

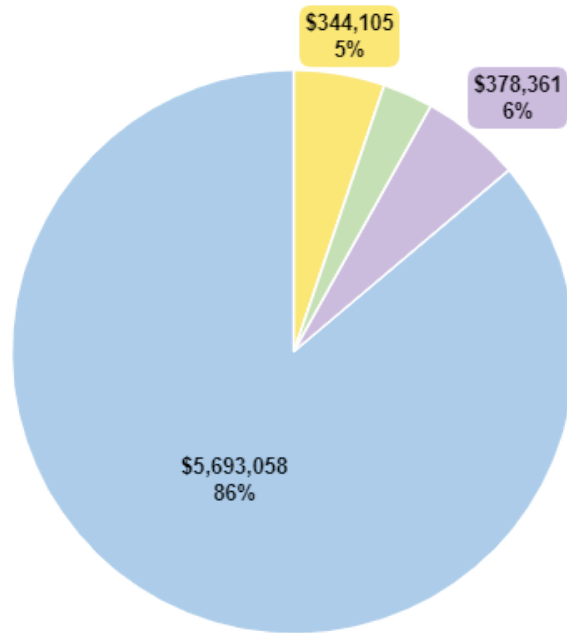
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lone Pine Unified
 CDS Code: 14632890000000
 School Year: 2021-22
 LEA Contact Information: Patrick Traynor | PTraynor@LPUSD.k12.ca.us | (760)876-5579

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).

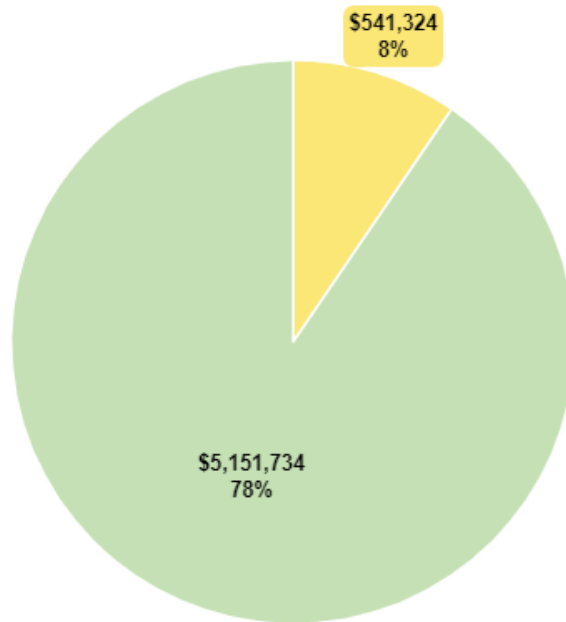
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$344,105	5%
All Local Funds	\$191,511	3%
All Federal Funds	\$378,361	6%
Total LCFF Funds	\$5,693,058	86%

Breakdown of Total LCFF Funds



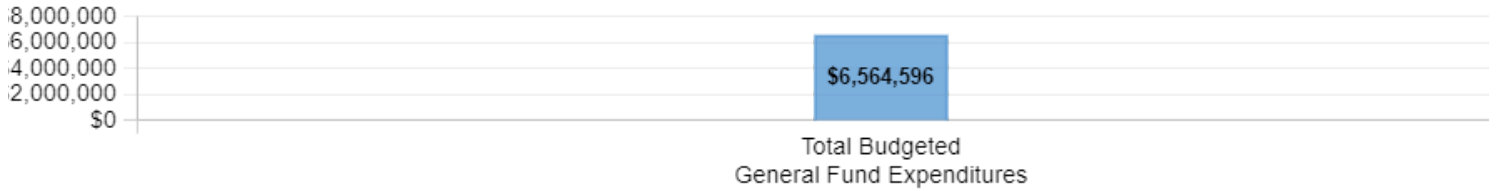
Source	Funds	Percentage
LCFF S/C Grants	\$541,324	8%
All Other LCFF Funds	\$5,151,734	78%

These charts show the total general purpose revenue Lone Pine Unified expects to receive in the coming year from all sources.

The total revenue projected for Lone Pine Unified is \$6,607,035, of which \$5,693,058 is Local Control Funding Formula (LCFF), \$344,105 is other state funds, \$191,511 is local funds, and \$378,361 is federal funds. Of the \$5,693,058 in LCFF Funds, \$541,324 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

Lone Pine Unified plans to spend \$6,564,596 for the 2021-22 school year. Of that amount, \$1,796,579 is tied to actions/services in the LCAP and \$4,768,017 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

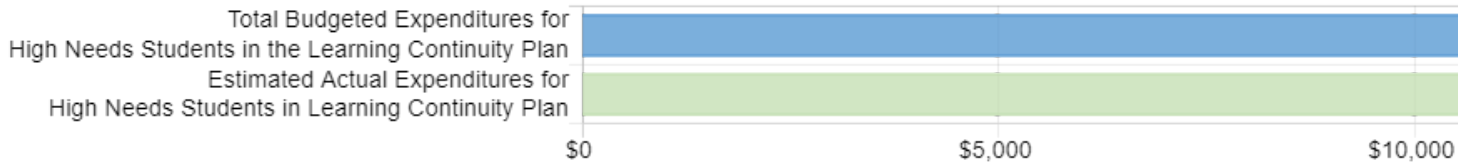
Total revenue projected for LPUSD is \$6,607,305 of which \$5,693,058 is Local Control Funding Formula (LCFF), \$344,104 is other state fund and \$378,360 is federal funds. Of the \$5,693,058 in LCFF funds, \$594,981 is generated based on the enrollment of high needs (foster youth, English Learner, and low-income students). The LPUSD's budget includes facilities, daily transportation, staffing, and maintenance.

