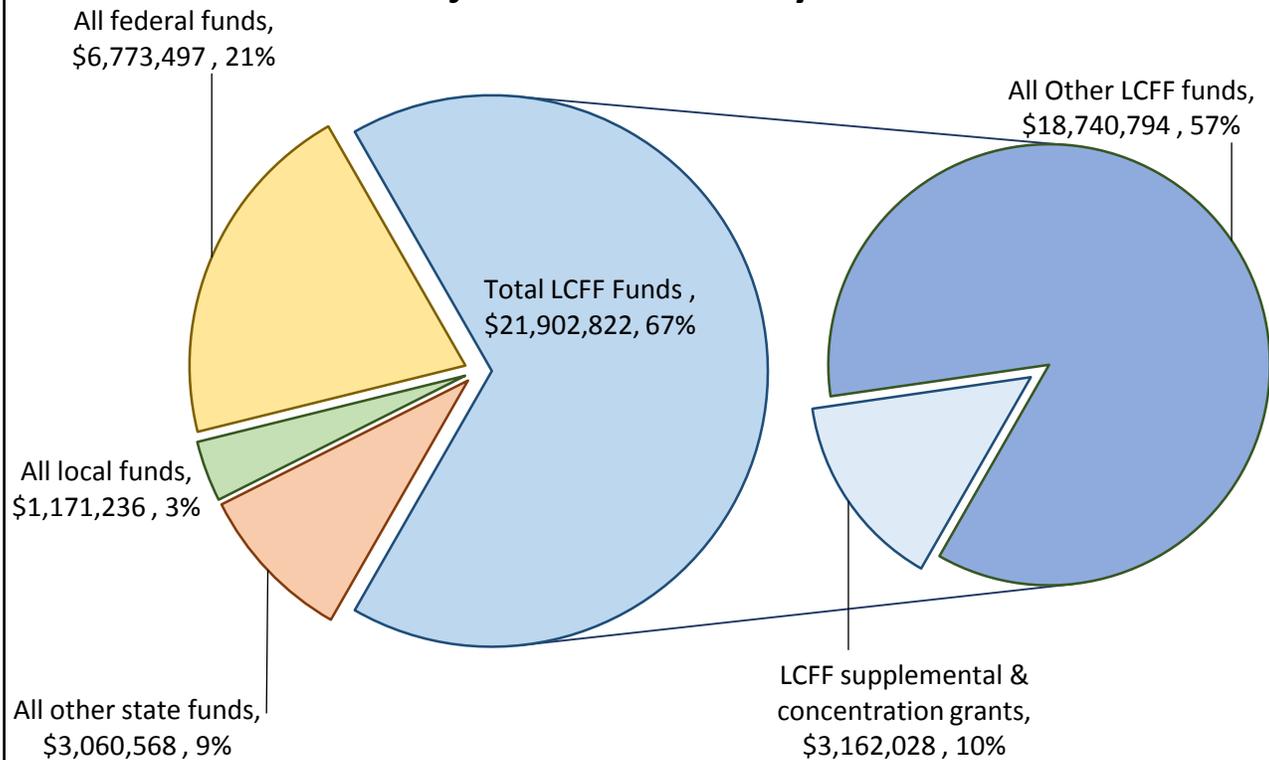
CDS Code: 10622400000000

School Year: 2021 – 22

LEA contact information: Melanie Sembritzki, Assistant Superintendent

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $6,773,497 , 21%

All Other LCFF funds, $18,740,794 , 57%

Total LCFF Funds , $21,902,822, 67%

All local funds, $1,171,236 , 3%

All other state funds, $3,060,568 , 9%

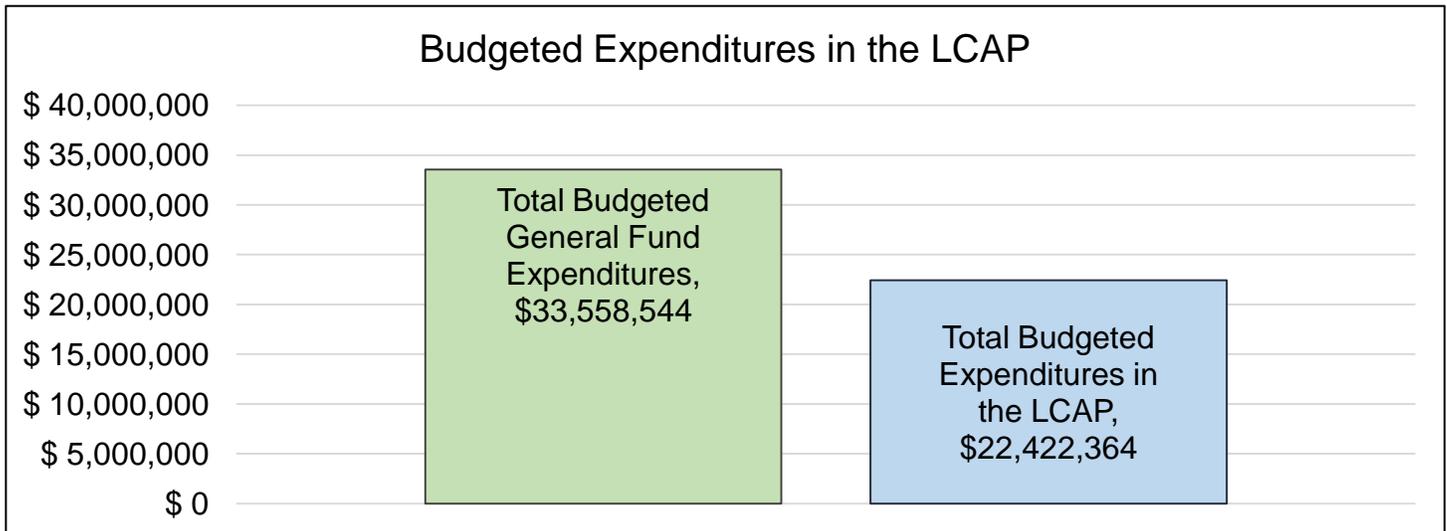LCFF supplemental & concentration grants, $3,162,028 , 10%

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

The total revenue projected for Kingsburg Elementary Charter School District is $32,908,122.78, of which $21,902,822.00 is Local Control Funding Formula (LCFF), $3,060,567.78 is other state funds, $1,171,236.00 is local funds, and $6,773,497.00 is federal funds. Of the $21,902,822.00 in LCFF Funds, $3,162,028.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $33,558,544	Total Budgeted Expenditures in the LCAP, $22,422,364

(Bar chart, y-axis scale: $0 to $40,000,000 in $5,000,000 increments)

This chart provides a quick summary of how much Kingsburg Elementary Charter 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.

Kingsburg Elementary Charter School District plans to spend $33,558,544.00 for the 2021 – 22 school year. Of that amount, $22,422,364.29 is tied to actions/services in the LCAP and $11,136,179.71 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
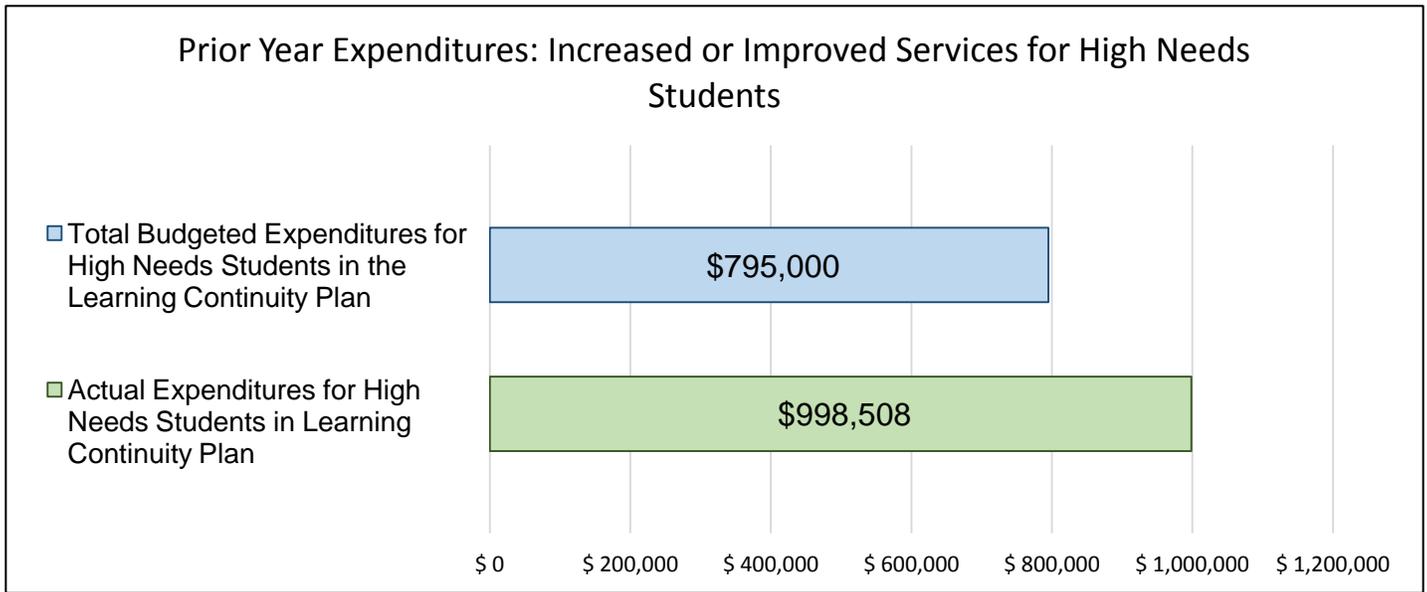
The budgeted General Fund Expenditures that are not included in the Local Control and Accountability Plan will be used to enhance the district's vision of "We will find a way for all students to learn" and to "Keep the family together." Such expenditures include: improvement of air circulation through HVAC systems in two (2) school site cafeterias, as well as window and door improvements at various school sites. With the district in declining enrollment, planning for economic uncertainties is needed to ensure day to day operations.

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

In 2021 – 22, Kingsburg Elementary Charter School District is projecting it will receive $3,162,028.00 based on the enrollment of foster youth, English learner, and low-income students. Kingsburg Elementary Charter School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kingsburg Elementary Charter School District plans to spend $5,357,888.00 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

	Amount
■ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$795,000
■ Actual Expenditures for High Needs Students in Learning Continuity Plan	$998,508

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

This chart compares what Kingsburg Elementary Charter 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 Kingsburg Elementary Charter 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, Kingsburg Elementary Charter School District's Learning Continuity Plan budgeted $795,000.00 for planned actions to increase or improve services for high needs students. Kingsburg Elementary Charter School District actually spent $998,508.00 for actions to increase or improve services for high needs students in 2020 – 21.

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
Kingsburg Elementary Charter School District	Melanie Sembritzki Assistant Superintendent	msembritzki@kesd.org 559-897-2331

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).

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 1 of 55

Goal 1

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increasing efficiency and effectiveness in all areas of operation
including the provision of high quality and well maintained facilities, provision of instructional materials,
promotion of safe school environments and transportation.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Facilities

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Standardized Assessments as measured by ELA and Math CAASPP scores. **19-20** A 2 point increase in ELA average score. A 5 point increase in math average score. There are no needs or Metrics for A-G, CTE, AP exams, EAP, high school dropout, or graduation, because we are a K-8 district.	Goal Met: "All" students increased 14 points in ELA average scores, as measured by the CAASPP and as reflected on the CA Dashboard. Goal Met: "All" students increased 13.2 points in math average scores as measured by the CAASPP and as reflected on the CA Dashboard. NA - There were no metrics for A-G, CTE, AP exams, EAP, high school drop, or graduation because we are a TK-8 district.

Expected	Actual
Baseline Student scores in ELA are at 3.6 points above level 3. (Level 3 = Standard Met) 2015-2016 Student scores in math are at 16.6 points below level 3. (Level 3 = Standard Met) 2015-2016 ELA 52% Scored Standards Met or Exceeded Math 41% Scored Standards Met or Exceeded	
Metric/Indicator State Standards Implemented as measured by implementation of the State Reflection Tool. **19-20** There will be an increase in the average score. **Baseline** The state measure will be completed and a baseline will be established in the fall of 2017.	Goal Met - The State Standards were Implemented as measured by the State Reflection Tool. - All students had access to the State Standards. Goal Met - "All" students increased 14 points in ELA average scores, as measured by the CAASPP and reflected on the CA Dashboard. Goal Met - "All" students increased 13.2 points in math average scores, as measured by the CAASPP and reflected on the CA Dashboard.
Metric/Indicator A broad course of study as measured by a review of teacher and master schedules. **19-20** 100% broad course of study. **Baseline** 100% broad course of study provided for 2016-2017.	Goal MET - Based on teachers and master schedules, students in the KECSD have access to a broad course of study throughout the year.
Metric/Indicator Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review. **19-20** 100% teachers properly credentialed with no misassignments nor vacancies.	Goal Met - 100% of the district's teachers are properly credentialed with no misassignments or vacancies as measured by their credentials and/or SARC review.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 3 of 55

Expected	Actual
Baseline All teachers were properly credentialed with no misassignments nor vacancies for 2015-2016.	
Metric/Indicator Sufficient core instructional materials as measured by annual board resolution of sufficiency of Instructional Materials. **19-20** 100% sufficient core instructional materials. **Baseline** 100% sufficient core instructional materials for 2016-2017.	Goal Met - 100% - All students have sufficient core instructional materials.
Metric/Indicator Facilities Maintained as measured by the SARC. **19-20** 100% of facilities measured as good or exemplary. **Baseline** 100% of facilities measured as good or exemplary for 2015-2016.	Goal Met - 100% of KECSD facilities are in good or exemplary condition based on the district's FIT report and SARC.
Metric/Indicator English Learner access to state standards/ELD as measured by the State Reflection Tool. **19-20** There will be an increase in the average score. **Baseline** The state measure will be completed and a baseline will be established in the fall of 2017.	Goal Met - The State Standards were Implemented as measured by the State Reflection Tool. - All students had access to the State Standards. Goal Met - According to the CA Dashboard, the KECSD subgroup for English Learner Students average scores increased by 10.5 points for ELA and 11.2 points for math.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A district-wide commitment to close the achievement gap and ensure a high quality education for all students.	Materials and Resources for Intervention Textbook Adoption	Materials and Resources for Intervention Textbook Adoption

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will provide supplemental resources that support the ELA/ELD curriculum aligned to the new CA standards. Supplemental/Intervention materials will be used during Response to Intervention (RTI) and after school programs to support and scaffold instruction for the unduplicated pupil population. RTI and the district's after school programs are principally directed towards meeting the needs of the unduplicated students. The expected results will be increased student achievement for ELA and math as indicated on the CAASPP summative assessments.	4000-4999: Books And Supplies Supplemental and Concentration $200,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $370,278	4000-4999: Books And Supplies Supplemental and Concentration $168,696.23 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $216,610.66
Provide intervention services for all students not yet at the level of proficiency expected by the state.	1000-1999: Certificated Personnel Salaries Title I $44,737.09	1000-1999: Certificated Personnel Salaries Title I $105,447.80
Maintain Assistant Supervisor of Operations position and increases in hours for two custodians.	2000-2999: Classified Personnel Salaries Base $1,101,635.95 3000-3999: Employee Benefits Base $536,152.98 4000-4999: Books And Supplies Base $279,355.13 6000-6999: Capital Outlay Base $831,717.24 Resource 00000 5000-5999: Services And Other Operating Expenditures Base $609,000 Resource 06250 5000-5999: Services And Other Operating Expenditures Base $102,000	2000-2999: Classified Personnel Salaries Base $1,248,254.33 3000-3999: Employee Benefits Base $639,095.77 4000-4999: Books And Supplies Base $230,874.25 6000-6999: Capital Outlay Base $542,533.99 Resource 00000 5000-5999: Services And Other Operating Expenditures Base $1,599,729.09 Resource 06250 5000-5999: Services And Other Operating Expenditures Base $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Resource 81500 5000-5999: Services And Other Operating Expenditures Base $154,000	Resource 81500 5000-5999: Services And Other Operating Expenditures Base $175,563.86
Our unduplicated students have the most difficulty getting to school because of transportation issues related to lack of resources and reliable transportation. This results in increased chronic absenteeism and decreased attendance as well as missed instructional time. To address this need, the District will expand the transportation service, beyond what is currently provided, to include all students that require transportation to their school site. The district will contract an outside vendor to transport our students. S&C funds will be used to supplement the cost of this expense that exceeds the base funding of $298,477. As a result of providing increased transportation services directed toward our unduplicated students, we anticipate increased attendance rates and increased academic performance on standardized assessments as well as decreased chronic absenteeism rates.	5000-5999: Services And Other Operating Expenditures Base $298,477 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $370,278	5000-5999: Services And Other Operating Expenditures Base $298,477 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0
Provide properly credentialed staff as part of basic services to ensure all students have access to teachers who are appropriately credentialed.	1000-1999: Certificated Personnel Salaries Base $6,846,444.82 3000-3999: Employee Benefits Base $2,316,666.25	1000-1999: Certificated Personnel Salaries Base $7,017,512.95 3000-3999: Employee Benefits Base $2,845,895.03
Provide services and resources to all students with Individualized Education Plans and who qualify for special education.	1000-1999: Certificated Personnel Salaries Special Education $901,276.01 3000-3999: Employee Benefits Special Education $14,860.22 2000-2999: Classified Personnel Salaries Special Education $8,499.35	1000-1999: Certificated Personnel Salaries Special Education $1,059,298.52 3000-3999: Employee Benefits Special Education $524,567.32 2000-2999: Classified Personnel Salaries Special Education $400,728.61

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Special Education $2,197.90	3000-3999: Employee Benefits Special Education $120,752.64
Provide basic services, additional support and intervention to ensure all students are successful in accessing the state standards.	2000-2999: Classified Personnel Salaries Base $1,049,205.49	2000-2999: Classified Personnel Salaries Base $1,687,118.05
	3000-3999: Employee Benefits Base $668,217.52	3000-3999: Employee Benefits Base $498,897.68
Continue to upgrade and maintain classrooms and facilities, as needed	2000-2999: Classified Personnel Salaries Base $956,339.67	2000-2999: Classified Personnel Salaries Base $1,248,254.33
	3000-3999: Employee Benefits Base $297,017.41	3000-3999: Employee Benefits Base $639,095.77
Provide high quality preschool services and resources to prepare students for kindergarten and beyond.	2000-2999: Classified Personnel Salaries Base $109,314.67	2000-2999: Classified Personnel Salaries Base $142,338.03
	3000-3999: Employee Benefits Base $48,746.44	3000-3999: Employee Benefits Base $66,045.05
	4000-4999: Books And Supplies Base $7,406.81	4000-4999: Books And Supplies Base $7,881.90
	5000-5999: Services And Other Operating Expenditures Base $3,308.48	5000-5999: Services And Other Operating Expenditures Base $2,188.11
	7000-7439: Other Outgo Base $13,153.94	7000-7439: Other Outgo Base $9,581.00
Provide a quality lunch program to ensure all students receive a healthy and nutritious lunch, every school day.	2000-2999: Classified Personnel Salaries Base $422,285.51	2000-2999: Classified Personnel Salaries Base $387,517.40
	3000-3999: Employee Benefits Base $196,548.17	3000-3999: Employee Benefits Base $154,519.91
	4000-4999: Books And Supplies Base $429,000	4000-4999: Books And Supplies Base $357,721.98
	5000-5999: Services And Other Operating Expenditures Base $32,879.21	5000-5999: Services And Other Operating Expenditures Base $57,598.44

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo Base $46,468.61	7000-7439: Other Outgo Base $43,322.00

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 of the actions and services for Goal 1 were implemented up until March 13th, when all of our schools had to close due to COVID19. The majority of the actions and services continued to take through distance learning. Transportation fees were paid for using other funding. After March 13th, transportation services were discontinued as students were no longer on campus. The expenditures for books and supplies decreased significantly. Materials for afterschool intervention were not purchased due to school closures. The newly adopted NGSS curriculum for grades 4-8 was secured, as planned, but not for grades TK-3 due to uncertainties with the budget. A Distance Learning Task Force was established during the summer of 2020 to plan for what schools might look like in the fall. The task force was made up of representatives from school sites, including district office staff. The formation of this new group caused an increase in the actual expenditures originally budgeted. The significant decrease in regards to capital outlay was due to the uncertainty of the future budget and reduction of planned construction.