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

In 2021-22, Lone Pine Unified is projecting it will receive \$541,324 based on the enrollment of foster youth, English learner, and low-income students. Lone Pine Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Lone Pine Unified plans to spend \$594,981 towards meeting this requirement, as described in the LCAP.

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

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



This chart compares what Lone Pine Unified 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 Lone Pine Unified 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, Lone Pine Unified's Learning Continuity Plan budgeted \$29,931 for planned actions to increase or improve services for high needs students. Lone Pine Unified actually spent \$29,931 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lone Pine Unified	Patrick Traynor Superintendent	PTraynor@LPUSD.k12.ca.us (760)876-5579

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

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

Goal 1

Increase and maintain grade level proficiency in the content areas and provide access to studies described in ED Code, Section 51210.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4

8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1A. Teachers appropriately assigned and fully credentialed. All CTE Instructors are appropriately credentialed in their CTE Industry	1A. There were 6% teachers (1 teacher) not full credentialed and on an emergency credential. We flew an opening for our Special Education teacher

Sector and Pathway. Measured by - % of Teacher mis-assignments. 2019-20 1A. 0% Baseline 1A. 0%	at Lo Inyo late summer when we had a resignation and we didn't have any 100% qualified applicants.
Measured by - % of students that have text access K-12 per the William compliance. 201-20 1B. 100% Baseline 1B. 100%	100% of students have text access K-12 per the Williams compliance
Metric/Indicator 1C. Facilities are maintained. Measured by % of schools rated good or exemplary on FIT (facilities). 2019-20 1C. 100% Baseline 1C. 100%	FIT outcome was "Good" 1C. Although a score of 100% C (Cleanliness was not met) it was 93.4% The overall percentages in all categories was 90.33%
Metric/Indicator 2A. Implementation of SBE-adopted Standards. Measured by % of teachers reporting full implementation of standards-based instructional materials as reported by surveys and discussions. 2019-20 2A. 100% Baseline 2A. 70%	2A. 85% of teachers reported using standards-based instructional materials
Metric/Indicator 2B. How programs/services enable English Learners to access the CA Standards and ELD Standards. Measured by - % of teachers reporting that students are well-supported to access the California and ELD standards as measured by survey and individual conversation. 2019-20 2B. 85% Baseline 2B. 60%	2B. 77% of teachers reported that EL students are well-supported.
Metric/Indicator 4A. Statewide assessments Measured by - average % of students showing growth in points in ELA and Math as evidenced by individual CAASPP results 2019-20 4A. 75% Baseline 4A. Baseline data not available	Students did not take the assessment in spring 2020 due to school closures. However, they took the Interim Comprehensive Assessments (ICAs). The results showed a decrease in performance from the previous years' ICAs.
Metric/Indicator 4F. Percentage of pupils who pass an AP exam (3+) or receive a passing grade on online college courses Measured by - % students who receive a passing grade in an online college course 4F. 100% Baseline 4F. Baseline data not available	4F. No students were reported to have taken the AP exam during the 2019-20 school year.
Metric/Indicator 4G. Percentage of pupils who participate in & demonstrate college preparedness on assessment (SBAC). Measured by - SBAC results for 11th grade students, points above or below level 3. 4G. For grades 3-8: ELA: 15.1 points below level 3 Math: 25.4 points below level 3 For	Students did not take the assessment in spring 2020 due to school closures.

<p>11th grade: ELA: 8.2 below level 3 Math: 72.5 below level 3 Baseline 4G. ELA: 9.5 points below Math: 79.7 points below</p>	
<p>Metric/Indicator 8. Pupil Outcomes Measured by: • % of students scoring 4 or above on District Writing Assessment rubric. ? % of students at grade level as determined by the K-3 DRA (reading) guidelines. 8. Will complete when baseline data is available Baseline 8. Data available in July</p>	<p>Students did not take the assessment in spring 2020 due to school closures.</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Offer Transitional kindergarten at the elementary school to address the needs of all learners at the TK level.</p>	<p>TK portion of teacher's salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 52,088.75 TK portion of teacher's salary p/r taxes & benefits 3000-3999: Employee Benefits Supplemental and Concentration CTE teachers paid by County JPA and District</p>	<p>Estimated Actual: TK portion of teacher's salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 35606.96 TK Portion of teacher salary 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17513.01</p>
<p>Fund an intervention teacher at the elementary level to provide three hours of small group instruction per day to address the needs of under-performing students. Provide one period per day of credit recovery with instructional support in small group instruction for high school students.</p>	<p>Intervention Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 78,450.01 Intervention</p>	<p>Estimated Actual: Intervention teacher at the Lo-Inyo School 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</p>

	<p>Teacher Salaries P/r Taxes & Benefits 3000- 3999: Employee Benefits Supplemental and Concentration 0</p>	<p>17577.00 Intervention teacher at the Lo- Inyo School 3000- 3999: Employee Benefits LCFF Supplemental and Concentration 4274.47 Intervention teacher at the High School 1000- 1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 25425.00 Intervention teacher at the High School 3000- 3999: Employee Benefits LCFF Supplemental and Concentration 5856.11</p>
<p>Continue use of Write from the Beginning in all K-12 core classes.</p>	<p>Staff Development \$10,000.00 5000- 5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000.00</p>	<p>Estimated Actual: Staff Development (during staff mtgs) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 8087.74 Staff Development (during staff mtgs) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3370.97</p>

Purchase supplemental instructional materials aligned to state standards	Books & Supplies 4000-4999: Books And Supplies Supplemental and Concentration 12,500.00	Estimated Actual: Books & supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 14646.48
Provide one period of a music elective for grades 9-12	Portion 1/6 of music teacher's salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25,499.79 Portion 1/6 of music teacher's salary 3000-3999: Employee Benefits Supplemental and Concentration 0	Estimated Actual: 1/6 Teacher's salary for music elective 1000- 1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 14615.68 1/6 Teacher's salary for music elective 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7147.16
Purchase instructional materials for Special Education students and/or students receiving intervention support as needed.	Spec Ed Supplies 4000-4999: Books And Supplies Supplemental and Concentration 2,500.00	Estimated Actual: Spec Ed Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2500.00
Fully implement new English Language Arts curriculum at the high school	Social Science Curriculum all grades 4000-4999: Books And Supplies Supplemental and Concentration	Estimated Actual: Social Science Curriculum where needed 4000- 4999: Books And Supplies LCFF Supplemental and

	69,798.86	Concentration 50086.07
Provide three periods of art for grades 2nd-12th	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0	Estimated Actual: Did not complete action 0.00
Provide one period of consumer/Algebra I preparedness for students struggling in math	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 28,862.69	Estimated Actual: One period of math support 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 17933.41 One period of math support 3000- 3999: Employee Benefits LCFF Base 7697.58
Maintain facilities so that they meet FIT requirements	Supplemental and Concentration 32,000.00	Estimated Actual: Facility Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 38,541.00

Goal Analysis

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

The intervention teacher and the ELA core curriculum were goals left over from the previous years of the three year cycle. Since no staff were put in place for the intervention teacher and the funds for the ELA core curriculum were not needed,

these funds were instead used to provide additional support the fine arts class (music) and high school novels.

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

Overall, the district implemented all stated actions/services including transitional kindergarten, Write from the Beginning in grades K-8, purchasing supplemental materials, providing one period of music at the high school, and maintaining our facilities.

Considering on-going budget constraints, the district overall has met/nearly met our actions/services goals to increase and maintain grade level proficiency in the content areas. The district is effective at finding new/better ways to provide opportunities to our students.

Goal 2

Low performing students (including Native Americans, ELL students, Special Education students, Foster student, and Socioeconomically Disadvantaged students, etc.) will show growth in content areas.

State and/or Local Priorities addressed by this goal:

State Priorities:

4

6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 4A. Statewide Assessments As measured by distance from level 3 on the Dashboard. EL = English Learners SED = Socioeconomically Disadvantaged SWD = Students with Disabilities NA = Native American</p> <p>18-19 4A. Language arts: EL: 35 points below SED: 25 points below SWD: 60 points below NA: level 3 or above Math: EL: 55 points below, SED: 30 points below SWD: 70 points below NA: level 3 or above</p> <p>Baseline 4A. Language arts: EL: 56.4 points below SED: 38.8 points below, SWD: 90.8 points below, NA: 10.6 points below Math: EL: 77.9 points below, SED: 53.4 points below SWD: 98.7</p>	<p>Students did not take the assessment in spring 2020 due to school closures.</p>

points below NA: 3.6 points below	
Metric/Indicator 4B. API N/A - API is no longer reported 18-19 4B. CAASPP does not report API Baseline 4B. CAASPP does not report API	4B. API N/A API is no longer reported
Metric/Indicator 4D. EL Progress (CELDT) Measured by - % of students advancing one level on the CELDT ELPAC 2019-20 4D.65% Baseline 4D. 56.8%	No ELPAC due to school closures
Metric/Indicator 4E. EL reclassification rate As measured by % of pupils reclassified annually 18-19 4E. 15% Baseline 4E. 9%	4E. EL reclassification rate 2019-20 Actual % of students reclassified = 20.29%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The EL Coordinator will work with ELL students at both sites in small groups to support their needs as indicated by the annual ELPAC.	EI Coordinator-- Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 32,258.65 EI Coordinator - Salary p/r taxes & benefits 3000- 3999: Employee Benefits Supplemental and Concentration 0 EI Coordinator Training 5000- 5999: Services And Other Operating Expenditures Supplemental and Concentration 0	Estimated Actual: EL Coordinator salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 16855.80 EL Coordinator salary 3000-3999: Employee Benefits LCFF Supplemental and Concentration 15946.46 EL Coordinator salary 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration