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

COVID19 put an enormous strain on the systems our district had in place for continuous improvement. When our schools suddenly closed on March 13th, many students were without needed technological devices and hotspots to participate in distance learning and connect with teachers online. To keep students engaged, in addition to sending packets of school work home, individual phone calls to each student were made on a daily basis to address concerns and answer questions. Additional support staff called the parents of our Spanish speaking community to provide extra support for our most vulnerable students. Office hours were established where families could call in and reach a member of the school staff by phone or email. Although teachers were able to collaborate with each other in professional learning communities to plan student lessons and discuss concerns through zoom, the uncertainty of how long schools would remain closed made it difficult to make decisions, not knowing how the future would unfold. The District's shared purpose of keeping students engaged and continuous learning, even during these turbulent times, provided the KECSD staff with some sense of stability and served as a guiding force to provide focus and direction to do our best for our students.

Goal 2

Provide Professional Development that supports quality pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of state standards - Area of Focus: English Language Arts/English Language Development Framework Implementation

Provide professional development and additional supports and services addressing the needs of the unduplicated student population.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Full implementation of California Content Standards as measured by local classroom observation. **19-20** Maintain 100% of teachers implementing the CA Standards for ELA and math. **Baseline** 100% of teachers implemented the CA Standards for ELA and math for 2015-2016.	Goal Met - All certificated staff members are implementing the CA Standards for ELA and math as measured by local classroom observation.
Metric/Indicator ELA Achievement Gap **19-20** Decrease the ELA achievement gap for both subgroups by 1%. **Baseline**	Goal Not Met - The district did not meet the goal of decreasing the achievement gap for both subgroups (Socioeconomic/Non Socioeconomic and English Learner/English Only) by 1%. The achievement gap for Non-SED and SED decreased by 6.73% for ELA as compared to the previous year.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 9 of 55

Expected	Actual
Based on 2015-2016 SBAC scores the following gaps exist: 26% more Non-Socioeconimically Disadvantaged Youth students reached standards met as compared to Socioeconomically Disadvantaged Youth. 43% more English Only students scored standards met as compared to English Learner students.	The achievement gap for Non-SED and SED decreased by 1.68% for ELA as compared to the baseline year in 2015-2016. The achievement gap for EO and EL increased by 0.21% for ELA as compared to the previous year. The achievement gap for EO and EL increased by 9.54% for ELA as compared to the baseline year in 2015-2016.
Metric/Indicator English Learner growth as measured by CELDT/ELPAC annual growth data. **19-20** EL Progress on English Proficiency: Student growth will increase 1.5%.on the ELPAC **Baseline** 23% of English Learner progressed one level or remained Early Advanced/Advanced on the state assessment. (CELDT/ELPAC) 2016-2017	Goal Met - The state transitioned from the CA English Language Development/CELDT to the English Language Proficiency Assessments for California/ELPAC. According to two years of ELPAC Summative Assessment data 41.5% of the district's English Learner students made progress towards English Language Proficiency.
Metric/Indicator EL re-designation as measured by prior year number of re-designated students. **19-20** Increase EL reclassification rates by a minimum of 1.5%. **Baseline** 13% of English Learners re-designated in 2015-2016.	Goal Not Met - The district did not meet the goal for 2019-2020, as students were not able to take the ELPAC, due to the pandemic and schools being closed Reclassification Rate for 2018-19 = 24.9% Reclassification Rate for 2019-2020 = 17.8%.
Metric/Indicator State Test Scores (SBAC) for ELA and Math Summative Assessments	Goal Met: "All" students increased 14 points in ELA average scores, as reflected on the CA Dashboard.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 10 of 55

Expected	Actual
19-20 A 2 point increase in ELA average score. A 5 point increase in math average score. **Baseline** Student scores in ELA are at 3.6 points above level 3. (Level 3 = Standard Met) 2015-2016 Student scores in math are at 16.6 points below level 3. (Level 3 = Standard Met) 2015-2016 ELA 52% Scored Standards Met or Exceeded Math 41% Scored Standards Met or Exceeded	Goal Met: "All" students increased 13.2 points in math average scores as reflected on the CA Dashboard.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain 2 preservice days on the certificated staff calendar set aside for professional development on a district signature practice. Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will provide professional development and academic coaching for instructional staff that is principally directed towards meeting the needs of the unduplicated students. The expected results will be increased student achievement for all. The professional development focus will be on the implementation of the ELA/ELD Framework. The district will also provide training in other content areas, as well as continue to support the training of the district's adopted model of instruction, SIOP/Sheltered Instruction Observation Protocol.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $136,317.60 3000-3999: Employee Benefits Supplemental and Concentration $20,847.78 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,100.50 Materials and Supplies to Support Student and Teacher Learning 4000-4999: Books And Supplies Supplemental and Concentration $100,567	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $150,000 3000-3999: Employee Benefits Supplemental and Concentration $0.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $0.00 Materials and Supplies to Support Student and Teacher Learning 4000-4999: Books And Supplies Supplemental and Concentration $166,696.23

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 11 of 55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain academic/technology coaches Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will provide professional development and academic coaching for instructional staff that is principally directed towards meeting the needs of the unduplicated students. The expected results will be increased student achievement for ELA and math as indicated on the CAASPP summative assessments.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $335,899.54 3000-3999: Employee Benefits Supplemental and Concentration $103,067.84	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $300,569.90 3000-3999: Employee Benefits Supplemental and Concentration $105,899.94
Provide district-wide professional development through academic coaches, county offices, other organizations and planning time/substitutes to support student learning and implementation of the new ELA/ELD Framework and CA State Standards. • SIOP • CCSS • Technology • English Learners • ELA/ELD Framework for CA Public Schools • Integrated/Designated ELD • Next Generation Science Standards • History Social Science Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will provide professional development and academic coaching for instructional staff that is principally directed towards meeting the needs of the unduplicated students. The expected results will be increased student achievement as indicated on the CAASPP summative assessments for ELA and math.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $150,000 Subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000 3000-3999: Employee Benefits Supplemental and Concentration $2,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $182,876.18 Subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $23,095.00 3000-3999: Employee Benefits Supplemental and Concentration $4,792.22
A district-wide commitment to close the achievement gap and ensure a high quality education for all students.	4000-4999: Books And Supplies Supplemental and Concentration $356,449	4000-4999: Books And Supplies Supplemental and Concentration $166,696.23

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 12 of 55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement Response to Intervention – All subgroups receive quality and appropriate intervention to ensure equity across all subgroups. Provide intervention materials to support RTI at all grade levels, professional development/coaching to support differentiated instruction principally directed towards meeting the needs of the unduplicated students.. Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will implement RTI at all sites, providing students with targeted instruction principally directed to the unduplicated students to meet their needs. Specifically, all subgroups will receive quality and appropriate intervention to ensure equity across all subgroups. The district will provide intervention materials, professional development, and coaching to support differentiated instruction of unduplicated pupils. As a result of this action, we expect to find increased student achievement as measured by CAASPP in ELA and math.		
A district-wide commitment to close the achievement gap and ensure a high quality education for all students. The Academic Leadership Team will absorb the duties of the District English Learner Coordinator, with the assistant superintendent overseeing the EL program and a site administrator serving as the District Coordinator of the ELPAC. The district will continue providing additional support for English Learners, monitoring of programs, facilitating staff development and implementation of the ELA/ELD framework, as well as analyze data/student progress on the ELPAC, reclassification rates and participate in district professional learning communities. Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, the academic leadership team will monitor EL progress (principally directed	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $64000 3000-3999: Employee Benefits Supplemental and Concentration $15,015	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $0.00 3000-3999: Employee Benefits Supplemental and Concentration $0.00

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 13 of 55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
towards meeting the needs of the unduplicated students) and provide extra support, as needed, resulting in increased student achievement.		
A district-wide commitment to close the achievement gap and ensure equity and high quality education for all students. District-wide Sheltered Instruction Observation Protocol/SIOP Implementation to support English Language Learners. The district's EL population performed at the "Orange" level (next to the lowest level) as per the state indicator for EL progress. (This state indicator measures the progress of English Learners toward English language proficiency and incorporates data on reclassified students.) EL students performed at the "Yellow" level (Standards Met) as per the state indicator for ELA and math. Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will continue to provide SIOP training for all new teachers and follow up training for all certificated staff principally directed towards meeting the needs of the unduplicated students. The result will be increased student achievement in ELA and math.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $84,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $216,610.66
Maintain additional funding to secure interpreters for translating services, as needed. Given that many of our parents of unduplicated pupils/EL do not speak English and have the least opportunity to participate in school related activities, we will provide increased access to interpreters and increased translated documents for parents. KECSD values input from all parents and recognize them as vital partners in their child's education. The result will be increased communication with parents of English Learners and contributing to an increase in student achievement.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,360 2000-2999: Classified Personnel Salaries Base $6,630.00 2000-2999: Classified Personnel Salaries Base $2,600.00 3000-3999: Employee Benefits Base $1,977.00	2000-2999: Classified Personnel Salaries Supplemental and Concentration $789.81 2000-2999: Classified Personnel Salaries Base $0.00 2000-2999: Classified Personnel Salaries Base $0.00 3000-3999: Employee Benefits Base $0.00

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 14 of 55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries Base 300.00	2000-2999: Classified Personnel Salaries Base $0.00
	3000-3999: Employee Benefits Base $72.83	3000-3999: Employee Benefits Base $0.00
	2000-2999: Classified Personnel Salaries Title I $9,592.00	2000-2999: Classified Personnel Salaries Title I $4,374.22
	3000-3999: Employee Benefits Title I $459.00	3000-3999: Employee Benefits Title I $1,293.51
Provide extra support for ELD teachers implementing the Designated ELD instruction through additional staff development, principally directed towards meeting the needs of the unduplicated students, including coaching and planning days during the summer and the regular school year.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $3,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $216,610.66
Maintain EL Jumpstart Summer School Program.	1000-1999: Certificated Personnel Salaries Title III $5,040	1000-1999: Certificated Personnel Salaries Title III $0.00
	Teacher Salaries and Benefits Title III $921	Teacher Salaries and Benefits Title III $0.00
	4000-4999: Books And Supplies Title III $1,000	4000-4999: Books And Supplies Title III $0.00
Provide paraprofessionals to support student learning Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcome, paraprofessionals will assist teachers and provide support principally directed towards meeting the needs of the unduplicated students, including English Language Learners and students who have difficulties with learning, or who require special needs. Paraprofessionals help keep students functioning in the least restricted environment and on pace with their peers, resulting in increased student achievement.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $100,505.35	2000-2999: Classified Personnel Salaries Supplemental and Concentration $115,790.97
	3000-3999: Employee Benefits Supplemental and Concentration 12,230.99	3000-3999: Employee Benefits Supplemental and Concentration $34,240.56
	2000-2999: Classified Personnel Salaries Title I $150,238.28	2000-2999: Classified Personnel Salaries Title I $239,377.28
	3000-3999: Employee Benefits Title I $2,860.36	3000-3999: Employee Benefits Title I $70,786.25

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 15 of 55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide materials and resources to maintain Services for Students AVID/Rafer Johnson Jr. High GATE/Reagan and Rafer Johnson Jr. High Arts MESA/RJJH After School Programs/All Schools Instrumental/Vocal Music at Lincoln, Reagan, RJJH Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in an academic learning outcome, KESD will continue to support enrichment and afterschool programs and services for students, principally directed towards meeting the needs of the unduplicated students. Students who regularly participate in enrichment and after-school programs often surpass their peers in academic performance. The result will be a greater connection to the school through the building of relationships, experiencing success and accomplishments, notable improvements in work habits and behavior, all contributing to increased student achievement and increased self-esteem.	4000-4999: Books And Supplies Supplemental and Concentration $91,000	4000-4999: Books And Supplies Supplemental and Concentration $10,192.17
Continue to support new teachers through the Beginning Teacher Support and Assessment Program/ BTSA. Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes KESD will provide extra support for new teachers through BTSA. Beginning Teacher Support and Assessment (BTSA) requires demonstration of mastering the art of teaching at-risk, special populations, low-income, foster youth, English Learner students and differentiation of instruction in support of student needs all principally directed towards meeting the needs of the unduplicated students. The	Certificated Salaries and Benefits Supplemental and Concentration $18,000	Certificated Salaries and Benefits Supplemental and Concentration $12,000

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 16 of 55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
extra training and support for new teachers will result in increased achievement.		

Goal Analysis

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

Due to school closures, there was a discrepancy in many areas of the budget. Although the majority of the services and actions were implemented up until March 13th, many stopped due to the Governor's Stay at Home order. All afterschool programs, summer STEAM Camp, EL Summer School, and the two week summer planning session for teachers were not implemented, as planned, due to COVID19. This caused a significant decrease in the budget originally allocated for certificated salaries and benefits and books and supplies for these services. The district experienced an increase in salaries and benefits for the classified staff, as some additional support was needed for distance learning. Additional professional development with the focus on distance learning attributed to an increase in monies allocated for consultation with the county office and the district also experienced an increase in expenditures for the purchase of additional technology platforms and upgrades to support distance learning.

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

While fully recognizing the difficult and sometimes agonizing issues teachers are dealing with, there were some successes and positive lessons we learned in regards to Goal 2.

Social-emotional wellness has been brought to the forefront. We realize more than ever the stress and experiences our students are facing such as family financial pressure, unhealthy family dynamics and more. We are committed to taking care of our students well-being, first, above everything else. This will require more training for staff as we move into the new school year.

A cornerstone of the district's adopted model of instruction, SIOP, is teacher reflection and focused instruction. What will students know or be able to do at the end of this lesson that they didn't know or weren't able to do (or do as well) at the beginning? This question became even more apparent and important during our limited time with students during distance learning. The staff recognized the need for students to learn something, in the time that they spent working on assignments, whether work was provided online or in packets. SIOP helped provide focus and increased awareness of setting teacher goals and student goals for every lesson or the time spent with students. (This SIOP strategy took place in the form of content and language objectives.)

Goal 3

Access to a Broad and Challenging Curriculum focused on 21st Century Learning.
Students will be successful mastering the new California Standards (CCSS) and acquire 21stCentury Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Academic Coaches will use Google docs to keep track of teachers receiving professional development. **19-20** 100% teachers trained on how to use technology in the classroom, with students. **Baseline** 2016-2017 - 100% of district teachers received training in technology, including but not limited to Google docs and other tools.	Goal Met - 100% of the teachers in the district were trained on how to use technology in the classroom with students.
Metric/Indicator Professional Development Calendar of Illuminate Training for Staff **19-20**	Goal Met - 100% of the teachers in the district received follow up training on how to use the district's support system, Illuminate.

Expected	Actual
All teachers will receive follow up training on how to use the district's data support system, Illuminate. **Baseline** 2016-2017 - 100% of district teachers received training in how to use the district's data support system, Illuminate.	
Metric/Indicator Professional Learning Communiy Calendar of Meetings **19-20** All principals will meet every 6 weeks with the district leadership to review grade level professional learning community data and analysis. **Baseline** 2016-2017 - 100% of the principals in the district had monthly meetings with the assistant superintendent to review contents of grade level professional learning communities.	Goal Met -The district continued to meet with site administrators regularly to analyze data in professional learning communities, up until March 13th, and after schools closed due to the pandemic.
Metric/Indicator Academic Coach/Tech Emphasis Schedules **19-20** All students will implement 21st century learning skills, using technology. **Baseline** 2016-2017 - 100% of district students used technology to access the state standards and expecations, including 21st century learning skills.	Goal Met - 100% of the students in the district implemented 21st century learning skills through the use of technology.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase additional chromebooks Maintain, repair and acquire additional technology hardware and software Replace outdated laptops for staff	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $100,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $8,494.79

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 19 of 55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand problem-solving, decision-making, teamwork, and innovation. Given that the state indicators for our unduplicated populations fall below that of "all students" in both ELA and math and that English Learners, socioeconomically disadvantaged students, and foster youth students may have difficulties accessing technology and internet outside the classrooms. The district has developed a plan for maintenance, replacement of outdated hardware/software, and technology instruction principally directed toward meeting the needs of the unduplicated students. The results will be increased student achievement based on the annual state test for ELA and math.		
Provide instructional support and training for staff The district will provide instructional support and training for staff on technology integration and how to prepare students for 21st century learning. For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand critical thinking, collaboration, creativity, and communication which are at the heart of 21st century learning and preparing students for college and a future career. The unduplicated pupil population often has the least access to technology due to financial and related hardships. KECSD will provide/maintain 1:1 chromebooks for students in grades 2-8 and 1:2 for students in grades TK-2. Teachers will use technology to enhance learning (principally directed towards the unduplicated pupil population), increase students' understanding by providing them with innovative tools and access to resources such as the Internet which connects kids to a wealth of information. For low socioeconomic and EL students that access has the power to change their social structure by allowing them	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,000 1000-1999: Certificated Personnel Salaries Title II $13,213.00 3000-3999: Employee Benefits Title II $4,984.10 4000-4999: Books And Supplies Title II $5,500.00 5000-5999: Services And Other Operating Expenditures Title II $44,800.00	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $8,315.81 1000-1999: Certificated Personnel Salaries Title II $18,961.90 3000-3999: Employee Benefits Title II $4,394.04 4000-4999: Books And Supplies Title II $9,819.39 5000-5999: Services And Other Operating Expenditures Title II $27,811.69

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 20 of 55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
to become empowered and engaged with the result of increased academic performance on assessments opening the door to more opportunities.		
Maintain summer science, technology, engineering, art, and math (STEAM) camp. Innovations in science, technology, engineering, art, and math have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their skills in STEAM. The unduplicated pupil populations historically have lower participation in STEAM related careers, therefore KECSD will provide students with an opportunity to participate in hands-on activities, through STEAM Camp, that has the potential to spark students' imagination and learning with the result of building interest in STEAM-related education and careers. The Next Generation Science Standards instruction is largely dependent on language, and it may inadvertently exclude English Learners from full participation if steps aren't taken. For English Learners, STEAM camp will provide rich instruction which builds science competencies and promotes language use. The result will be increased student achievement, principally directed toward the unduplicated pupils, on the annual state test for ELA, math, and science.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $18,900 3000-3999: Employee Benefits Supplemental and Concentration $3,458 4000-4999: Books And Supplies Supplemental and Concentration $7,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $0.00 3000-3999: Employee Benefits Supplemental and Concentration $0.00 4000-4999: Books And Supplies Supplemental and Concentration $0.00
Maintain afterschool intervention/enrichment programs Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will provide afterschool intervention and enrichment programs that are principally directed towards meeting the needs of the unduplicated	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,790 2000-2999: Classified Personnel Salaries Supplemental and Concentration $4000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $6,664.70 2000-2999: Classified Personnel Salaries Supplemental and Concentration $2,275.74

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 21 of 55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
students. As a result of this action, we expect to find increased student achievement as measured by CAASPP in ELA and math.	3000-3999: Employee Benefits Supplemental and Concentration $4,401	3000-3999: Employee Benefits Supplemental and Concentration $2,055.89

Goal Analysis

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

The majority of the actions and services for Goal 3 were implemented up until March 13th, when all of our schools had to close due to COVID19. Teacher technology training continued through distance learning. Intervention for students continued to take place, virtually, although the format was different due to a lack of in-person instruction. Students received lessons through the use of paper packets, phone calls home, and later lessons online using Zoom. Additional chromebooks were purchased, but other funding was used. Chromebooks continued to be repaired, as needed. The district's academic coaches provided technology, with additional support from the county office. Expenditures for salaries and benefits decreased, as STEAM Camp and the EL Jumpstart summer school program were canceled, due to school closures and the Governor's Stay at Home order.
Expenditures for books and supplies increased to provide additional support for distance learning.

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

Last spring when our schools were closed the district witnessed example after example of creativity from teachers while providing instruction virtually. Teachers exemplified what the term "lifelong learner" means when they researched and developed ways to let their unique teaching styles shine through fiber-optic lines and into the homes of students. It was truly amazing and rewarding to see kids creating unbelievable applications of learning and sharing examples of everyday household items to explain a concept or to see their work in virtual learning spaces, often using makeshift desks made out of boxes, old dressers, or the kitchen table. As amazing as all of this new learning was, the district also identified clear inequities during this new normal and had to research and find innovative ways to provide differentiated instruction to students with many diverse learning styles, as well as keep students engaged in learning.

Goal 4

Provide a positive, safe and welcoming school and district climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension Rate **19-20** Decrease or maintain suspensions by 1%. **Baseline** Suspension Rate (CA Dashboard 2014-2015) 3% Suspension Rate 2.4% for 2015-2016.	Goal Met - According to the CA Dashboard, the suspension rate for 2017-2018 decreased by 1.3% as compared to the previous year. The suspension rate for 2018-2019 indicates that 1.6% of students were suspended at least one time.
Metric/Indicator Expulsion Rate **19-20** Maintain expulsion rate of 0%. **Baseline** Expulsion Rate 0% for 2015-2016.	Goal Met - No students (0%) were expelled out of the district in 2019-2020.
Metric/Indicator School Climate Survey	Goal Not Met - Due to the pandemic and school closures, the annual parent survey was not implemented. Instead, the district

Expected	Actual
19-20 Increase the percentage of parents responding positively to the Annual Parent Survey in regards to school safety and climate by 1%. **Baseline** 80% of parents the who completed the Annual Parent Survey responded positively in regards to school safety and climate.	surveyed families and did a needs assessments in regards to finishing out the school year with distance learning and the reopening of schools in the fall 0f 2020.
Metric/Indicator Attendance as measured by the district average attendance. **19-20** Maintain attendance current rate. **Baseline** Attendance Rate was 99% for 2015-2016.	Goal Not Met - Due to school closures, the district was not able to measure attendance using the same system as in previous years and prior to the pandemic. In 2019-2020, attendance was only taken through month seven. In the 2020-2021 school year, we have 135 students that had 18 absences or more (appx 10% of the school year). Out of 2209 students 6% were identified as chronically absent.
Metric/Indicator Chronic Absenteeism as measured by % of students with 10% or more absenteeism. **19-20** Maintain or decrease the chronic absenteeism rate by 1%. **Baseline** Chronic Absenteeism Rate was 5.1 for 2015.2016.	Goal Met - According to the CA Dashboard results for 2019, the chronic absenteeism rate for the Kingsburg Elementary Charter School District was 0.5%. This is a decrease of 0.1% compared to the previous year.
Metric/Indicator Middle School Drop Out as measured by the formula in the LCAP appendix. **19-20** Maintain the Middle School Drop Out Rate - 0%. **Baseline** Middle School Drop Out Rate was 0 for 2015-2016.	Goal Met - The district's middle school drop out rate for 2019-2020 equaled zero percent. The district did not have any students identified as middle school drop out.
Metric/Indicator CA Healthy Kids Surey	Goal Met - The district implemented a local survey, in lieu of implementing the CA Healthy Kids Survey. Parents voiced concerns with the CHKS, but approved a locally developed school

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 24 of 55

Expected	Actual
19-20 Maintain or increase the % of students who feel safe at school, as measured by a locally developed survey. **Baseline** 78% of grade 5 students who completed the CHKS indicated that they felt safe at school.	climate survey. Of the 624 students who completed the survey, 86% of the students indicated they felt safe at school and 12% of the students indicated they "sometimes" they felt safe at school.
Metric/Indicator CA Healthy Kids Survey **19-20** Maintain or increase the % of students who feel connected to the school, as measured by a locally developed survey. **Baseline** 46% of grade 5 students who completed the CHKS indicated they felt connected to the school.	Goal Met - Based on the results of the locally developed school climate survey, 82% of the students taking the survey in grades 4, 5, and 6 indicated that they felt connected to their school.
Metric/Indicator CA Healthy Kids Survey **19-20** Maintain or increase the % of students who indicate there are caring adults at school, as measured by a locally developed survey. **Baseline** 56% of grade 5 students who completed the CHKS indicated there were caring adults at their school.	Goal Met - 91.2% of the students in grades 4th, 5th, and 6th, who completed the survey indicated there are caring adults at school that they could turn to for help.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Mental Health: Maintain staff to increase mental health services and academic counseling services Psychologist: Maintain Mental Health Services – School Psychologist 100% FTE	1000-1999: Certificated Personnel Salaries Base $71,263.16 3000-3999: Employee Benefits Base $25,352.54	1000-1999: Certificated Personnel Salaries Base $163,745.45 3000-3999: Employee Benefits Base $92,402.67

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 25 of 55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
RSP/RTI: Extra Support/Materials for Intervention Programs Given that our unduplicated population state indicator falls below the whole group in both math and ELA and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will continue to provide targeted and systematic interventions, principally directed toward the unduplicated students, as soon as they demonstrate the need. The expected results will be increased student achievement for all as indicated on the Developmental Reading Assessment (DRA) for students in grades K-3 and local assessments for grades 4-8.	4000-4999: Books And Supplies Supplemental and Concentration $80,792.28	4000-4999: Books And Supplies Supplemental and Concentration $108,435.03
Learning Directors: Provide additional support for students and staff Serve as EL site coordinators. Assist with district implementation of PBIS and move from a punitive model of discipline to a positive restorative model that teaches students life skills on how to make better choices and reduce and manage conflict. A child's regular attendance at school sets the stage for academic success and graduation. According to the state indicator for Suspension Rate, the district's unduplicated students EL met the criteria for green. The SED subgroup met the criteria for yellow. The Foster Youth subgroup met the criteria for red. The Learning Directors will provide extra support principally directed toward English Learners, Foster Youth, and the unduplicated pupil population, as well as assist with the implementation of PBIS to establish a climate in which appropriate behavior is the norm, suspensions are decreased and students spend more time in class.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $290,016.47 3000-3999: Employee Benefits Supplemental and Concentration $173,346.61	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 177,738.92 3000-3999: Employee Benefits Supplemental and Concentration $37,180.83

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The results of these actions will be decreased suspension rates resulting in less classroom instruction missed and an increase in student achievement as indicated on CAASPP tests for ELA and math.		
School/Community Liaison: Maintain Budget for SARB Prevention of Truancies/Absences and provide support for students at risk and unduplicated pupils. In 2015-2016 socioeconomically disadvantaged youth and English Learners made up 86% of the KECSD students who were identified as chronically absent and missed 10% of the school year. A child's regular attendance at school sets the stage for academic success and graduation. The district's community liaisons will work with SARB and the school community to educate families on the importance of being in school. Fewer absences lead to increased instructional time for students, higher achievement, and improved social-emotional wellness.	2000-2999: Classified Personnel Salaries Base $80,916.37 3000-3999: Employee Benefits Base $31,504.76 5000-5999: Services And Other Operating Expenditures Title I $1,000	2000-2999: Classified Personnel Salaries Base $65,717.30 3000-3999: Employee Benefits Base $19,433.26 5000-5999: Services And Other Operating Expenditures Title I $0.00
Health Aides: Maintaining Health Aides at Each School Provide emergency care Promotes overall health and well being In 2015-2016, 86% of the KECSD students who were chronically absent are students identified as students from our unduplicated population. A child's regular attendance at school sets the stage for academic success and graduation. Health aides will work with the school community and district nurse for control and prevention of disease and the development of optimum health, principally directed toward the unduplicated students.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $16,394.02 3000-3999: Employee Benefits Supplemental and Concentration $1,412.83	2000-2999: Classified Personnel Salaries Supplemental and Concentration $11,033.55 3000-3999: Employee Benefits Supplemental and Concentration $3,165.10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fewer absences lead to increased instructional time for students, higher achievement, and improved social-emotional wellness. As a result, we will expect an increase in student achievement and maintaining or an increase in attendance rates, as well as a decrease in chronic absenteeism for the district's unduplicated population.		
Provide opportunities for Parent Involvement Parent Workshops, childcare, and light meals to support increased attendance and participation in parent engagement opportunities, principally directed toward meeting the needs of the unduplicated student population. Parents of our English Learners and low-income students often participate less in schools than other parents. Parental involvement in the school is associated with student improvement in a variety of areas including academic performance, attitudes and behavior, attendance, student engagement, and graduation rates. KECSD will provide a variety of parent workshop opportunities to meet the needs of our school population and encourage parents to become partners with the district in their child's education, resulting in increased communication, engagement, and higher levels of student achievement.	1000-1999: Certificated Personnel Salaries Title I $2,000 3000-3999: Employee Benefits Title I $366 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1000 3000-3999: Employee Benefits Supplemental and Concentration $259	1000-1999: Certificated Personnel Salaries Title I $0.00 3000-3999: Employee Benefits Title I $0.00 2000-2999: Classified Personnel Salaries Supplemental and Concentration $363.73 3000-3999: Employee Benefits Supplemental and Concentration $188.43

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 of the actions and services were implemented up until March 13th, when schools closed due to COVID19. Parent Involvement opportunities continued to exist as SSC, ELAC, and DELAC meetings were held virtually using Zoom. The district also hosted three virtual parent literacy nights, facilitated by the county office and Imagine Learning. Two of these nights were specific to English Learners. Expenditures for mental health increased to provide additional support for those struggling with anxiety, fear, isolation, and other mental health needs. Expenditures for the classified staff salaries and benefits decreased, as the summer programs were

eliminated due to school closures. Implementation of SARB and PBIS continued up until schools closed on March 13th. After March 13th, students were no longer on campus.

Although student attendance continued to take place during distance learning, it looked different. The Fresno County Courthouse reduced operations during COVID19, included in this was the closure of the courts for SARB. The SARB process significantly changed. Expenditures for implementing SARB decreased. The district adopted a new system of tiered re-engagement strategies to ensure students stayed engaged in school. School/Community Liaisons monitored the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, social-emotional learning, and behavioral supports. The district's school/community liaisons continued to reach out to families through home visits, to ensure students were able to connect and use technology for distance learning, as well as deliver packets of work to students when families were unable to pick them up.

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

All of the actions and services were implemented up until March 13th, when schools closed due to COVID19. Parent Involvement opportunities continued to exist as SSC, ELAC, and DELAC meetings were held virtually using Zoom. Kingsburg Elementary Charter School District has arranged a team of supports to case manage students who are struggles to engage in distance learning, and they reach out to the families through all available means to help support them and maximize the efforts for students to engage in learning. Case management includes daily phone calls, emails, or texts, visiting the family on a scheduled or as needed basis, counseling, assistance in needed areas, referrals to agencies. These efforts have resulted in success for some. Challenges are reaching out to the families or students who do not want to be bothered, and communication with social workers being more difficult than usual with more frequent changes in social workers than normal, as well as delayed responses or unresponsiveness from the school, when trying to communicate with social services. .

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
Purchase of additional technology/devices to support district-wide 1:1 devices. Given that the state indicators for our unduplicated populations fall below that of "all students" in both ELA and math and that English Learners, socioeconomically disadvantaged students, and foster youth students may have difficulties accessing technology and the internet outside the classrooms. The district has developed a plan for maintenance and replacement of damaged hardware and software to support technology principally directed toward meeting the needs of the unduplicated students. The results will be increased student achievement.	$276,811	$170,962.33	No
Additional staff to prepare devices for 1:1 Given that the state indicators for our unduplicated populations fall below that of "all students" in both ELA and math and that English Learners, socioeconomically disadvantaged students, and foster youth students may have difficulties accessing technology and the internet outside the classrooms. The district has developed a plan for maintenance and replacement of damaged hardware and software to support technology principally directed toward meeting the	$100,000	$16,767	No

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 30 of 55

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
needs of the unduplicated students. The results will be increased student achievement.			
Procure additional Personal Protective Equipment for health and safety of the school community The District will utilize appropriate infection control materials and personal protective equipment to mitigate the transmission of COVID-19 and ensure students and staff have a healthy and safe learning and working environment.	$300,000	$350,059.81	No
Procure additional personnel to support in-person instruction and reduced numbers for small group/targeted instruction Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KECSD will provide small group/targeted instruction that is principally directed towards meeting the needs of the unduplicated students. As a result of this action, we expect student achievement to increase in all areas, including language proficiency for English Learners.	$50,000	$65,212.51	Yes
Provide materials and resources to support in-person instruction and ensure equity and support for unduplicated students District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for not having adequate resources for achieving success in a distance learning's unique environment. Now that students are no longer in the classroom, the supply gap has only widened for unduplicated students and those living in low income households. Ensuring students have the materials and supplies needed to be successful in	$100,000	$75,832.31	Yes

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 31 of 55

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
school will increase student achievement and contribute to the academic success of all students.			

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.

Purchase of additional technology/devices to support district-wide 1:1 devices.(Difference of $105,848.67 under budget)
All of our students were given a chromebook and hotspot if needed. (1:1 district at all grade levels.) The differences in budgets were due to the use of other additional funds to secure technology and overbudgeting.

Additional staff to prepare devices for 1:1 (Difference of $83,233 under budget)
Two additional staff were secured to provide additional support in this area. The district overbudgeted the cost to secure staff for this action.

Procure additional Personal Protective Equipment for health and safety of the school community (Difference of 50,059.81 over budget)
The district underestimated the length of time PPE would be required and the need to purchase of additional protective equipment.

Provide materials and resources to support in-person instruction and ensure equity and support for unduplicated students (Difference of $24,167.69 under budget)
Due to school closures in March, the district was unable to implement all of its programs for in-person instruction, therefore the district didn't secure all of the resources and materials, as originally planned.

Analysis of In-Person Instructional Offerings

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

Successes - The Kingsburg Elementary Charter School District believes children learn best when physically present in the classroom. Every child has a different learning style. When students are in school teachers can differentiate instruction and provide immediate feedback and instruction based on what they see and through conferring with students. In person learning allows a teacher to guide each student according to their unique abilities, and have a better perspective on whether the children themselves are utilizing them to their best ability. Children also receive more than academics at school. They develop social and emotional skills when interacting with each other. When students are in school, they are more active, get more exercise, receive more mental health support and other services that cannot be easily replicated online. For the Kingsburg Elementary Charter School District, the successes we have

experienced by bringing students back to school for in-person learning, far outweigh the challenges and risks. It is overwhelmingly clear to our school community that distance learning is no match to the valuable experience students acquire from being back in person.