		350.00
Continue Professional Development with teaching staff in the area of integrated ELD instruction. This will be done through at least 2 training sessions led by ICSOS and on-going in staff meetings.	Sub cost \$ 3,321.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,321.00 Sub cost p/r taxes 3000-3999: Employee Benefits Supplemental and Concentration 630.72	Subs were not used for this training. So, the actual expenditures were \$0.
Monitor progress using benchmark assessments through a combination of District Data Monitoring and individual site assessments.	Tech Software-Aeries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11,000.00	Estimated Actual: Tech Software-Aeries 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 7100.00
Purchased Rosetta Stone for EL students This is meant to supplement Action/Service 11. The EL Coordinator will work with ELL students at both sites in small groups to support their needs as indicate by the annual CELDT.	Working with Director of Finance	Estimated Actual: Rosetta Stone 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2816.47
The district will administer ELPAC test twice per year.	Cost already included in goal #1 2000-2999: Classified Personnel Salaries Title III 0.00	Cost already included
The district will purchase a new assessment tool (NWEA MAPS) to monitor and promote student growth in content areas (grade k-12)	\$6,000	\$0

Goal Analysis

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

Action 2 called for the purchase of substitute teachers so that teachers could be trained in ELD. Instead, the Inyo County Office of Education provided ELD training and substitutes were not needed. These funds were used to support a variety of other needs of EL students in providing them with access to Internet, stipends for teachers to support ELs that failed and to prevent ELs from failing (The Learning Loss Mitigation funds did not cover all stipends). It is also worth noting that exploration of World languages was completed in the 2019-20 school year. It was made available to the 6-8 students in the 2020-21 school year for all students that wanted to take it. The program used includes primary language instruction in ELs native language. Research shows that mastery in one's primary language is a good predictor of Mastery in a second language. The district chose not to use the \$6,000 toward the MAPS assessments as the State's Interim Comprehensive Assessments (ICAs) were preferred. Instead of the \$6,000 on MAPS, we paid teachers to hand score the ICA's.

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

The latest official results for the ELPAC available are for the 2018-19 school year. 42.9% made English language proficiency. Although World Languages was not readily available for students in the 2019-20 school year, preparation was made and it was available for the 2020-19 school year.

Goal 3

All students will graduate from high school prepared for post secondary and with Career Technical Education (CTE) Industry Sector and Pathway options or obtain a certificate of high school completion. The district will maintain or increase the percentage of the students' graduation/completion rates to meet state graduation requirements.

State and/or Local Priorities addressed by this goal:

State Priorities:

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7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Metric/Indicator 4C. A-G Completion As measured by % of students who complete A-G requirements or a Career Technical Education pathway 4C. 90% Baseline 4C. 80%	4C. A-G Completion = 5/21 or 23.8%
Metric/Indicator 4F. Percentage of pupils who pass an AP exam (3+) Measured by - % students who receive a passing grade in an online college course 2019-20 4F. This metric is reported in Goal 1. Baseline 4F. Baseline data not available	4F. Percentage of pupils who pass an AP exam (3+) = 0% for 2019-20. Zero took any AP exams. APs are not offered at Lone Pine Unified School District.
Metric/Indicator 4G. Percentage of pupils who participate in & demonstrate college preparedness on assessment (SBAC) Measured by - % of 11th graders meeting or exceeding standards in math and ELA on the Smarter Balanced Assessment (SBAC) 4G. ELA: 60% Math: 50% Baseline 4G. ELA: 53% Math: 24%	Students did not take the assessment in spring 2020 due to school closures.
Metric/Indicator 5C. Middle School Dropout Rate As measured by % of Middle School dropouts. 5C. 0% Baseline 5C. 0%	5C. 0% of middle school students dropped out
Metric/Indicator 5D. High School Dropout Rate As measured by % of High School dropouts. 5D. 0% Baseline 5D. 0%	5D. 0% of high school students dropped out
Metric/Indicator 5E. High School Graduation Rate As measured by graduation rate. 5E. 95% or greater Baseline 5E. 91.9%	5E. 100% Graduated
7A/7B/7C. A broad course of study Reports generated in the Aeries system reflect that a broad course of study is provided to all students including unduplicated pupils and students with special needs 7A/7B/7C 100% Baseline 7A/7B/7C 100%	7A/7B/7C. Aeries reflects that 100% LPUSD offers a broad course of study to all students.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
At the end of first quarter, LPHS teachers will meet with parents of those students who are struggling in classes. LPHS Guidance Counselor will meet with students to offer support	Part Salary included in goal #1 (Senior Part)	Estimated Actual: Teacher costs for parent