Challenges -The safety of students, parents, and school staff was the priority when making the decision to return to school in -person. Some families and staff members were resistant to return. This was further complicated by the changing guidelines and expectations set forth by the Center for Disease Control (CDC) and local health departments, such as the need for social distance, lack of classroom space, plexiglass shields, and face coverings. During distance learning, while many parents continued to work, older siblings were now responsible for watching over their younger siblings. The return to in-person instruction with students on staggered schedules made it difficult for some families to secure childcare.

For our school community, the achievement gap is more glaring than ever. Students were faced with many interruptions in their home environment during distance learning. Now that we are back in person and have more accurate data regarding student needs, the challenge for teachers is looking at things through the lens of equity to ensure each student gets what they need to succeed, including resources, differentiated instruction, and intervention. The school community has also expressed an elevated sense of urgency in regards to the social-emotional and mental health of students. More incidents and reports of anxiety, depression, and fear among students have been observed. Often this is seen through student writing, social media, and emails. The school community recognizes that a student's mental health is directly associated with learning. As a result, through the LCAP process, increased mental health support is a priority and will be supported through the securing of additional behavior health assistants, a school counselor, and a psych intern.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase additional chromebooks. Maintain, repair and acquire additional technology hardware/software and hotspots to support distance learning. Given that the state indicators for our unduplicated populations fall below that of "all students" in both ELA and math and that English Learners, socioeconomically disadvantaged students, and foster youth students may have difficulties accessing technology and internet outside the classrooms. The district has developed a plan for maintenance and replacement of damaged hardware and software to support technology principally directed toward meeting the needs of the unduplicated students. The results will be increased student achievement.	$400,000	$636,167.14	Yes
Provide funding to sites for additional planning days. District data indicates students do better when the school community works together to plan for student success. The quick transition to distance learning caused by COVID-19 last spring, resulted in feelings of inadequacy among the KECSD staff. To help prepare for the possibility of distance learning this fall, a distance learning task force was established. The task force worked together to develop a framework for distance learning that staff could use as a guide in preparation of teaching online. Included in the framework were strategies for meeting the needs of the district's unduplicated students, which will result in higher levels of learning and increased student achievement.	$30,000	$5,395.12	No

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 34 of 55

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide funding to establish a distance learning task force to develop a framework for distance learning. (During the summer, prior to staff returning.) Research indicates that because of the quick transition to distance learning caused by COVID-19 last spring, higher levels of differentiated instruction exists in the distance learning environment. The achievement gap increased and students' needs became more diverse. Collaboration among teachers is a force that positively influences the whole school community. Teachers planning together will result in the sharing of best practices, increased teaching effectiveness and improvement of instructional quality. These positive effects will improve their quality as professionals and students will achieve at higher levels.	$15,000	$21,022.49	No
Provide additional funding for social-emotional learning and mental health services and extra support for unduplicated students. District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Additional counselors and other qualified staff will provide unduplicated youth with increased services in social emotional supports, connectivity, mentoring and ongoing monitoring of success through a multi-tiered system of support. This action will increase connectivity and a feeling of belonging so that student's basic needs are met and will be successful behaviorally and academically.	$50,000	$56,850	Yes
Provide stipends to teachers for engaging in professional learning opportunities outside of their contracted hours to improve skills necessary for distance learning and hybrid internal model and ensure equity and support for unduplicated students.	$40,000	$114,500	No

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 35 of 55

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KECSD will provide professional development and academic coaching for instructional staff that is principally directed towards meeting the needs of the unduplicated students. The expected results will be increased student achievement.			
Contract for professional development opportunities for staff to improve skills for distance learning and ensure equity and support for unduplicated students. District data indicates that all students, including the unique needs of unduplicated students, perform at higher levels, when teachers are well trained to deliver instruction in the classroom. During this time of school closures, teachers are being asked to quickly master technology skills involved in creating lessons to keep students engaged while learning online. Well thought out and relevant teacher training will support all students to develop the knowledge, skills, and competencies they need to thrive in a distance learning environment.	$50,000	$20,000	No
Provide materials and resources to support distance learning and ensure equity and support for unduplicated students. District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for not having adequate resources for achieving success in a distance learning's unique environment. Now that students are no longer in the classroom, the supply gap has only widened for unduplicated students and those living in low income households. Ensuring students have the materials and supplies needed to be successful in school will increase student achievement and contribute to the academic success of all students.	$75,000	$161,446.11	Yes

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 36 of 55

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional funding to support training for parents on how to support their students through distance learning. District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for facing significant barriers to academic success during the COVID-19 pandemic and distance learning. Fostering connections between unduplicated students and school community, now may be as important as any academic skill. Training on how to use technology, including Remind 101, Zoom and other platforms to improve communication and support learning for students and their parents will remove barriers that prevent students from connecting with the school community and accessing state standards.This action will increase communication, build relationships and foster a feeling of belonging so that students feel connected to the school which will support academic performance.	$5,000	$3,000	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.

Purchase additional chromebooks. Maintain, repair, and acquire additional technology hardware/software and hotspots to support distance learning. (Difference of an additional $236,167.14)
The district purchased additional chromebooks to provide all students with 1:1 devices. In addition, old chromebooks had to be replaced or repaired due to student use and wear and tear.

Provide funding to sites for additional planning days. (Difference of $24,604.88 less than what originally budgeted.)
The difference in the actual funds expended and the amount budgeted was due to the reduced number of instructional minutes for students and student learning loss.
Teachers spent maximum time with students facilitating instruction with students. Planning time took place after school. This eliminated the need to secure subs.

Provide stipends to teachers for engaging in professional learning opportunities outside of their contracted hours to improve skills necessary for distance learning and hybrid internal model and ensure equity and support for unduplicated students. (Difference of $74,500 more than what was originally budgeted.)

Recognizing the need to support teachers with training on how to provide instruction to students through distance learning, KECSD implemented a new way of providing personalized learning and training for teachers and administrators, called the KESD Badge Project. Certificated staff members had the opportunity to select from several different modules all focused on topics that would provide support for distance learning and that could also be used during in-person instruction. Due to the huge success of the project and its relevance to the work we do every day, the response was significantly greater than what was expected. The district under-budgeted for this action.

Contract for professional development opportunities for staff to improve skills for distance learning and ensure equity and support for unduplicated students. (Difference of $30,000 under budget.)

Due to Covid and social distancing, the district was unable to provide professional development as originally planned. Instead, the district implemented and facilitated the majority of its own professional development, under the direction of the curriculum and instruction department. The district did partner with the local county offices of education and other outside vendors to provide additional support and training, such as zoom, Imagine Learning, and ELLevation.

Provide materials and resources to support distance learning and ensure equity and support for unduplicated students. (Difference of $86,446.11 over budget)

Due to the specific needs of the unduplicated student group and learning loss attributed to distance learning, additional materials and resources were secured to provide additional support for students.

Examples include, but are not limited to resources including technology platform upgrades and ELA and math supplemental materials and videos for distance learning.

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.

In March 2020 when schools first closed, distance learning was in the form of teacher-made packets of work which were distributed as families drove through designated areas to pick up and return student work. Packets that weren't picked up were mailed to students' homes. Chromebooks were also distributed to students using this same method and in addition, teachers were forced to quickly learn how to provide instruction online using Zoom. There were many challenges including connectivity issues with students in need of hotspots, especially those at risk. As districts around the state turned to distance learning using online platforms, the demand for hotspots increased, and securing hotspots were delayed.

Student engagement and participation were difficult to monitor and families struggled with the technology. Many parents continued to work during the day and older siblings were often the caretakers of their younger brothers and sisters. To help provide extra support the role of the paraprofessional changed from assisting in the classroom to being the designated classified member who made daily phone calls home to our families, including our Spanish speaking families These daily calls were used to check in with parents, answer questions and address any needs and concerns, as now they played a significant role in assisting teachers with instruction. Teachers continued to connect with parents through email, phone calls, the Remind application, and sometimes in-person and members of the Special Education Department did the same.. The school community did their best to navigate through the beginning of the global pandemic, without knowing when students would be able to return to school.

During the summer of 2020, a distance learning task force was developed which consisted of representatives from all school sites, including teachers, administrators, and district staff. The task force developed 3 models of instruction, each dependent upon the guidelines and restrictions set forth by the CDC and local health department. From the time schools closed and until now, we have implemented all three models - distance learning/100% remote learning, the hybrid model, a combination of in-person learning and distance learning, and 100% in-person instruction. The early collaboration with multiple stakeholders provided a better understanding of each site's needs, helped alleviate potential barriers, and provided new insights on what possibilities might exist.

While the majority of students are receiving instruction in person, there are students still participating in 100% distance learning. Distance Learning for students with special needs is not showing success. Distance learning limits the ability to utilize interpersonal multi-modality learning methods, which are most effective for students with disabilities. For students in distance learning who are on IEP's, logging in at the scheduled times takes place approximately 60% of the time. Kingsburg Elementary Charter School District has arranged a team of supports to case manage students who are not logging on, and they reach out to the families through all available means to help support them and maximize the efforts for students to engage in learning. Case management includes daily phone calls, emails, or texts, visiting the family on a scheduled or as needed basis, assistance in needed areas, referrals to agencies, and has included reports to Child Welfare Services when all efforts have failed. These efforts have resulted in success for some families, such as improved attendance. Challenges are reaching out to families who do not want to be bothered. These families no longer answer phone calls or doors and no longer log-on. With the court being closed, we have been limited in our ability to utilize the legal system to support student attendance and engagement.

In regards to our English Learners, integrated and designated ELD continued to take place even through distance learning. The district purchased two new technology platforms (Imagine Learning and ELLevation) to provide extra support. Imagine Language & Literacy's adaptive learning program was implemented to help support reading and language proficiency for students in grades TK–6. Imagine Learning provides instruction and practice in all four domains of literacy—reading, writing, listening, and speaking. Ellevation is a mission-driven company dedicated to helping English Learners achieve their highest aspirations. Through the ELLevation platform, we can learn more about individual students by accessing the student dashboard and analyzing data from state and local assessments, as well as demographic information. The ELLevation strategies feature builds the capacity of teachers to serve multilingual learners and empower students with the academic language necessary for success in school. Activities allow teachers to put Strategies into action, helping students to focus on particular language skills while engaging with subject-area content. Each Activity has its own landing page with details and resources to support successful facilitation.

Personalized Learning - After March 13th, when schools were first closed teachers went into high gear to ensure continuity of instruction. Staff began researching virtual learning resources and tools. The district worked with the local county office to train and support teachers using zoom. Teachers moved quickly from the classroom to the screen. As time went on the need for more technology training was apparent. This was the catalyst that led to the development of the KESD Badge Project. The Badge Project is an opportunity for all staff, certificated and classified, to explore their interests and personalize their learning at their own pace. To earn a badge, staff must demonstrate what they have learned and its impact on students. Each badge earned tells a story and is connected to skills and experiences that benefit our school community. This first phase of the badge project focused on skills related to technology, student engagement, and formative assessments used during distance learning. The project fosters collaboration and community among the district certificated and classified staff and is a way for all participants to monitor their professional growth and highlight their achievements with others.

While the pandemic has kept us from some of the things that we love most about our jobs and the things that we are good at, if we look closely, our staff found miraculous ways to overcome the equity barriers we've faced. Teachers and families became masters of technology. We know so much more about our students' home lives, as much of it we saw through distance learning. We understand and we are saddened that sometimes school is safer than home. We saw the importance of taking care of the basic needs of the family unit to help build the foundation for educational success. Before and throughout the pandemic our district continued to be the "heart of the community."

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide funding for afterschool intervention - Securing Staff for Small Group Intervention and extra support for unduplicated students. Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KECSD will provide afterschool intervention that is principally directed towards meeting the needs of the unduplicated students. As a result of this action, we expect student achievement to increase in all areas, including language proficiency for English Learners.	$100,000	$0	Yes
Materials and supplies to support an afterschool intervention program. Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KECSD will provide afterschool intervention that is principally directed towards meeting the needs of the unduplicated students. As a result of this action, we expect student achievement to increase in all areas, including language proficiency for English Learners.	$15,000	$0	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.

Provide funding for afterschool intervention - Securing Staff for Small Group Intervention and extra support for unduplicated students. Materials and supplies to support an afterschool intervention program.

Due to school closures, afterschool programs were cancelled and no monies were expended for afterschool intervention.

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.

For students with disabilities, learning loss that occurred during the pandemic has elevated as being an area of great need. These students require a great amount of individualized support where in-person instruction is most effective, and computer screens present as being a barrier for which the educator is unable to remove. As such, skills gained were lost in terms of academic abilities and study skills. Mental Health needs have increased as a result of students feeling alone due to isolation and social distancing, and not being able to visually see the faces of others, and as a result of loss, trauma, and stress that our students and families have personal experiences. Students are having to learn how to socialize again, and how to be happy and confident, which are personality traits that suffered during this pandemic.

During the past year, we struggled with the number of students that were below grade level in January. We had to narrow our intervention needs and be very strategic. For our kindergarten students, the district worked with Fresno State's Teaching Fellows program and had an adult in every classroom assisting with intervention. In April students in Washington School's classrooms doubled their instructional time with teachers, from two hours to four hours of in-person learning each day. The staff also took their lowest 5 students in every classroom and brought them in for a before-school 25-minute intervention group with their teacher. During the 4 hours of class, there was an adult in every class facilitating a Tier 2 intervention called PRESS or Path to Reading Excellence in School Sites. Data from the latest PRESS assessments indicate students made dramatic increases in reading achievement. We currently have 72% of our K students at or above grade level according to DRA. In 2018/2019, a normal (non-pandemic year) we had 68% at or above grade level. We currently have 28% below grade level. In 2018-2019 we had 33%. Our intervention and strategic planning with using our COVID funds have helped us bridge the COVID slide.

In regards to first grade, in November 42.4% of our students were at grade level in reading which is a DRA 6. Just now 51.4% of our students are at grade level in reading which is a DRA 16. So the success is we increased the number of students at grade level by almost 10%. The challenge is that typically the year-end number is between 70 and 80%, so we have to keep working to get more kids to grade level.

It is important to note that one challenge with collecting data remotely was that teachers could not guarantee that students were taking the assessments independently. For example, many students in grades 2-3 were progressing through our IXL and Lexia programs at a rapid pace and needed the initial placement assessments reset because they were receiving extra support from their parents. We also saw some inconsistencies in STAR data at the beginning of the year. Some students had received very high, unrealistic scores on their STAR test due to parent help while testing.

Some of the successes that we've experienced this year occurred when we had all of our students return and were able to monitor the testing environment. Once we had most of our students on campus, we were able to begin running small groups for guided reading. We were also able to administer the DRA assessment to collect data that informed us of students' current reading levels.

Our second grade team administered the DRA assessment in February and May. In February, only 27% of our students were reading on grade level; however, by May 57% of our students were reading on grade level. On the ELA Benchmark administered in February, 41% of 2nd grade students demonstrated mastery toward meeting grade level standards. When given the same assessment in May, 51% of 2nd grade students demonstrated mastery toward meeting grade level standards. Our 2nd graders made gains in math this year despite the challenges with school closures. In February, teachers administered the Math Benchmark. At that time, only 75% of students demonstrated mastery of grade level standards. Surprisingly, by May, 85% of students were meeting end of the year grade level standards.

This year, 3rd grade was only able to participate in one IAB due to the time constraints and they have just recently finished up with end of the year CAASPP assessments. The data for our CAASPP assessment will not be available until this summer, so we have no data to compare at this time to measure growth on specific claims and targets from their last IAB and their end of the year state test. We were able to compare the DRA data from last year's 2nd graders' who are now 3rd graders. Based on the DRA data collected mid-year, prior to school closures last year, only 43.9% of this particular group of students were reading on grade level and 50.3% of this particular group of students were reading on grade level on this year's mid-year DRA assessment. This shows that students had maintained growth consistently in reading and even performed at a higher rate than last year's mid-year DRA assessment.

Prior to Covid students in grades 4 through 8 took the Smarter Balanced Interim Comprehensive Assessments (ICA's) two times per year to measure progress leading toward the end of the year state test. Because of the significant gaps in achievement due to school closures, students in these grade levels took the SBAC Interim Assessment Blocks or IAB's. These shorter and more focused assessments provided data to drive instruction without overwhelming students and teachers. Because the IAB's are different than the ICA's, there was no way to measure multiple-year comparison growth. Overall, when looking at data for both ELA and math, there was a significant difference between the progress of English Learners and Students with Disabilities compared to other students. Students in these two subgroups scored significantly lower in all areas. This disparity resulted in more communication between the general education teacher and special education staff, as well as extra support for English Learner students through the use of ELLevation and Imagine Learning and additional intervention programs during the school day.

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.

Distance learning and the pandemic have challenged us in many ways, including student engagement and attendance, support with technology, and mental health. Mental Health needs have increased as a result of students feeling alone due to isolation and social distancing, and not being able to visually see the faces of others, and as a result of loss, trauma, and stress that our students and families have personal experiences. Students are having to learn how to socialize again, and how to be happy and confident, which are personality traits that suffered during this pandemic. The Kingsburg Elementary Charter School District "Home Team" was developed to support families and students throughout this crisis. The Home Team is made up of behavioral interventionists, attendance specialists, counselors, homeless/foster youth community liaisons, and a local resource center. Together, these groups collaborate to help families during a very difficult time. Challenges may occur on many different levels. Examples of support provided by the "Home Team" during the pandemic are assisting families with technology use, providing hotspots, assisting with food and utility bills, as well as mental health needs and transportation.