<p>for post high school education, as well as meet with students who are credit deficient. Maintain Career Technical Education (CTE) programs at the Lone Pine High school campus and guide students into career pathways that will lead them into college and/or career and allow them to complete courses and /or a degree in a timely and efficient manner. CTE programs teach student job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated and often offer dual enrollment credit to students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 63,870.75 Part Salary included in goal #1 p/r taxes & benefits 3000-3999: Employee Benefits Supplemental and Concentration 27,984.74 Action #1: Ag Incentive-\$31,658 County JPA \$112,500, CTEIG \$116,062 and Blue/Gold Fundraiser \$25,000.</p>	<p>communication (parent-teacher conferences min days, and meetings regarding struggling students) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 21688.48 Teacher costs for parent communication (parent-teacher conferences min days, and meetings regarding struggling students) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 9364.98</p>
<p>Guidance counselor will meet with every student and parent each year to ensure that all students are on track to graduate. He/she will meet with every senior student each quarter.</p>	<p>Portion of Guidance Counselor's salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 23,681.25</p>	<p>The high school principal's salary has covered the portion of the part time guidance counselor's salary. So, from this fund, \$0 were spent.</p>
<p>Use Aeries to foster and enhance college attendance and graduation. Students in Career and Technical Education (CTE) Pathways, especially low income students, are more likely to graduate from high school and enroll in post-secondary education (Daugherty, 2016). CTE reduces dropout and increases on time graduation (American</p>	<p>On Going Training 5000-5999: Services And Other Operating Expenditures Supplemental and</p>	<p>Estimated Actual: Aeries - Training Travel & Hotel 5000-5999: Services And Other Operating</p>

<p>Education Research Journal, 2017). Therefore, it is important for the LPUSD to provide high quality CTE courses and pathways for students.</p>	<p>Concentration 1,500.00</p>	<p>Expenditures LCFF Supplemental and Concentration 1855.00</p>
<p>Purchased high school math adoption to coincide with 3 year math requirement and current standards. This was part of the base services and coincides with the previous Action/Service - #3 (this Goal): Students need standards aligned material in order to be prepared for college and earn passing grades in order to graduate. Although purchasing the adoption must happen to address all students as our requirement to provide adopted, standards aligned materials for our students and would be considered a base service, we mention this simply to state the cost and that the materials will help Action Service #3 and this Goal.</p>	<p>Working with the Director of Finance</p>	<p>New HS math science adoption 4000-4999: Books And Supplies LCFF Supplemental and Concentration 19,957.00</p>

Goal Analysis

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

Instead of funds spent on the part time counselor, these funds were used to help support the principal in their counseling services provided to students.

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

There was no counselor per se for the 2019-20 school year as in in the 208-19 school year that position was dissolved. However, the principal, saw students frequently toward the purpose of making them aware of a-g requirements and checking in with them to be sure their needs were met.

Goal 4

Increase parent communication LEA-wide, as well as community acknowledgement of our LEA and our student offerings.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3A/3B. Efforts by district to seek parent input in decision making. As measured by school to home fliers, postings, etc. 3A/3B. Annual surveys will be sent home for parents to evaluate the school(s) in which their children attend. A minimum of one LCAP meeting will be held each year for parental input. Two board meetings will include LCAP as part of the agenda for community input. Baseline 3A/3B. Annual surveys will be sent home for parents to evaluate the school(s) in which their children attend. A minimum of one LCAP meeting will be held each year for parental input. Two board meetings will include LCAP as part of the agenda for community input.</p>	<p>3A/3B. Surveys were sent home with 100% of the students for their parents. A LCAP Parent Advisory Committee (PAC) for the LCAP was formed and met on January 22, 2021 and February 23, 2021 and suggested actions surrounding the three categories of state priorities, Pupil Outcomes, Engagement, and Conditions of Learning (Basic Services) to principals and superintendent. Their actions were shared at a February 24, 2021 district faculty meeting with teachers and teachers were asked to comment or provide any input. Goals that included the three categories of state priorities were created by consolidating the five goals from the previous LCAP and the LCAP PAC was asked to provide input on the goals. At the June 2, 2021 faculty meeting the goals were shared with teachers who were asked to provide input. Lo-Inyo Elementary School's (K-8) School Site Council (SSC), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC) met for the purpose of providing input on the Goals. Students from Lo-Inyo Elementary School were asked for their input on the goals. All input was taken, considered, and where appropriate, adapted as Actions in the LCAP under each corresponding goal.</p>
<p>3C. How the district will promote parental participation in programs for individuals with exceptional needs. As measured by the % of special needs students who have a parent/guardian attending at least one conference per school year to address student needs 3C. 100% Baseline 3C. 100%</p>	<p>3C. 100% of students with exceptional needs had a parent(s) attend at least one conference during the 2019-20 school year.</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Since the CPR committee is no longer, we plan to send out more parent surveys via Survey Monkey for parental input.</p>	<p>Postage& Copies 5900: Communications Supplemental and Concentration 150.00</p>	<p>Estimated Actual: Postage & Copies 5900: Communications LCFF Supplemental and Concentration 350.00 Admin reach out to community 1000- 1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 6505.50 Admin reach out to community 3000- 3999: Employee Benefits LCFF Supplemental and Concentration 2424.12</p>
<p>Adjust survey content bases on parental input from Survey Monkey.</p>	<p>Postage & Copies - 400.00 5900: Communications Supplemental and Concentration 400.00</p>	<p>Estimated Actual: Site secretary time (for both sites) - 20 hours each 2000- 2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1,194.00 Mailing of data 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration</p>