Analysis of Pupil and Family Engagement and Outreach

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

The Student Attendance Review Board (SARB) was in full force even during the distance learning model and was focused on supporting families and connecting them with services that will help struggling students get back on a successful track. Students, especially those who are homeless had more difficulties with organization and motivation with distance learning, and their families had a more difficult time assuring requirements are followed through. Students who are in foster care have had varied success with distance learning and staying engaged in learning. Some students have shown success and improvement, while others have regressed and been disconnected. The results have been situation dependent on the foster care family, the student, and the student's trauma and resiliency towards their trauma. Kingsburg Elementary Charter School District arranged a team of supports through the SARB process to case manage students who struggled to engage in distance learning, and they reached out to the families through all available means to help support them and maximize the efforts for students to engage in learning. Case management included daily phone calls, emails, or texts, visiting the family on a scheduled or as needed basis, counseling, assistance in needed areas, referrals to agencies. These efforts resulted in success for some. Challenges were reaching out to the families or students who did not want to be bothered, and communication with social workers being more difficult than usual with more frequent changes in social workers than normal, as well as delayed responses or unresponsiveness from the school when trying to communicate with social services.

Analysis of School Nutrition

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

COVID presented a whole different way of meeting the needs of our sites and students. Our staff had to learn to be flexible with their work hours, site locations, and even their jobs. No one knew what that next day at work would look like, would we get the products that we needed, and how to contact families with quick changes. At first, we had so many students in need, 2,625 meals in our distribution a week, and over the last year, that has dwindled to about 60 to 80 students that participate currently a week. (separate from on-site meals to go) The staff is now used to the constant changes, food procurement has become more straightforward, and the team had a fantastic opportunity to bond, spend time giving to others, and get to know each other on a much deeper level. COVID presented challenges but a lot of unexpected opportunities.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 45 of 55

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

NA

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.

Described below are two of the many lessons learned from implementing in-person and distance learning programs this school year that have informed the development of goals and actions in the 2021-24 LCAP.

First, based on stakeholder input and feedback, it is important to address our students' social-emotional learning and student engagement and motivation. These two areas serve as the focus and foundation of the guiding questions that evolved from input with our school community and stakeholders.
What do we want all students to know?
What do we want all students to know and be able to do?
How will we know if they learn it?
How will we respond when some students do not learn?
How will we extend the learning for students who are already proficient?
We have learned how important it is for our staff to focus on building relationships with students and rebuilding their confidence and the role that both play in student learning and success. During the pandemic when students were distance learning, we had opportunities to take a closer look into the homes of our students and we recognized that those from diverse backgrounds who are more at risk of increased vulnerability were less likely to receive the support and extra services they need, and the gap between students that experience additional barriers and that do not might widen. We also learned that recent school closures and COVID may have had considerable effects on many students' sense of belonging to our schools and their feelings of self-worth – these are key for inclusion in education. Therefore, our student's mental health needs will be an area of focus when school begins in the fall, with continued support through the implementation of the LCAP 2021-2024.

Secondly, another focus will be on ensuring Academic Support for all students. KECSD strives to ensure that student outcomes reflect success for all students. This means that every student has access to academic supports that address their unique needs, as described in each site's School Plan for Student Achievement. This includes a plan to address learning loss and at the same time, accelerate learning. We will start with where students are at and move them forward, versus, focusing on material that wasn't covered when schools first went into school closures in March of 2020.

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

District intervention plans include research-based targeted intervention classes and programs; online and in-person tutoring; Saturday School; credit recovery; and other extended learning opportunities. Afterschool intervention plans include frontloading of upcoming lessons with researched-based strategies targeted toward unduplicated student groups. Individual goal setting for each intervention session will help rebuild student confidence. Students will learn how to take ownership of their own learning by setting individual goals and monitoring their success when reaching their goals. Student confidence will increase as students achieve their goals and confidence will lead to competence. The District will train staff on how to implement a growth mindset,

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.

Please refer to the previous sections of the LCP for a detailed description of the substantive differences.

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.

We've had major challenges and decisions to make, due to COVID. In spite of the challenges, feedback from our school community has been positive. After being forced to close our schools last spring and provide instruction through distance learning and then returning to in-person instruction later in the fall, we were grateful to have students back in classrooms even if it was for a shortened period of time each day. When reflecting on student outcomes and input from stakeholder groups, although, all unduplicated student subgroups made positive growth according to the 2019 CA School Dashboard results, the district did not meet the goal of decreasing the achievement gap for both subgroups (Socioeconomic/Non-Socioeconomic and English Learner/English Only) by 1%. The achievement gap for Non-SED and SED decreased by 6.73% for ELA as compared to the previous year. The achievement gap for Non-SED and SED decreased by 1.68% for ELA as compared to the baseline year in 2015-2016. The achievement gap for EO and EL increased by 0.21% for ELA as compared to the previous year. The achievement gap for EO and EL increased by 9.54% for ELA as compared to the baseline year in 2015-2016. To help provide extra support for the district's EL students, KECSD will focus on getting to know our students better and work towards identifying specific needs. LCAP goal 1 describes how all of our students will be supported with basic services and refers to tier-one instructional supports. Goal 2 more specifically describes the need for intervention and teacher training, targeted towards and in response to the student outcomes described above and principally directed towards our unduplicated student group, more specifically English Learners. Through the LCAP process, the district will provide additional training and support on researched-based best practices to support instruction for students at risk. This includes SIOP, RTI, and designated and integrated ELD professional development.

Benchmark results indicate a need to provide additional support for staff on the implementation of the state math standards and expectations. Data from the most recent benchmark tests taken in the spring of 2021 indicate EL students scored significantly lower when compared to all other students, and a significant number of all students scored below the state expectation for math. Therefore, the district-wide professional development focus for the 2021-2024 school years and in alignment with the LCAP will be on the state expectations for math and how to support all learners.

Kindergarten: EL subgroup scored 53% below standards
ALL students scored 53% below standards
1st Grade: EL subgroup scored 52% below standards
ALL students scored 33% below standards
2nd Grade: EL subgroup scored 75% below standards
ALL students scored 25% below standards
3rd Grade: EL subgroup scored 57% below standards
All students scored 28% below standards

4th Grade: EL subgroup scored 85% below standards
All students scored 30% below standards
5th Grade: EL subgroup scored 100% below standards
All students scored 55% below standards
6th Grade: EL subgroup scored 84% below standards
All students scored 33% below standards
7th Grade: EL subgroup scored 82% below standards
All students scored 37% below standards
8th Grade: EL subgroup scored 52% below standards
All students scored 25% below standards

There are many lessons we learned from the experiences we had with distance learning and while observing in-person learning through the hybrid model and reflecting on the data and student outcomes. We know so much more about our students' home lives, as much of it we saw through distance learning. We understand and we are saddened that sometimes school is safer than home. We have a better understanding of why relationships and school connectedness are so important to student learning. Although results from the 2021 student school climate survey were positive, input from stakeholders, including students provided a clear direction for the development of the LCAP's goal 4 and part of our district's focus on our students' well-being and mental health. To support this, the district secured a full time elementary school counselor and three behavioral support assistants.
In regards to our students with special needs, the 20-21 school year provided more challenges than successes due to physical restriction. Distance learning is challenging for many learners but can be even more challenging for students with learning, attention, or social-emotional needs. The district was tasked with an unprecedented challenge, to figure out how to engage students with unique needs in learning. In our quest to research various resources for use with distance learning, Ripple Effects was discovered. Ripple Effects provides trauma-informed, culturally responsive, personalized, evidence-based, digital tools for the delivery of social-emotional-behavioral supports and training for both students and staff. Each user can enter through the door of their most pressing concern. This, combined with the addition of our new mental health staff will provide the extra and necessary supports for our students, especially our unduplicated students who often are the most at risk.

For English-language learners, the indefinite shift to distance learning posed even more challenges. In addition to the language barrier, our parents of ELs shared concerns of not understanding how to use the different technology platforms to provide assistance for their children. We also learned that communication plays a key role in identifying student needs and providing solutions. Because of this, the district relied on multilingual staff to make regular phone calls home to English Learner families to share important information in regards to their child's education and school, and to provide extra support when needed. The district's school-community liaisons responded with home visits to deliver food, homework, and help with technology. Parents shared their appreciation for the extra effort to ensure their student's needs were addressed. Through the LCAP, the district will continue to reach out to families by providing a series of parent workshops dedicated to providing families with the skills they need to support their students at home. As requested by the DELAC and Parent Advisory Committee stakeholder input meetings, workshops teaching parents how to use email, google classroom, and other skills to help their child at home will be featured beginning the fall of 2021. The

district will also continue to offer Adult English as a Second Language (ESL) classes for parents and provide childcare making the class more accessible.

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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 51 of 55

- 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,

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Kingsburg Elementary Charter School District

Page 52 of 55

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o 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.

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
Kingsburg Elementary Charter School District	Melanie Sembritzki Assistant Superintendent	msembritzki@kesd.org 559-897-2331

Plan Summary [2021-22]

General Information

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

The Kingsburg Elementary Charter School District 2160 student enrollment serves a unique rural community of approximately 12,000 people in the Central San Joaquin Valley. It is a town where parents, the school community, and citizens of Kingsburg have committed themselves to a high standard of education for their children. The community's city government and the school district have cooperated to co-develop city parks in conjunction with school playgrounds, co-sponsored afterschool programs, and participate in each other's planning teams. Local citizens and businesses have donated tennis courts, trees, playground equipment, and even school supplies and clothing for students in need. The student population of the district is a mixture of children of farmworkers and farmers, doctors, nurses, and custodians, small and large business owners, factory workers, salespeople, and educators. The diversity is broad, however, as diverse as the backgrounds may be, the town's citizens are singularly committed to the education of its children. The school district, in existence since 1874, takes pride in meeting the needs of all its students, and as a result, the district enjoys the overwhelming support of its parents, teachers, staff, and the community at large.

In 1996, the Kingsburg Joint Union Elementary District became the second charter school district in the state. The charter is a reflection of the support expressed by the district's employees and the citizens of Kingsburg. It also reflects the constant efforts of the district to prepare students to become productive citizens in the 21st century. The district's mission is simple, "We will find a way for ALL students to learn," is lived daily in taking to heart the challenge of preparing children to communicate effectively, work collaboratively, think creatively and critically, gather, use, and produce information; make informed, responsible decisions; become life-long learners, and enthusiastically embrace challenges and responsibilities.

Placed in the context of creating professional learning communities, these overriding concepts are encouraged by the support of parents and families, drawing its standards from the traditional small-town atmosphere so cherished by the citizens of Kingsburg. Indicators of this support include: 100% of the parents sign the Parent/Student/Charter District Compact, 100% of the credentialed employees in the district support working in the charter district, and 100% of the classified employees support working in the charter district. It was held by all stakeholders in the initial charter petition and continues to be held today, that being a charter would set the school district apart and make it

even more special in the educational community. The district's unique grade level configuration by grade span instead of neighborhood schools, allows students to attend school together as they move up through the different levels. Washington School is home to all of the district's TK, kindergarten, and first grade students. Roosevelt serves students in first grade. Lincoln serves students in grades two and three, and Reagan School is home to all of the district's fourth, fifth, and sixth grade students. Students in grades seven and eight attend Rafer Johnson Jr. High School, proudly named after long-time Kingsburg resident and olympic gold medalist, Rafer Johnson.

The innovative and effective education programs, which include music and art as well as career technology and STEAM implementation have contributed to KECSD students receiving the two highest performance levels on all state indicators as per the California School Dashboard. The charter fosters innovation in the area of literacy development and technology. The opportunity to have more flexibility with programs and staffing, combined with open enrollment were powerful motivators in meeting the needs of students and parents in the rural backdrop of Kingsburg.

Open enrollment has been a signature practice of the charter since its inception. Parents and students are welcome from all districts, and students that reside in Kingsburg have the opportunity to transfer to any other district without going through the transfer process. The charter allows us to affect the lives of more families and students. In this community, parents truly feel they are ultimately responsible for the education of their children. Through our charter, the district becomes partners in the education of its students. The individual responsibilities of each group – parents, district, and students – are enumerated in the Charter District/Parent/ Student Compact, making it everyone's job to ensure student growth and achievement. Each year, this compact represents 100% parent and student participation.

Kingsburg is structured as a community-aligned school system instead of a neighborhood school system. All of the students move through the grade levels as one unit. This allows each grade level to provide the most effective education program because of the unity formed with each stakeholder in the district and community. For families that want an alternative type of education program, students may attend Central Valley Home School. It is the desire of the community (frequently reiterated in annual parent surveys) to maintain its TK-8 continuity structure. By mandated necessity, as seen by the community, the structure of the district's schools dictates that if one school is a charter, the expectation is that all schools have charter status, thus virtually requiring the need that if there is going to be a charter, then it must be an all-charter district.

Kingsburg Elementary Charter School District has demonstrated what a "stand-alone" district can accomplish as a charter. Through our flexibility, the implementation of researched-based programs and change has allowed us to ensure the highest quality of education and educational opportunities are quickly put in place for our students. The community and staff have embraced the charter status and developed into a community-wide professional learning community that proudly stands together for each member of the community. One example of this commitment is exemplified by the development of Island Community Day School. Instead of sending students to county programs, Kingsburg wants to keep its students to rehabilitate them through restorative justice and maintenance of their academic programs. Kingsburg is the only TK-8 district in Fresno County with a Community Day School. It is worth noting that the district received approval of its fifth multiple-year cycle as an all-charter district.

The district's status as an all-charter district has become a core value in both our school system and the community at large. Another way to look at the district's involvement as a charter may be to note that no child who has started kindergarten in this school district has ever known or experienced a school system that is not a charter system. From our mindset to our conversations to even the visual representations on the

side of our school buses, we proclaim Kingsburg Elementary Charter School District as a source of pride from who we are and what we have become. Being a charter district represents a clear and encouraging call to a 'can-do' spirit and willingness to pursue what is best for children.

Reflections: Successes

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

Overall, the Kingsburg Elementary Charter School District (KECSD) received positive results on the CA School Dashboard for 2019. In comparison to other districts in Fresno County, KECSD's scores for math ranked the third highest with 43.96% of our students performing at the standards met or standards exceeded level on the most recent CAASPP test. Overall, KECSD students also made growth in English Language Arts. According to the CA School Dashboard for 2019, KECSD students received the sixth highest ELA score with 55.85% of the students meeting or exceeding the standard for ELA, as compared to other districts in Fresno County. In regards to growth and positive change on the CA School Dashboard, KECSD students ranked the third highest to make growth and change at 7.32% in math, as compared to other districts in Fresno County, as stated in a report shared by the Fresno County Superintendent of Schools Office.

Overall, students received a "green" status on the CA Dashboard. Students increased 14 points and scored 12.7 points above standard. Students with Disabilities received an "orange" status and although they scored 85.7 points below the standards, they grew 16.3 points. The district's English Learner students increased 10.5 points for ELA and received a score of 96.6 points below the standard. Our Reclassified English Learner students increased 16.5 points and received a score of 7.8 points above the standard. All subgroups maintained or decreased in the number of chronically absent students. The CA School Dashboard results for Chronic Absenteeism were as follows
a. All subgroups received a "Blue" status
b. All Students .5% and decreased by 0.1%

According to the CA Dashboard, the suspension rate for the district declined 1.3%, compared to last year, with 1.6% of the students suspended at least one time.

Students with Disabilities received a rating of "yellow" and experienced a 1.8% decrease in suspensions, with 3.4% of the students suspended at least one time.
The following subgroups received a "green" rating: English Learners, Hispanics, Homeless, Socioeconomically Disadvantaged Youth, and White
Two subgroups received a rating of "Blue" – Asians and 2 or More Races

The goal of behavioral improvement is one of many priorities and is built upon through PBIS, and an increase in consistent behavioral supports and research-based programs. This school year, alternatives to suspension have increased through additional behavioral staff supports and the use of a research-based SEL curriculum. In addition, school administration is directed to contact special education administration when a student is being considered for suspension, where a discussion takes place to determine if another course of action

would be more effective. While the suspension is not avoidable, the use of alternatives to suspension has increased which will result in root cause analysis, plan implementation, and monitoring.

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.

ELPI
Our English Learners received a score of 41.5% in regards to making progress towards English language proficiency on the most recent ELPAC and they are performing below the state average on the English Progress Indicator. Because of this, we will continue to focus on designated ELD training and planning instruction together, with guidance from the county office and our district's academic coaches. In addition, all teachers will continue to receive additional resources and training to provide access to content. We continue to use our SIOP (Sheltered Instruction Observation Protocol) but there is a need for more intention and targeted instruction to proficiency level during integrated ELD to improve performance in ELA and Math. Scaffolds will be put in place for all students to access the rigorous content in all areas.

Students with Disabilities
For students with disabilities, learning loss that occurred during the pandemic has elevated as being the greatest area of need. These students require a great amount of individualized support where in-person instruction is most effective, and computer screens present as being a barrier for which the educator is unable to remove. As such, skills gained were lost in terms of academic abilities and study skills. Mental Health needs have increased as a result of students feeling alone due to isolation and social distancing, and not being able to visually see the faces of others, and as a result of loss, trauma, and stress that our students and families have personal experiences. Students are having to learn how to socialize again, and how to be happy and confident, which are personality traits that suffered during this pandemic.

Kingsburg Elementary School District has shown overall improvement maintaining "orange" in English Language Arts and Math with an increase of 16 and 7.8 points respectively, and maintaining "yellow" status with suspensions with a slight decrease of 1.3 points. Kingsburg's color ranking is commensurate with the state average in all areas. More specifically, ELA and Suspension rates for special education students are higher than the state average, and Math is lower than the state average, while Kingsburg strives to show overall improvements in all categories in relationship to special education. Special education teachers have gone through training to be more mindful of individualized goals based on present levels, participating in data monitoring to drive instruction, case managers are meeting more often with regular education teachers during their Professional Learning Communities, as well as other scheduled times, to review classroom accommodations and modifications specific to the IEP. Research-based curriculum options continue to be evaluated and considered. In regards to suspension, the district has reshaped its discipline policy to provide other alternatives to suspension including SEL lessons and outside agency support. Additionally, a policy has been introduced in which administrators are asked to consult with the Director of Special Education or the Administrator overseeing PBIS before the issuance of a suspension of a special education student. All schools in the district implement PBIS strategies and best practices to promote positive behaviors and life skills such as problem-solving. We are teaching students how to be successful at school and providing them with life skills that will last throughout the rest of their educational careers and beyond.