		400.00
Guidance Counselor and teachers to meet with the parents of struggling students at the first quarter of every semester (6-12). All K-5 teachers will meet with 100% of the parents during the set parent-teacher conference days.	Included in Goal 3 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11,536.57	Estimated Actual: 20% of HS principal/Guidance employee costs 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 37505.22 20% of HS principal/Guidance employee costs 3000-3999: Employee Benefits LCFF Supplemental and Concentration 15702.53 Lo Inyo Staff 3 days 1000- 1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 10476.75 Lo Inyo Staff 3 days 3000- 3999: Employee Benefits LCFF Supplemental and Concentration 5215.38

Goal Analysis

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

Additional surveys were sent out to parents in years past but they were not on Survey Monkey. The district plans to send out additional surveys next year (either via paper or Survey Monkey) depending on how questions were answered.

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

The LCAP goal will remain the same. The district will calendar when surveys need to go home and how organize the importance of survey answers for further input.

Goal 5

Fully implement current district behavior program (PBIS - Positive Behavior Interventions & Support) K-12

State and/or Local Priorities addressed by this goal:

State Priorities:

5
6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 6C. Other local measures % of students and parents who take the survey and report a positive school climate. 6C. 85% Baseline 6C. 80%	The California School Parent Survey (CSPS) was given. A new baseline was established for the question: California School Parent Survey (CSPS) question, "Parents feel welcome to participate at this school" with percentage of parents choosing strongly agree. The percent was 17%.
Metric/Indicator 6A. Pupil Suspension Rate As measured by dashboard suspension rate 6A. 2% Baseline 6A. 6.5%	The latest official data that were available at the time of this LCAP was for the 2018-19 school year. The rate was 6.3% suspended at least once. However, it is estimated that 0% were suspended for the 2020-21 school year.
Metric/Indicator 6B. Pupil Expulsion Rate As measured by completed expulsion hearings 6B. 0% Baseline 6B. 0%	There were no expulsions.
Metric/Indicator 5A. School Attendance As measured by daily attendance. 5A. 97% Baseline 5A. 96%	304 students was the ADA in 2019-20 EdData website and 329 was the enrollment. $304/329 = 92.4\%$

Metric/Indicator 5B. Chronic Absenteeism As measured by the % of students sent to SARB (Student Attendance Reporting). Each student will be counted only once in a year. 5B. 4% Baseline 5B. 8%

Chronic absenteeism is used as the new measure per the CA Dashboard. The last official data available show 9.7% chronically absent in the 2018-19 school year. No data are available for the 2019-20 school year.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The student-driven behavior monitoring system will continue; small changes will occur accordingly.	Behavior System supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00	0.00
Two assemblies will be held each year at the high school to recognize outstanding academics and citizenship.	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00	0.00
Programs will be offered (and may be required) through Inyo County Probation to reach troubled youth.	Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500.00	Estimated Actual: Rewards by k-12 prin 5000-5999: Services And Other Operating Expenditures 500.00
Change 20% admin position to full time admin position to increase pupil services	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 32,956.83	Estimated Actual: Admin position was increased to full time for the 2018-19 school year. 1000-1999: Certificated Personnel Salaries LCFF

		Supplemental and Concentration 24480.00 Admin position was increased to full time for the 2018-19 school year. 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8925.75
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Goal Analysis

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

Since the behavior monitoring systems was not implemented, the \$1,000.00 allotment was spent on technology and food.

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

What our district has done so far with PBIS (monthly goals, weekly rewards for GOTCHA tickets, etc.) has certainly helped boost students' desires to act more positively. Lone Pine is sure to see greater benefit with the implementation of a student behavior monitoring system next year and more frequent recognition for academics at the high school level.

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	Estimated	Contributing
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	Budgeted Funds	Actual Expenditures	
Teacher meetings to create plan that includes in person instruction \$0 Stakeholder meetings to create plan to include in person instruction \$0	0	0	Y

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

There were no differences.

Analysis of In-Person Instructional Offerings

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

A reopening plan includes a modified day with an emphasis on English Language Arts and Math in grades K-8. These are the foundational subjects. The modified day is a shortened day with simultaneous instruction being offered to students who choose distance learning. If distance learning becomes a requirement for all students, the schedule will stay the same and the distance learning students will experience their instruction uninterrupted. The in-person students would still experience the same routines and schedules and be accustomed to interacting with their distance learning peers.

The challenges were that students were not learning at the same rate collectively as they were when they were in seat. So, there were a lot of differences teachers had to address when the students returned. Also, keeping students distanced was challenging. Also, the quarantines were challenging.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development for Teachers regarding Distance Learning \$20,000 Y	\$20,000	\$20,000	Y
Acquisition of devices and ancillary technology for teachers to more effectively deliver distance learning instruction \$10,000 Y	\$10,000	\$10,000	Y
Distribution of devices for students \$15,000	\$15,000	\$15,000	Y
Acquisition of Internet Access to students who need it \$25,000	\$25,000	\$25,000	Y

Acquisition of programs such as NextGen Math \$9,500	\$9,500	\$9,500	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences

Analysis of the Distance Learning Program

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

Continuity of Instruction: This was difficult as there were great differences in levels among students. However, since teachers taught simultaneously, when all students returned in person, the continuity in that regard was effective.

Access to Devices and Connectivity Pupil Participation and Progress: All students had access and devices. The district supplemented low income families as well as the Branson Foundation when the schools first went to distance learning.

Distance Learning Professional Development: The county office of education supported the district much in this regard though voluntary and stipended PD's to hosting these during faculty meetings.

Staff Roles and Responsibilities: At first, this was challenging, particularly for classified staff. An MOU helped clarify roles for the duration of the pandemic.

Support for Pupils with Unique Needs: With the addition of a permanent RSP part time teacher, the special education program became more compliant.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning Loss Recovery Stipends \$25,000	\$20,000	25000	Y
Learning Loss Prevention Stipends \$25000	\$25000	\$25000	Y

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

There were no substantive differences

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.

Stipends to recover learning loss and prevent it are being offered to teachers. For both sets of stipends, teachers will be assigned to work with groups of students identified by administration. It is understood these groups of students will likely contain students identified as English learners, foster youth, pupils with exceptional needs, as well as students experiencing homelessness. Teachers will use SDAIE and ELD strategies as appropriate with English learners. Teachers will implement social emotional strategies and attend to social emotional needs for all student, but in particular, foster youth.

Stipends were effective as evidence by the lower rate of failures given at the high school.

Analysis of Mental Health and Social and Emotional Well-Being

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

The district's behavioral specialist provided through the County Office of Education will be used to identify and provide appropriate Social Emotional Learning (SEL) instruction to students. Staff will be trained to provide SEL and identify students in need of extra attention in this regard in order to experience school success.

This was done as planned.

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.

Teachers are provided with up to two hours in the afternoon specifically to reach out to and connect with students who were not present during the daily live interaction and those who are not engaging sufficiently to experience classroom success. The district translator at Lo-Inyo Elementary School is available to all teachers in the district to assist with translations as needed. Administration will monitor attendance based on daily live interaction as well as engagement in instruction.

This was done as planned

Analysis of School Nutrition

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

The district cafeteria will be providing meals to all students on a grab and go basis after school each day. All students will

be offered these meals free of charge through December or until USDA funding runs out. After December, or until funding runs out, students who qualify for free and reduced-price lunch will receive theirs for free. Students who do not qualify, may purchase their meals as usual. Students who are participating in distance learning may come to the school to pick up their meals. Delivery will be made to students who live in the more remote areas of the district boundaries.

This was done as planned.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NA	Administrative and attorney time invested in creating MOUs with teachers and classified staff unions \$10,000	\$10,000	\$10,000	Y
NA	Acquisition of sanitizing equipment and materials including Personal Protective Equipment	\$15,000	\$15,000	Y
NA	Training staff in hand sanitizer equipment \$0	\$0	\$0	Y
N/A	Administrator time in home visits to students who appeared to be disengaged.	\$0	\$0	Y
NA	Personal Protective Equipment such as masks, face shields, desk shields	\$15,000	\$15,000	Y

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

There were no substantive differences

Overall Analysis

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

The district learned that remote learning may be used as an emergency mode of providing instruction. However, the district also learned that remote learning, at least as it was implemented by the District and most likely virtually all schools in California, is not an adequate substitute for in-seat instruction. Despite the remarkable performance teachers did in providing remote learning alone, remote learning and in seat instruction simultaneously, and finally in seat instruction only, the district learned that students simply did not learn as well. The district learned that social emotional learning is a critical

component of academic learning. The district surmised that while remote, students were not able to experience the welcoming atmosphere and genuine student to student interaction.

These lessons were informative in developing the actions of the 2021-24 school year to be sure the district (meaning all staff) provide a rich environment, with social emotional learning built in.

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

Learning loss will continue to be addressed through formative assessment in the classroom, embedded assessments in the Board adopted core curriculum, Interim Comprehensive Assessments (ICAs) from the SBAC assessments, and even exploration of a progress monitoring assessment system.

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

There are not 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.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan supported the decision to narrow down the number of goals from five in the previous three year LCAP cycle to three. This has the added benefit of allowing school sites could focus on addressing learning deficits that may have not otherwise occurred had schools not had to stop in seat learning for all students and not had to allow distance learning altogether. Distance learning, while it was meeting the minimum requirements, demanded a high investment of effort from staff but not as much return as would have been achieved had the students all been in seat.

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.

Annual Measurable Outcomes

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.

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and

Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program

to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- 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 and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lone Pine Unified	Patrick Traynor Superintendent	PTraynor@LPUSD.k12.ca.us (760)876-5579

Plan Summary 2021-24

General Information

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

Lone Pine Unified School District (LPUSD) is a small school district located in the City of Lone Pine which is at the foot of the Eastern Sierras and Mount Whitney, the highest peak in California. Many tourists and travelers visit or pass through the city of Lone Pine which has a rich history including the production of many Western movies. It has a single small grocery store and several small restaurants, hotels, and other small stores mainly to accommodate the tourists and travelers but also to serve the local community. Two other major areas are Keeler and Olancho, both of which are located approximately 20 miles south of Lone Pine.