Math
According to the 2019 CA Dashboard, although overall KECSD students showed improvement, the data indicates there are still subgroups of students not performing at the level expected by the state. Results for Students with Disabilities were in the "orange" or low category with students performing 124 points below the standard, English Learners performing 118.3 points below the standard and four subgroups (English Learners, Hispanic, Homeless, Socio-economically Disadvantaged Students) with data resulting in the "yellow" or medium category. The district-wide professional development focus for the 2021-2022 school year will be in the area of mathematics. In addition to county support, the district's four academic coaches and site administrators will provide extra support and training through full staff meetings, preservice days, and professional learning communities throughout the year.

LCAP Highlights

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

Upon reflection from stakeholders on the many ways the pandemic may be affecting families from our school community such as stress from loss of wages, food insecurity, the likelihood of contracting Covid19, family separations due to quarantining, lack of childcare and other family stressors, the school community's mental health and well being became the district's priority. We know some of our most vulnerable children will suffer the most and the longest from the pandemic. The learning gap, especially for children in poverty, English Learners and Students with Disabilities will only increase in time without intervention. Our focus on a Multi-tiered System of support or MTSS will equip the district with tools to help identify children who need more support, deliver greater instructional intensity and check to see if it's working.

COVID-19 prompted abrupt school closures and a sudden transition to distance learning in spring 2020. This disrupted student learning and engagement, resulting in lost learning time, and exacerbated pre-existing inequalities in students' access to resources. KECSD will adapt our existing MTSS, which includes Response to Intervention (RTI) and Positive behavioral Interventions and supports (PBIS) frameworks to identify and address students' needs. These tiered systems will play an essential role in personalizing learning, promoting student engagement, and connecting students with necessary supports to be successful in school and at home. The district will maintain a school psych intern, a non-paid counselor intern, and a non-paid school psych practicum all secured during the 2020-2021 school year, as well as the addition of two BSA's or behavioral support assistants to provide extra support for our students in need.

RTI - KECSD has developed a multi-tiered approach to providing services and interventions to students who struggle with learning and behavior. The district's Response to Intervention (RTI) model is a three-tiered scientific, researched-based process to provide intervention early and often with increasing intensity. Students receive curriculum and educational interventions that are proven to be effective with most students. Students' progress is monitored over time to evaluate the effectiveness of instruction and learning, to ensure student success, to provide intervention if necessary, to identify if a learning disability is present and initiate a special education referral when needed. This district-wide signature practice helps to ensure early intervention services are provided to struggling students who are need of extra support.

PBIS - The Kingsburg Elementary Charter School District believes that a one size fits all approach when it comes to learning is less effective than interventions based on the needs of each student and each school. Because of this, the district has school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Instead of using a random approach of individual behavioral management plans, a continuum of positive behavior support for all students within every school in the district is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support for behavior. Every school in the Kingsburg Elementary Charter School District has developed expectations and rules for every part of the campus.

Signature Practices - The Kingsburg Elementary Charter School District's signature practices, Sheltered Instruction Observational Protocol (SIOP), Professional Learning Communities (PLC), Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) which all fall under the umbrella of Multi-tiered Systems of Support (MTSS) were developed to help students achieve three primary goals identified in the Kingsburg Elementary Charter School District's (KECSD) Local Control Accountability Plan (LCAP): Prepare all students for mastery of the common core standards and acquire 21st Century Learning Skills, increase English Language Development, and ensure that all students are prepared for college and a future career.

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.

NA

Support for Identified Schools

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

NA`

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

The Kingsburg Elementary Charter School District ensured multiple opportunities to engage with our community of stakeholders during the development of the LCAP. The District's efforts began during the summer with a series of meetings regarding learning loss, distance learning, and a district needs assessment. At the beginning of the school year, principals shared student data and discussed academic and intervention programs with their individual staff, parents, community members, and leadership teams. The data aligned with the LCAP's Eight State Priorities. The data was used to help develop the LCAP, address stakeholder needs, and was also shared with the District LCAP Parent Advisory Committee (PAC), School Site Council (SSC), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC) as a review of the School Plan for Student Achievement or SPSA and again during the annual District Title I meetings. All Rafer Johnson Junior High School students and Reagan Elementary School students had the opportunity to participate in an online survey taken during the school day and KECSD parents were invited to participate in an online survey, giving stakeholders an additional opportunity to voice their opinions and provide input. KECSD also meets with their SELPA monthly to review budget, legislation, updated legal information and procedural changes, special education programs and supports, social-emotional and mental health programs and supports, and to collaborate with other LEA's. Each LEA has the opportunity to provide input in the revisions of the SELPA Local Plan. During the 2020-2021 school year, the SELPA met with its LEA's weekly. Additionally, frequent communication on an as-needed basis was welcomed and utilized, including input on how to leverage the LCAP to provide supports for students with unique needs.

In December and January, the district leadership team (administrators, department heads, EL Coordinator, academic coaches) reviewed the LCFF and the 2018-2019 LCAP, as well as the Learning Continuity Plan. The ultimate purpose of these meetings was to evaluate and review the strengths and weaknesses of the 2018-2019 LCAP, goals for each of the priority areas and identify the specific actions the district took to achieve those goals as aligned to the budget. During that time members of the leadership team were given an opportunity to provide additional input addressing each of the eight state priorities and the additional district priority. The same agenda and PowerPoint presentation were implemented, virtually and in person during the month of February and March 2021 at each school site to provide additional stakeholder engagement. These stakeholders included certificated and classified staff, School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee, District LCAP Parent Advisory Committee, the Parent/Teacher Organizations. (Please Note: The District does not have a collective bargaining unit/) During the spring the KECSD Governing Board was also provided with a list of services and actions generated by stakeholder engagement meetings.

In March the DELAC met and discussed student need's in regards to the current learning situation and the future LCAP. The Parent Advisory Committee met to discuss the LCAP in April. In March and April, the DELAC and PAC committees submitted questions regarding the new LCAP to the KECSD superintendent. The superintendent provided written responses back to both committees. In April a special parent survey, specific to the LCAP was administered to parents.This robust questionnaire provided the district with the necessary data for the leadership team to analyze and determine the next steps based on community needs and goals communicated through the survey. During March and April 2021, the district and site administrators met with their staff and departments to discuss proposed LCAP expenditures as reflected in the data collected during the prior engagement activities. In March and April, an anonymous teacher survey was administered to provide additional feedback and data for the leadership team to reflect upon when prioritizing the LCAP expenditures.

In April and May 2021, the LCAP writing team (members of the district leadership team) was formed to begin writing a draft of the LCAP plan to be placed on the district website for stakeholder review.

During the month of May, site, and district advisory committees had an opportunity to provide additional input and review the LCAP draft. All significant subgroups of students were represented by their parent or guardian, including English Language Learners, Foster Youth, Socioeconomically Disadvantaged Youth, and Special Education students.

The Public Hearing of the LCAP took place on June 7, at the KECSD district office, during the regularly scheduled Board meeting. The LCAP draft was also posted on the District's website for public comment. Comments were able to be provided through email, surveys, phone, community meetings, and in person. A copy of the LCAP was also made available at the KECSD District Office. The KECSD Governing Board approved the LCAP during the June 21, 2021 meeting. The budget was adopted and the local indicator and outcome information was also presented at the same meeting.

Through the stakeholder engagement process, the school community worked together as a professional learning committee to analyze data and provide input on the next steps to address student needs.
The District used the following quantitative data for the goal-setting process:
Attendance Rates
Suspension Rates and Expulsion Rates
CA Dashboard
ELPAC data
Professional Development Sign-in Sheets
Teacher Observation Walk Through Data

The following data was not included in the LCAP as some metrics do not apply to KECSD because we are a TK-8 school. Non-applicable metrics include the high school metrics; A-G course completion/college readiness, CTE sequence of study, AP scores, EAP scores in ELA and math, high school dropout rate, and graduation rate. All other metrics are applicable and will be reported in this LCAP.

A summary of the feedback provided by specific stakeholder groups.

After analyzing data from all of our stakeholders, a noticeable pattern and trend existed. Data from both certificated and classified staff members were collected using a google form and spreadsheet. Input from other stakeholder groups was also taken into account. There was an overwhelming request for additional mental health services, due to school closures and COVID. The top priorities for each of the LCAP's four goals included:

Goal 1:
Services and resources for students with special needs
Intervention for students not proficient
Supplemental materials for core instruction

Goal 2:
Paraprofessional support
Academic coaching support and training
Continue RTI
Professional Development for Staff (SIOP, EL, etc.)

Goal 3:
Afterschool Intervention
Professional Development
Repair and maintain technology

Goal 4:
Mental Health Extra Support and Services
RTI/RSP Support
Community liaison support for students at risk
Health Aides

Additional input included:
Continue summer school for English Learners
Continue STEAM Camp
More opportunities for afterschool athletics
Smaller Class Sizes

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

The expansion of mental health services and the hiring of additional mental health support such as the addition of two behavioral support assistants are a result of stakeholders sharing their concerns and input on the need for additional mental health support. Many different stakeholder groups, including the district's Director of Special Education, school psychologist, counselors, teachers, administrators, parents, and community leaders were advocates for the expansion of mental health services. The district's LCAP reflects the support of expanding mental health services beyond those provided for special education.

Positive Behavior Interventions and Supports (PBIS) are also highlighted in the KECSD LCAP. Data from student surveys indicating the need to keep PBIS in place and its positive impact to keep Kingsburg schools a safe and welcoming place was noted. The PBIS multi-tiered support systems framework addresses at least five critical areas of LCAP. These include academic outcomes, Common Core State Standards, school culture and climate, parent involvement, and student engagement. The district recognizes its responsibility as a gateway for students to receive mental health services. Children with behavioral and mental health needs are often under-identified and underserved, resulting in increased disciplinary, safety, and delinquency problems both on school campuses and in the community. MTSS which includes PBIS and RTI will provide the necessary framework for early identification and intervention for students in need.

The school community is grappling with the disruption of learning that occurred over the past year. The question of how to catch kids up after a disruption of their learning is a concern from all stakeholder groups. All groups voiced their request to extend the school day and year by providing afterschool intervention and summer programs for the foreseeable future. As a result, focused afterschool intervention programs for students at risk and summer programs for students will continue to help fill gaps and accelerate learning for the district's most vulnerable students and those not yet proficient.

Parents from the district's DELAC and Parent Advisory Committee meetings requested the continuation of parent workshops throughout the year, with the focus on the use of technology, including how to use email, information regarding the internet and internet safety, and various platforms used by their children. Parents shared their appreciation of the adult English as a Second Language class taught this spring and requested they be continued next fall. They also voiced concerns regarding the need for childcare and for classes to be held later in the day and after work hours. As a result, the district will continue to provide parent workshops facilitated by the KECSD staff and will contact with Fresno State's Parent University to assist with classes focused on technology. The district appreciates and values input from all of its stakeholders, especially our parent groups whose partnership is paramount to the work that we do.

Goals and Actions

Goal

Goal #	Description
1	Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The District will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

An explanation of why the LEA has developed this goal.

The quality of education does not only depend on high-quality teachers as reflected in the performance of their duties but also the effective coordination of the school environment. A school's physical characteristics have a variety of effects on teachers, students, and the learning process. Poor factors can adversely affect student behavior and lead to high levels of frustration among teachers and poor learning attitudes among students. A conducive environment for learning, such as one with comfortable classroom set-ups, well-maintained facilities, relevant use of teaching materials, and interesting classroom activities, will further motivate the students to learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standardized Assessments as measured by the ELA and math CAASPP scores.	TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order 30-20 Grade Equivalent STAR Reading scores spring 2021: Grade 2: 2.7				TBD - To be determined after the baseline is established.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 3: 3.1 Grade 4: 5.3 Grade 5: 5.6 Grade 6: 5.8 Grade 7: 5.8 Grade 8: 9.0				
State Standards Implemented as measured by implementation of the State Reflection Tool.	According to the 2021 State Reflection Tool, the average points for Implementation of State Standards is 4.0				KECSD will maintain its status of "standards met" for Implementation of State Standards and increase its average point score to 4.5, as measured using the State's Reflection Tool.
A broad course of study as measured by a review of teacher and master schedules.	100% broad course of study was provided to all students as measured using the 2021 State Reflection Tool.				The district will maintain its rating of 100% of its students will receive and have access to a broad course of study.
Properly credentialed teachers with no misassignments or vacancies, as measured by Credentials or SARC review.	According to the 2021 State Reflection Tool for 2020-2021 Misassigned Teachers of EL = 0% - Total Teacher Misassignments = 0 - Vacant Teacher Positions = 0				The district will maintain its rating "standards met" with no misassignments or vacancies. Misassigned Teachers of EL = 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficient core instructional materials as measured by annual board resolution of sufficiency of instructional materials.	100% sufficient core instructional materials as per the 2021 State Reflection Tool. Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0				100% sufficient core instructionals. Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0
Facilities "Maintained" as measured by the SARC's FIT Report.	100% facilities in good repair as measured by the 2021 SARC FIT report. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0				100% facilities in good or exemplary repair, as measured by the SARC FIT. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0
English Learner access to state standards/ELD as measured using the State Reflection Tool.	100% of the district' s English Learner students had access to the state standards/ELD as measured using the				100% of the district's EL students will have access to state standard/ELD, as measured using the State Reflection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021 State Reflection Tool.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Closing the Achievement Gap	According to the 2019 most recent CA School Dashboard results and given that our unduplicated population state indicator falls below the whole group or all students in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will provide supplemental resources that support the core curriculum aligned to the CA standards. Through the Cycle of Inquiry used in all of our Professional Learning Communities, it has been determined that Supplemental/Intervention materials used during Multi-tiered Systems of Support, Response to Intervention (RTI), and after school programs to support and scaffold instruction for the unduplicated pupil population, is making a significant difference. The CA School Dashboard results indicate that all of our students in the unduplicated subgroup have made positive growth (and are moving closer to the standard or level 3) on the end of the year state test for both ELA and math since the inception of these two signature practices. Therefore, by providing supplemental resources to support scaffold instruction in MTSS and RTI models, the district expects to close the achievement gap and increase student achievement for unduplicated students as reflected on the Smarter Balanced Assessments.	$956,731.00	Yes
2	Intervention and Teacher Training	Provide intervention services for all students not yet at the level of proficiency expected by the state.	$263,842.69	No
3	Supervisor of Operations	Maintain Assistant Supervisor of Operations Position	$92,400.28	No

Action #	Title	Description	Total Funds	Contributing
4	Transportation	Provide transportation to and from school for students.- Our unduplicated students have the most difficulty getting to school because of transportation issues related to lack of resources and reliable transportation. This results in increased chronic absenteeism and decreased attendance as well as missed instructional time. To address this need, the district will continue to make available transportation services to ensure unduplicated students do not miss school and are able to participate in afterschool activities. Data released from the California Department of Education broke down absenteeism rates by the reasons for students missing school. Lack of transportation to school was among the most common reason students missed school, as per the 2017-2019 study and prior to distance learning in March 2020, due to the pandemic. In addition, if our district does not provide transportation for its after school programs, many of our students would not have the opportunity to attend after school enrichment, intervention, and other programs, as we do not have "neighborhood schools" and many students would not have the ability to secure their own transportation. Our schools are set up by unique grade level configurations and grade spans. This means many of our students are transported by bus. Transportation was also provided to allow students to participate in after school enrichment, intervention, and athletic programs. The academic interventions contributed to student achievement, while the enrichment and athletics contributed to student engagement by strengthening students' connections to school. Data from the district's most recent culture and climate survey, implemented during the 2019 school year, include in the comment section, parents voicing their appreciation for their children's opportunity to participate in athletics, intervention, enrichment, and other after school programs. In other parent group meetings, such as DELAC and PAC, parents have requested the continuation of after school activities, as they are enjoyed by their families and promote student engagement. Based on the results of the locally developed school climate survey, 82% of the 630 students taking the survey in grades 4, 5, and 6 indicated that they felt connected to their school. For students in grade	$702,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		7 and 8, of the 170 students responding to the survey 85% indicated that they felt connected to school and got along with others. Therefore, the district will continue to make available transportation services to ensure unduplicated students do not miss school and to ensure students receive the maximum number of instructional minutes available and provide unduplicated students a better opportunity to participate in afterschool programs. Providing transportation for students will result in a positive school climate, decreases of chronic absenteeism and increased attendance rates.		
5	Staffing	Provide properly credentialed staff as part of basic services to ensure all students have access to teachers who are properly credentialed.	$8,649,683.45	No
6	Special Education	Provide services and resources to all students with Individualized Education Plans and who qualify for special education.	$1,573,620.14	No
7	Basic Services	Provide basic services, additional support and intervention to ensure all students are successful in accessing the state standards.	$3,246,725.82	No
8	Facilities	Continue to upgrade and maintain classrooms and facilities, as needed.	$1,388,960.90	No
9	Preschool	Provide high quality preschool services and resources to prepare students for kindergarten and beyond.	$260,748.71	No
10	Lunch Program	Provide a quality lunch program to ensure all students receive a healthy and nutritious lunch, every school day.	$937,039.64	No

Action #	Title	Description	Total Funds	Contributing

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	Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all student's for mastery of the state standards.

An explanation of why the LEA has developed this goal.

Every educator expects some summer slide with students. But combined with the shift to distance learning caused by COVID-19 and loss of instructional minutes during in-person learning for the most of the 2020-2021 school year, when we return to school in the fall of 2021, learning loss and gaps in achievement among students will likely be even more considerable. To address that loss, the district will focus on early identification of student needs based on data and focused interventions during tier one and two instruction, as well as during after school and summer programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Full implementation of the California Content Standards as measured by local classroom walk through observation data.	100% of the teachers implemented the CA Content Standards for ELA and math for the 2020-2021 school year.				100% of the teachers will implement the CA Standards for ELA and math.
Math Achievement Gap	TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order 30-20 Based on the 2019 CA Dashboard results				"All" student subgroup will maintain a "green" rating on the CA Dashboard, with a score of 3 points above the the standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for math, the following gaps exist: "All" students received a "green" rating or the second highest rating according to the 2019 CA Dashboard results and scored 15.2 points below the standard. EL students received a "yellow" rating on the 2019 CA Dashboard and scored 118.3 points below the standard. Gap equals 103.1 points Students with Disabilities (SWD) received an "orange" second lowest rating according to the 2019 CA Dashboard, with a score of 124 points below the standard. Gap equals 108.8 points below the standard. According to data from the 2021 3rd trimester data from				The gap between "All" subgroup and EL subgroup will decrease and EL students will receive a score of 90 points below the standard for math. The gap between "All" subgroup and SWD subgroup will decrease and students will receive a score of 110 points below the standard. Students will increase their results towards proficiency on the 3rd trimester math benchmark. Kindergarten: ALL students scored 50% below standards 1st Grade: ALL students scored 30% below standards 2nd Grade: ALL students scored 22% below standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the math interim assessments, students received the following scores: Kindergarten: ALL students scored 53% below standards 1st Grade: ALL students scored 33% below standards 2nd Grade: ALL students scored 25% below standards 3rd Grade: All students scored 28% below standards 4th Grade: All students scored 30% below standards 5th Grade: All students scored 55% below standards 6th Grade: All students scored 33% below standards 7th Grade: All students scored 37% below standards				3rd Grade: All students scored 25% below standards 4th Grade: All students scored 27% below standards 5th Grade: All students scored 52% below standards 6th Grade: All students scored 30% below standards 7th Grade: All students scored 34% below standards 8th Grade: All students scored 22% below standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th Grade: All students scored 25% below standards				
English Learner growth as measured by the ELPAC annual growth data.	Results of the 2021 summative ELPAC will serve as the baseline goal 2 and its metric.				EL progress on English Proficiency: Student growth will increase 4% on the ELPAC.
EL redesignation as measured by prior year number of redesignated students.	The baseline for this metric will be established after the district receives the results of the 2021 summative ELPAC. According to data located on the Dataquest, the states repository for demographic data, in 2019-2020 the reclassification rate for KECSD was 17.8%				Increase EL reclassification rate by a minimum of 4% by 2024.
State Test Scores (SBAC) for ELA summative assessments	TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order 30-20				"All" student subgroup will maintain a "green" rating on the CA Dashboard, with a score of 21.7 points above the standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student scores for ELA are: "All" equals 12.7 points above he standard Green - Second highest level "SWD" equals 85.7 points below the standard Orange - Second lowest level "EL" equals 96.6 points below the standard Yellow - middle level Results of the 2021 - 3rd Trimester STAR benchmark assessment for Reading: Grade Equivalent STAR scores spring 2021: Grade 2: 2.7 Grade 3: 3/1 Grade 4: 5.3 Grade 5: 5.6 Grade 6: 5.8 Grade 7: 5.8 Grade 8: 9.0				"SWD" gap between "All" will decrease and students will receive a score of 75 points below the standard. "EL" gap will decrease and students will receive a score of 80 points below the standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development Calendar for training on how to use the state's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2.	The baseline will be 100% of the teachers will be trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2.				100% of the teachers will be trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2
Student School Climate and Culture Survey	80% of the students in grades 4-8 participating in the district's locally developed school climate and culture survey will indicate positive results and feeling connected to the school community.				81% of the students in grades 4-8 participating in the district's locally developed school climate and culture survey will indicate positive results and feeling connected to the school community.
Local Indicator Chronic Absenteeism Report	0.5% of the students were identified as chronically absent according to results of the 2019 CA School Dashboard.				KECSD will maintain its high rating of "Blue" level and 0.5% of the students were identified as chronically absent according to results of the 2021 CA School Dashboard.
Walk through observation forms/data	100% of the teachers are implementing the SIOP district adopted model of instruction with students.				100% of the teachers are implementing the SIOP district adopted model of instruction with students.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Preservice Days for Certificated Staff	Maintain 3 preservice days on the certificated staff calendar set aside for professional development on a district signature practice or districtwide professional development focus. SBAC interim and benchmark results indicate a need to provide additional support for staff on the implementation of the state math standards and expectations for unduplicated students. Specifically, data from the most recent benchmark tests taken in the spring of 2021, indicate EL students scored significantly lower when compared to all other students, and a significant number of all students scored below the state expectation for math. To best support our unduplicated students, including EL students, it is essential that they be provided with the best instruction which requires appropriate training and support for teachers. To address this need, KESD will provide professional development and academic coaching for instructional staff. By providing additional support for teachers and professional development focused on state math standards, teachers will be better prepared to support the unique needs of unduplicated students, therefore, closing the math achievement gap as reflected in benchmark results and CAASPP scores. The district continues to implement this action due to positive results from two years of professional development focused on math during the 2017-2019 and the district's signature practices for Reagan School. According to results of the 2019 CA Dashboard, Reagan School students increased significantly in math and received a rating of "green" the second highest. Students identified as EL and low income also "increased significantly" and students identified as homeless also increased their math performance.	$160,000.00	Yes
2	Academic Coaches and Training for Staff	Maintain Academic Coaches to Support Learning and Staff Training Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will provide professional development and academic coaching for instructional staff.	$346,426.79	Yes

Action #	Title	Description	Total Funds	Contributing
		Based on stakeholder input for the LCAP, academic coaching support for teachers was one of the top three priorities requested for goal 2. The District's academic coaches will provide extra support for teachers on how to increase student engagement when implementing core instruction for ELA, math, science, and 21st-century learning skills. The district's academic coaches will develop a coaching cycle to ensure access and support for all teachers. Principals will conduct walk-through observations of all teachers, at minimum, one to two times per week. Data from the walk-through observations will help provide a focus for academic coaching support. Academic coaches will also work under the guidance of the district's leadership team and county office of education content specialists. This action is one continued from the previous LCAP. Based on student achievement data and walk-through observation data, since the implementation of academic coaching support during the implementation of the 2017-2020 LCAP, student achievement has increased for the unduplicated students in ELA and math. The expected results will be specific training and personalized learning for staff and continued increases in student achievement as per the 2019 CA School Dashboard.		
3	Professional Development	Provide district-wide professional development through academic coaches, county offices, other organizations, and planning time/substitutes to support student learning and implementation of the new math Framework. Additional support in the following areas will also be addressed: • SEL - Social Emotional Learning • SIOP • Implementation of State Standards • Unduplicated Student Support Based on data from PLCs and stakeholder input during the LCAP engagement process and given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic	$245,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning outcomes, KESD will provide professional development and academic coaching for instructional staff. This districtwide approach provides cohesiveness and an overall plan for the whole district. Since the inception of the district's academic coaches and implementation of a coaching cycle which includes all sites, student achievement has continued to increase for ELA and math and teachers have expressed this action to be continued, according to the 2021 LCAP input survey. By bringing together all teachers, the district can roll out a consistent method that allows for a systematic approach, effectiveness, and support across the district. By learning and working together, teachers will be able to clarify understanding, examine student work, calibrate levels of proficiency, share strategies on how to differentiated instruction for unduplicated student groups, and plan for student success. This action includes time for teacher collaboration and planning and is continued from the previous 2019-2020 LCAP. The expected results will be continued increases in student achievement as indicated on the 2019 CA School Dashboard results for ELA and math and district-wide professional development that will provide staff with a common language and focus, as well as time for collaboration and planning.		
4	Mental Health	A district-wide commitment to address students' mental health needs and close the achievement gap to ensure a high-quality education for all students. Current state and local assessment data for ELA and math reflect our unduplicated students have the opportunity to improve in their academic achievement. Student well-being is foundational to academic success. While dealing with stress is a normal part of life, for some students, stress can adversely affect their physical, emotional, and psychological health. A multi-tiered system of support will ensure students get help promptly within the general education setting. Desired outcomes will be measured by observed improvement in student engagement as evidenced through assessment and observation data. KECSD will implement MTSS/RTI at all sites, providing students with social-emotional learning and mental health	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support. This will be accomplished through a support system that addresses all students and through a referral system that identifies students observed or known to have needs related to atypical emotions or behaviors. As a result of this new action, we expect to achieve improved mental health and academic success for students as reflected in school climate and culture surveys, and state and local assessments for ELA and math.		
5	Achievement Gap Special Population EL	A district-wide commitment to close the achievement gap and ensure a high-quality education for all students. The Assistant superintendent will continue to oversee the EL program and a site administrator will serve as the District Coordinator of the ELPAC. The district will continue providing additional support for English Learners, monitoring of programs, facilitating staff development and implementation of the ELA/ELD framework, as well as analyze data/student progress on the ELPAC, reclassification rates and participate in district professional learning communities. The Assistant Superintendent, District ELPAC Coordinator and KECSD leadership team will collaborate to ensure the district's EL students are making continuous progress and achieving high expectations. Through Professional Learning Communities, the leadership team will use the Cycle of Inquiry to analyze EL data and non-EL student data to determine levels of progress towards mastery of state standards and language proficiency. Based on data from benchmark assessments, state summative assessments and other multiple measures, the Assistant Superintendent will work with site administrators and teachers to provide needed supports, including training opportunities and resources and materials.	$224,685.29	Yes
6	Achievement Gap - SIOP EL	District-wide Sheltered Instruction Observation Protocol/SIOP Implementation to support English Language Learners.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Because our English Learners receive a majority of their instruction from teachers in the general education classroom, general education teachers need to know how to scaffold instruction appropriately. We know that using visuals to convey ideas and providing graphic organizers, for example, makes a difference. Multiple opportunities to talk with partners and collaborate in small groups give ELs the opportunity for language practice. While some teachers may already routinely use these and other techniques, others do not. Schoolwide professional development will continue to build a shared understanding of our English Learners' needs and a common commitment to the instructional practices that support them. SIOP is a research-based model of instruction for planning and implementing lessons that help our staff provide English learners and other students with access to grade-level content standards, develop the students' academic English skills, and prepare students to be college and career ready. According to the 2019 CA Dashboard, the district's EL students performed at the "Yellow" middle level as per the state indicator for ELA and math. Although our EL subgroup has made progress and increased performance in regards to state expectations, this subgroup is not at the level of proficiency expected by the state. This action is continued from the previous 2019-2020 LCAP. Continued training and implementation of the SIOP model will ensure KECSD reaches its commitment to close the achievement gap and ensure equity and high-quality education for all students. Fidelity and implementation using the SIOP model will be measured using data from administrator walk-through observations. Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will continue to provide SIOP training for all new teachers and follow up training for all certificated staff principally directed towards meeting the needs of the unduplicated students. The result will be		

Action #	Title	Description	Total Funds	Contributing
		increased student achievement in ELA and math and a decrease in the achievement gap when comparing EL students to non-El students.		
7	Interpreters EL	Maintain additional funding to secure interpreters for translating services, as needed. Given that many of our parents of unduplicated pupils/EL do not speak English and have the least opportunity to participate in school related activities, we will provide increased access to interpreters and increased translated documents for parents. KECSD values input from all parents and recognize them as a vital partners in their child's education. The result will be increased communication with parents of English Learners and contributing to an increase in student achievement.	$15,997.07	Yes
8	EL Designated and Integrated ELD Instruction and Support	Provide extra support for ELD teachers implementing the Designated ELD instruction through additional staff development, principally directed towards meeting the needs of the unduplicated students, including coaching and planning days during the summer and the regular school year. Based on data from PLCs and stakeholder input during the LCAP engagement process and given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will provide professional development and academic coaching for instructional staff that is principally directed towards meeting the needs of the unduplicated students. Professional development will be focused on the state's ELA/ELD Framework. This comprehensive approach to ELD instruction involves both Integrated ELD and Designated ELD. KESD believes the fastest	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		way to bring English learners into full proficiency is to do both with fidelity and rigor. This action is continued from the previous 2019-2020 LCAP. The expected results will be high-quality training for teachers, with the focus on English Learner support and continued increases in student achievement and language proficiency as indicated on the 2019 CA School Dashboard results for ELA, math and English Learner Progress Indicator/ELPI.		
9	Summer Programs	Maintain summer programs, including programs for English Learners focusing on language proficiency skills. According to the most recent 2019-2020 CA School Dashboard, our unduplicated students have consistently performed lower on standardized tests, for ELA and math, when compared to all other students. Through the Plan-Study-Do-Act (PDSA) model and in response to stakeholder feedback from the DELAC and Parent Advisory Committee, the district determined our English Learner students benefit from additional support throughout the summer. The KECSD EL summer school program will be specifically designed to support the linguistic, cultural, and academic needs of students who are learning English as a second language. This is a continued action from the previous 2019-2020 LCAP. The district will expect continued, improved academic achievement and improved linguistic and social development of English Learners, as well as students who are better prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas such as ELA and math.	$288,999.05	Yes
10	Paraprofessionals	Provide paraprofessionals to support student learning	$1,002,261.15	Yes

Action #	Title	Description	Total Funds	Contributing
		Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcome, paraprofessionals will assist teachers and provide additional support principally directed towards meeting the needs of the unduplicated students, including English Learners and students who have difficulties with learning or who require special needs and students identified as homeless or foster youth. Through data collected from the district's stakeholder input meetings and progress monitoring of students receiving intervention supported by paraprofessionals, it has been determined that paraprofessionals help keep students functioning in the least restricted environment and on pace with their peers, resulting in increased student achievement. Recent DRA data reflecting students in kindergarten is an example of this. Since returning to in-person instruction in October, paraprofessionals have assisted kindergarten teachers in the implementation of a tier 2 intervention program called PRESS. The most recent data from DRA scores indicate students in kindergarten are currently performing at a slightly higher level in foundational reading skills compared to the previous year and before the pandemic. By continuing to provide extra support from paraprofessionals, anticipates a continued increase in student achievement based on the results from the end of the year state summative assessments.		
11	Intervention and Enrichment Programs	Provide materials and resources to maintain Services for Students and Addition of a Woodshop Teacher to support CTE AVID/Rafer Johnson Jr. High GATE/Reagan and Rafer Johnson Jr. High Arts MESA/RJJH CTE/VROP After School Programs/All Schools Instrumental/Vocal Music at Lincoln, Reagan, RJJH	$137,824.43	Yes

Action #	Title	Description	Total Funds	Contributing
		Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcome, KECSD will continue to support enrichment and afterschool programs and services for students. Advancement Via Individualized Determination or AVID has a very specific design element where students reflect and question while mastering content. AVID students work together to problem-solve and to change the level of discourse in the classroom. Students are taught to articulate what they understand and learn how to seek out the resources they need to be successful. Data from the CA Dashboard for 2017, 2018, and 2019, indicates students, as a whole, have made significant progress in ELA. All subgroups made consistent increases in ELA, with ELs and SWD making significant increases. Specific intervention and enrichment programs are implemented outside of the regular school day. To effectively meet the needs of identified students, unique interventions and supports are provided, using supplemental materials and resources and aligned to the core curriculum. Data from the CA Dashboard for 2017, 2018, and 2019, indicates that these targeted interventions are working, as, during the past three LCAP years, students have made continuous progress, in both ELA and math. Students who regularly participate in enrichment and after-school programs often surpass their peers in academic performance. The result will be a greater connection to the school through the building of relationships, experiencing success and accomplishments, notable improvements in work habits and behavior, all contributing to increased student achievement and increased self-esteem.		
12	BTSA	Continue to support new teachers through the Beginning Teacher Support and Assessment Program/ BTSA.	$14,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes KECSD will provide extra support for new teachers through BTSA. Beginning Teacher Support and Assessment (BTSA) requires demonstration of mastering the art of teaching at-risk, special populations, low-income, foster youth, English Learner students and differentiation of instruction in support of student needs all principally directed towards meeting the needs of the unduplicated students. The extra training and support for new teachers will result in increased achievement.		

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	Access to a Broad and Challenging Curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21stCentury Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs.

An explanation of why the LEA has developed this goal.

Technology is changing the world at a rapid pace. A broad and challenging curriculum provides students with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals who will be able to work and compete for jobs with students around the world, as well as live happy and successful lives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic coaches will use google docs to keep track of teachers receiving professional development.	In 2020-2021 100% teachers received training in how to best serve students using the "hybrid" model of instruction and use of technology. The professional development focus for the 2021-2024 school year will be math. All teachers will be trained the state expectations and math framework, including				100% teachers will receive training focused on the new math framework. Academic coaches will follow up and provide additional support and coaching in the classroom.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implementation of the new framework.				
Professional Learning Community Calendar of Meetings	2020-2021 - 100% of the district's principals had designated meetings with the assistant superintendent to review contents of grade level professional learning communities.				100% of the district's principals will meet with the assistant superintendent to review contents of grade level professional learning communities. This practice will take place, at minimum, every 9-10 weeks.
Principal Walk Through Observation Forms	Due to Covid 19 and the district safety protocols put into place, principals did not meet the goal of walking through all classroom a minimum of 1-2 times per week. The baseline for the 2021-2022 school year will be that 100% of the site administrators will walk through all classrooms, at minimum, 1 time per week.				100% principals will walk through all classroom a minimum of 1 time per week, as measured by the locally developed google walk through form.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology	Purchase additional chromebooks Maintain, repair, and acquire additional technology hardware and software Replace outdated laptops for staff The COVID-19 pandemic suddenly and abruptly forced our schools to close and begin teaching students remotely. The massive shift to distance learning was frustrating for both teachers and the families we serve. But the result of having to shift everything online required our teachers to become masters of technology and for the most part, they did. One of the few positive outcomes from this experience was an opportunity to rethink how digital technologies can be used to support teaching and learning. For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand problem-solving, decision-making, teamwork, and innovation. Given that the state indicators for our unduplicated populations fall below that of "all students" in both ELA and math and that English Learners, socioeconomically disadvantaged students, and foster youth students may have difficulties accessing technology and internet outside the classrooms. The district has developed a plan for maintenance, replacement of outdated hardware/software, and technology instruction principally directed toward meeting the needs of the unduplicated students. This action is continued from the previous 2019-2020 LCAP and is a priority that was voiced through all of the district's stakeholder input meetings. The expected results will be increased student achievement based on data from the annual state summative assessments for ELA and math. This action will also provide students and staff access to technology resources that inspire 21st century learning skills including creativity, critical thinking, communication, and collaboration.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	21st Century Learning	Provide instructional support and training for staff The district will provide instructional support and training for staff on technology integration and how to prepare students for 21st century learning. For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand critical thinking, collaboration, creativity, and communication which are at the heart of 21st century learning and preparing students for college and a future career. The unduplicated pupil population often has the least access to technology due to financial and related hardships. KECSD will provide/maintain 1:1 chromebooks for all students. Teachers will use technology to enhance learning (principally directed towards the unduplicated pupil population), increase students' understanding by providing them with innovative tools and access to resources such as the Internet which connects kids to a wealth of information. For low socioeconomic and EL students that access has the power to change their social structure by allowing them to become empowered and engaged with the result of increased academic performance on assessments opening the door to more opportunities. This action is continued from the previous 2019-2020 LCAP and is a priority that was voiced through all of the district's stakeholder input meetings. The expected results will be staff who are equipped with resources and support needed to effectively teach 21st century learning skills, including creativity, critical thinking, communication, and collaboration. The results will also include increased student achievement based on data from the annual state summative assessments for ELA and math.	$73,064.80	Yes
3	Summer Programs	Maintain summer science, technology, engineering, art, and math (STEAM) camp.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Innovations in science, technology, engineering, art and math have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their skills in STEAM. The unduplicated pupil populations historically have lower participation in STEAM related careers, therefore KESD will provide students with an opportunity to participate in hands on activities, through STEAM Camp, that has the potential to spark students' imagination and learning with the result of building interest in STEAM related education and careers. The Next Generation Science Standards instruction is largely dependent on language, and it may inadvertently exclude English Learners from full participation if steps aren't taken. For English Learners, STEAM camp will provide rich instruction which builds science competencies and promotes language use. The result will be increased student achievement, principally directed toward the unduplicated pupils, on the annual state test for ELA, math, and science. According to data from stakeholder input meetings, this highly requested action is continued from the previous 2019-2020 LCAP. The expected result is that all students will increase their interest in STEAM related fields and their understanding of innovative skills such as critical thinking, creativity, communication skills, and collaboration, all of which will be of benefit to students, no matter what field of study they choose to pursue.		
4	Intervention (Afterschool)	Maintain afterschool intervention programs According to the most recent 2019-2020 CA School Dashboard, our unduplicated students have consistently performed lower on standardized tests, for ELA and math, when compared to all other students. Through professional learning communities and in response to stakeholder feedback from the DELAC and Parent Advisory Committee, the district determined our unduplicated students will	$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		benefit from additional afterschool intervention that is principally directed towards meeting the needs of the unduplicated students. As a result of this action, we expect increased student achievement as measured by end of the year state summative assessments for ELA and math. The district's afterschool intervention program will use data from benchmark and formative assessments to drive instruction. The staff will work with smaller groups of students. The staff will work on targeting student needs and rebuilding student confidence. Students will set individual goals and work towards that goal during each intervention session. This will help build a sense of accomplishment and give students a purpose to work toward. This is a continued action from the previous 2019-2020 LCAP but includes the addition of a more structured afterschool program, with goal setting and rebuilding of student confidence as a focus for intervention. The expected results will be the implementation of intervention programs focused on students' needs and increased positive school culture and climate, as measured by implementation of the district's student school culture and climate survey and increased achievement as evidenced by results of the annual state summative assessments for ELA and math.		

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	Provide a positive, safe and welcoming school and district climate.

An explanation of why the LEA has developed this goal.
As the pandemic forces us to limit social contact, KECSD realizes now more than ever, how important meaningful connections are. For students, whether they are gathering in a classroom or participating in distance learning, being part of a warm and welcoming school community is critical to their success. Students must feel safe, valued, and have a sense of belonging. Supportive, responsive environments have tremendous benefits, including strengthening student engagement, increasing daily attendance, and building positive relationships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	According to the 2019 CA Dashboard, the suspension rate for the district was: "All" students = Green Level (second highest) "EL" students = Green Level "SWD" students = Yellow Level (middle level) "SED" students = Green Level				All students and significant subgroups will fall into the "Green or Blue" level (first and second highest) on the CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	In 2019/2020 there were 28 suspensions. For 20/21 there were 14 suspensions.				
Expulsion Rate	Expulsion Rate for 2021 school year was zero. There were no expulsion.				The expulsion rate will be maintained and there will be no expulsions.
Attendance as measured by the district average attendance.	No attendance reporting was taken in 2020-2021. There is no data on the P-2 report 2019-20 P-2 Enrollment was 2,171 (this was as of 3/16/20 when everything shut down) and our ADA that was submitted to the state was 2,148.70. That would put us at a 98.9% attendance rate of enrollment to ADA for P-2 data in 2019-20.				The attendance rate will be maintained or at 98% or higher.
Middle School Drop Out Rate as measured by the	There were no middle school drop outs for the 2020-2021 school year.				The district will maintain its middle school drop out rate of zero.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
formula described in the LCAP appendix.					
School Climate and Culture Survey	A locally developed survey was implemented with students in grades 4-8. According to the survey, 86% of the students in grade 4-8 felt safe at school. 82% percent of the 4-8 grade students indicated they felt connected to their school.				The district will maintain its percent of students feeling safe and connected to their schools.
Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs.	100% of the district's school sites will seek stakeholder input and increase attendance at the district's (each school site's) Annual Title I Parent Night and ensure representation from all unduplicated student groups. The baseline indicated the numbers of parents representing each site will be determined at the first meeting in the fall of 2021.				100% of the district's school sites will seek stakeholder input and increase attendance at the district's Annual Title I Parent Night and ensure representation from all unduplicated student groups. Each year, the number of parents attending the district's (school site's) Annual Title I Parent will increase, with all unduplicated student groups represented.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mental Health and School Culture and Climate	Mental Health: Maintain staff to increase mental health services and academic counseling services. Secure three additional Behavioral Support Assistants to provide extra support for mental health services. Psychologist: Maintain Mental Health Services – School Psychologist 100% FTE	$543,964.82	No
2	Additional Supplemental Support Services for Special Education	A district-wide commitment to address students' mental health needs and close the achievement gap to ensure a high-quality education for all students. Implementation of Multi-tiered Systems of Support (MTSS) and Response to Intervention (RTI) and extra support for students with special needs. All subgroups will receive quality and appropriate intervention to ensure equity for all subgroups. The district will provide intervention materials to support MTSS and RTI at all grade levels and professional development/coaching to support differentiated instruction principally directed towards meeting the needs of the unduplicated students. Student well-being is foundational to academic success. While dealing with stress is a normal part of life, for some students, stress can adversely affect their physical, emotional, and psychological health. A multi-tiered system of support will ensure students get help promptly within the general education setting. The SELPA was consulted through our Director of Pupil Services who also serves as the Director of Special Education. Through this consultation, the need for more collaboration between the special education department and general education teachers was identified,	$83,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
		along with additional resources to support students with disabilities above and beyond within their IEPs. Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KESD will implement MTSS/RTI at all sites, providing students with social-emotional learning and mental health support principally directed to the unduplicated students to meet their needs. A multi-tier approach to the early identification and support of students with learning and behavior needs, otherwise known as RTI will also continue to be implemented. RTI ensures struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Increased communication and collaboration between the special education teacher and general education teacher will take place during monthly professional learning communities. Resources and extra support will be identified as part of the PLC process. The district will assist in providing supplemental resources and materials when a need is determined. Support staff such as the addition of paraprofessionals will provide physical and academic assistance to students with special needs. This is a new action. As a result of this new action, we expect to continue the implementation of MTSS/RTI with systems in place to support student well-being. The district also expects to achieve improved mental health and academic success for all students. Results will be based on data from student school climate and culture surveys and results from the CA School Dashboard for ELA and math.		
3	Learning Directors	Learning Directors: Provide additional support for students and staff Assist with district implementation of PBIS and move from a punitive model of discipline to a positive restorative model that teaches students life skills on how to make better choices and reduce and manage conflict.	$338,806.18	Yes

Action #	Title	Description	Total Funds	Contributing
		A child's regular attendance at school sets the stage for academic success and graduation. According to the state indicator for Suspension Rate, the district's unduplicated students EL, Homeless and Socioeconomically Disadvantaged students met the criteria for green and SWD subgroup received a status of yellow. The implementation of PBIS will help decrease suspensions for all students and keep students in school. PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It supports all students, especially those with disabilities, and creates a systematic approach and framework where all students can be successful. The Learning Directors will provide extra support principally directed toward English Learners, Foster Youth, and the unduplicated pupil population, as well as assist with the implementation of PBIS to establish a climate in which appropriate behavior is the norm, suspensions are decreased and students spend more time in class. This action is continued from the previous 2019-2020 LCAP. All of the schools in the district have received honors from the county due to student success and implementation of PBIS. The results of these actions will be Learning Directors to provide additional support for students resulting in continued decreased suspension rates, less classroom instruction missed, and an increase in student achievement as indicated on the state's summative SBAC tests for ELA and math.		
4	Attendance	School/Community Liaison: Maintain Budget for SARB Prevention of Truancies/Absences and provide support for students at risk and unduplicated pupils. A child's regular attendance at school sets the stage for academic success and graduation. The district's home/foster youth community liaisons will work with SARB and the school community to educate families on the importance of being in school. This team, now known	$93,489.52	No

Action #	Title	Description	Total Funds	Contributing
		as "The Home Team" also includes a behavioral interventionist, attendance specialist, counselors, and a local resource center. Together, the "Home Team" works to address the needs of families, making it easier for their students to attend school. Services include helping families with meal delivery, technology, academics, transportation, and home visits. This is a continued action from the 2019-2020 LCAP. With the support of SARB and The Home Team, all of the district's subgroups are in the "Blue" level as per the 2019 CA School Dashboard. The expected outcome will be the implementation of SARB resulting in fewer absences, leading to increased instructional time for students, higher achievement, and improved social-emotional wellness.		
5	Health Aides and District Nurse	Health Aides: Maintaining Health Aides at Each School Provide emergency care Promotes overall health and well being A child's regular attendance at school sets the stage for academic success and graduation. Health aides will work with the school community and district nurse for control and prevention of disease and the development of optimum health, principally directed toward the unduplicated students. Based on qualitative data gathered through parent meetings, stakeholders requested the addition of a full-time nurse and secured hours for health aides at each school site. With the help of a school nurse, children can control symptoms, manage diseases and avoid trips to the hospital. Fewer absences lead to increased instructional time for students, higher achievement, and improved social-emotional wellness. As a result, we will expect an increase in student achievement and maintaining or an increase in attendance rates, as well as a decrease in chronic absenteeism for the district's unduplicated population.	$329,150.80	Yes

Action #	Title	Description	Total Funds	Contributing
		This is a continued action with the addition of a District Nurse from the 2019-2020 LCAP. This action was an area of high priority and requested by the district's stakeholders for reference on the LCAP.		
6	Parent Involvement	Provide opportunities for Parent Involvement Parent Workshops and childcare to support increased attendance and participation in parent engagement opportunities, principally directed toward meeting the needs of the unduplicated student population. Parents of our English Learners and low-income students often participate less in schools than other parents. Parental involvement in the school is associated with student improvement in a variety of areas including academic performance, attitudes and behavior, attendance, student engagement, and graduation rates. KECSD will provide a variety of parent workshop opportunities to meet the needs of our school population and encourage parents to become partners with the district in their child's education, resulting in increased communication, engagement, and higher levels of student achievement. As a result of the June 2021 District English Language Advisory Committee (DELAC) meeting, a request for parent workshops focusing on ESL and technology was voiced. Parents want to understand how students are using technology in the classroom so they can support their student at home. The ability to speak English will provide them with more opportunities to share their input and voice their needs. The district will address this concern with the implementation of a series of new parent workshops and continue its adult English as a Second Language class next fall. The district will elicit the support of its academic coaches, classified staff, and the county office to help facilitate these special services for families.Childcare (suggested by the June 2021 DELAC meeting) will be provided to ease the stress of families after the regular workday.	$22,702.76	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.

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
17.15%	3,162,028

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.

Using the calculation tool provided by the state, the Kingsburg Elementary Charter School District has calculated that it will receive $2,894,631 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal, Action Number, Title:
1.1: Closing the Achievement Gap
1.4: Transportation
2.1: Preservice Days for Certificated Staffs
2.2: Academic Coaches and Training for Staff
2.3: Professional Development
2.4: Mental Health
2.5: Achievement Gap - Special Population EL
2.6: Achievement Gap - SIOP EL
2.7: Interpreters EL
2.8: EL Designated and Integrated ELD Instruction and Support
2.9: Summer Programs
2.10: Paraprofessionals
3.1: Technology
3.2: 21st Century Learning

3.3: Summer Programs
3.4: Intervention (Afterschool)
4.2: Special Education and Support Services
4.3: Learning Directors
4.5: Health Aides and District Nurse
4.6: Parent Involvement

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help the Kingsburg Elementary Charter School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive $3,162,028 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 17.15%. Our LEA has demonstrated that it has met the 17.15% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$17,984,094.48	$2,064,152.94		$2,374,116.87	$22,422,364.29

Totals:	Total Personnel	Total Non-personnel
Totals:	$19,073,285.98	$3,349,078.31

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Closing the Achievement Gap	$681,205.52	$120,714.00		$154,811.48	$956,731.00
1	2	All	Intervention and Teacher Training				$263,842.69	$263,842.69
1	3	All	Supervisor of Operations	$92,400.28				$92,400.28
1	4	English Learners Foster Youth Low Income	Transportation	$702,616.00				$702,616.00
1	5	All	Staffing	$8,649,683.45				$8,649,683.45
1	6	All	Special Education	$732,168.14			$841,452.00	$1,573,620.14
1	7	All	Basic Services	$3,171,725.82			$75,000.00	$3,246,725.82
1	8	All	Facilities	$1,388,960.90				$1,388,960.90
1	9	All	Preschool		$260,748.71			$260,748.71
1	10	All	Lunch Program		$937,039.64			$937,039.64
2	1	English Learners Foster Youth Low Income	Preservice Days for Certificated Staff	$160,000.00				$160,000.00
2	2	English Learners Foster Youth Low Income	Academic Coaches and Training for Staff	$335,133.26			$11,293.53	$346,426.79
2	3	English Learners Foster Youth Low Income	Professional Development	$215,300.00	$8,000.00		$21,770.00	$245,070.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Mental Health	$60,000.00				$60,000.00
2	5	English Learners	Achievement Gap Special Population EL	$159,292.07			$65,393.22	$224,685.29
2	6	English Learners Foster Youth Low Income	Achievement Gap - SIOP EL	$25,000.00				$25,000.00
2	7	English Learners	Interpreters EL	$5,003.41			$10,993.66	$15,997.07
2	8	English Learners	EL Designated and Integrated ELD Instruction and Support	$20,000.00				$20,000.00
2	9	English Learners Foster Youth Low Income	Summer Programs	$5,000.00			$283,999.05	$288,999.05
2	10	English Learners Foster Youth Low Income	Paraprofessionals	$459,993.48	$228,481.83		$313,785.84	$1,002,261.15
2	11	English Learners Foster Youth Low Income	Intervention and Enrichment Programs	$99,768.33	$38,056.10			$137,824.43
2	12	All	BTSA	$14,000.00				$14,000.00
3	1	English Learners Foster Youth Low Income	Technology	$70,000.00			$30,000.00	$100,000.00
3	2	English Learners Foster Youth Low Income	21st Century Learning	$10,000.00			$63,064.80	$73,064.80
3	3	English Learners Foster Youth Low Income	Summer Programs	$50,000.00				$50,000.00
3	4	English Learners Foster Youth Low Income	Intervention (Afterschool)	$10,000.00			$165,000.00	$175,000.00
4	1	All	Mental Health and School Culture and Climate	$122,897.73	$421,067.09			$543,964.82

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	English Learners Foster Youth Low Income	Additional Supplemental Support Services for Special Education	$59,295.00	$24,258.00			$83,553.00
4	3	English Learners Foster Youth Low Income	Learning Directors	$327,512.65			$11,293.53	$338,806.18
4	4	All	Attendance	$47,044.76			$46,444.76	$93,489.52
4	5	English Learners Foster Youth Low Income	Health Aides and District Nurse	$303,363.23	$25,787.57			$329,150.80
4	6	English Learners Foster Youth Low Income	Parent Involvement	$6,730.45			$15,972.31	$22,702.76

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,765,213.40	$5,357,888.32
LEA-wide Total:	$3,580,917.92	$5,097,205.96
Limited Total:	$184,295.48	$260,682.36
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Closing the Achievement Gap	LEA-wide	English Learners Foster Youth Low Income	All Schools	$681,205.52	$956,731.00
1	4	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$702,616.00	$702,616.00
2	1	Preservice Days for Certificated Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	$160,000.00
2	2	Academic Coaches and Training for Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,133.26	$346,426.79
2	3	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,300.00	$245,070.00
2	4	Mental Health	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	$60,000.00
2	5	Achievement Gap Special Population EL	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$159,292.07	$224,685.29

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	6	Achievement Gap - SIOP EL	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00
2	7	Interpreters EL	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,003.41	$15,997.07
2	8	EL Designated and Integrated ELD Instruction and Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	$20,000.00
2	9	Summer Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$288,999.05
2	10	Paraprofessionals	LEA-wide	English Learners Foster Youth Low Income	All Schools	$459,993.48	$1,002,261.15
2	11	Intervention and Enrichment Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,768.33	$137,824.43
3	1	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	$100,000.00
3	2	21st Century Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$73,064.80
3	3	Summer Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
3	4	Intervention (Afterschool)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$175,000.00
4	2	Additional Supplemental Support Services for Special Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,295.00	$83,553.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	Learning Directors	LEA-wide	English Learners Foster Youth Low Income	All Schools	$327,512.65	$338,806.18
4	5	Health Aides and District Nurse	LEA-wide	English Learners Foster Youth Low Income	All Schools	$303,363.23	$329,150.80
4	6	Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,730.45	$22,702.76

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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or 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:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.