According to Ed-Data (<https://www.ed-data.org/district/Inyo/Lone-Pine-Unified>) in the 2019-20 school year, district enrollment included 329 students of which 20.7% (68) were English Learners and 72.3% (241) qualified for participation in the National School Lunch Program (NSLP) making them eligible for a free or reduced-price meal. In the 2019-20 school year, Lone Pine Unified School District had 72.6% Socioeconomically Disadvantaged students, 20.7% English learners, and 0% foster youth.

The ethnic composition of the Lone Pine Unified School District is comprised of 12.7% American Indian (Native American),

1.3% Asian, 0.3% African American, 6.5% Two or More Races, 0.3% Filipino, 54.5% Hispanic, and 24.4% white.

Reflections: Successes

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

Prior to the pandemic, the Dashboard shows the last State standardized assessments Lone Pine Unified School District students took were the CAASPP (California Assessment of Student Performance and Progress) assessments in the Spring of 2019 (2018-19 school year). Students improved tremendously over the previous year scoring in the Green level (fourth highest) out of the five tiered rating the state created (Red, Orange, Yellow, Green, and Blue) with Red being the lowest and Blue being the highest. However, due to closures, no data were available for the 2019-20 school year as state assessments were not available.

Successes may be considered that the teachers were able to provide instruction in as best a format as practicable to students and were flexible in their approaches to meeting the needs of them all.

Also, the district had a plan in place in the event schools had to close for the opening of schools. It had to use this plan, unfortunately at the beginning. However, after a month and a half, September 29, 2020, the schools were able to reopen with a distance learning option. Then, in April, full in seat instruction was provided and virtually all students returned.

From all this, the District learning that social emotional learning (SEL), provided more readily with in seat instruction, is a critical component of academic learning.

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.

The Dashboard shows the two areas of concern that need improvement. The Chronic Absenteeism rate put LPUSD in the Orange tier and Suspension Rate in the Red. These data are for the 2018-29 school year, the latest official data available.

Local data include the Interim Comprehensive Assessments (ICAs). ELA and Math assessments were given in January, but due to its first year of implementation, processes for administration were not clearly established and the assessments were not as uniformly given as desired. Given that it was the first Interim Comprehensive Assessment given, no baseline (previous year) data were available. Also, with not all content covered in the classrooms yet, comparing the results to the end of the year results from the previous year, would not be an equal comparison. The closures then happened forced the district to provide distance learning for the remainder of the 2019-20 school year from mid-March to the end. Then, for the 2020-21 school year, distance learning, hybrid, and then full in-seat instruction from mid-April 2021 was provided. The 2020-21 ICAs were administered December 2020. The results, unfortunately showed a much slower rate of learning than should be expected, if this were a normal year. Less formal, shorter assessments have been recommended that help teachers determine the rate at which students are learning were predicted as being helpful.

Stakeholder input revealed a great need for more community connectedness. Multiple actions were provided as a result of this input based on parent input.

LCAP Highlights

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

This LCAP consolidated the five goals from the previous LCAP into three broad goals that align with the states three categories of state priorities: 1) Pupil Outcomes, 2) Engagement, and 3) Basic Services.

The LCAP highlights several of the recommendations from the Parent Advisory Committee, particularly regarding engagement.

Lone Pine Unified School District is proud to have a robust CTE program emphasizing agriculture. Students in Career and Technical Education (CTE) Pathways, especially low income students, are more likely to graduate from high school and enroll in post-secondary education (Daugherty, 2016). CTE reduces dropout and increases on time graduation (American Education Research Journal, 2017). Therefore, it is important for the LPUSD to provide high quality CTE courses and pathways for students.

Maintain Career Technical Education (CTE) programs at the Lone Pine High school campus and guide students into career pathways that will lead them into college and/or career and allow them to complete courses and /or a degree in a timely and efficient manner. CTE programs teach student job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated and often offer dual enrollment credit to students.

LPUSD's low income students have lower graduation rates than all students. In addition, a lower percentage of low-income students are prepared on the College and Career Indicator than all students. Students in Career and Technical Education (CTE) Pathways, especially low-income students, are more likely to graduate from high school and enroll in post-secondary education. CTE reduces dropout and increases on time graduation. Therefore, it is important for LPUSD to provide high quality CTE courses and pathways for students. Many of these courses are articulated with the local colleges and university and often offer dual enrollment credit to students.

The PBIS component of LPUSD and as supported in the LCAP will address the school climate measured based on suspension rate. Professor Blair Cholewa from the University of Virginia reviews research on suspension in schools and found that student suspensions do not affect student behavior positively. In fact, it often times results in a negative outcome. She also found that often times a disproportionate number of underrepresented groups receive suspension when schools regularly engage in this practice. LPUSD expects a better climate to result from PBIS and consistent with this a lower suspension rate.

Chronic absenteeism will continue to be addressed. The schools, prior to the pandemic, implemented the County Office Of Education's attendance incentive initiative which utilized material rewards for best and outstanding attendance. Top attenders were eligible. However, the schools found these incentives did not address the attendance issues those chronically absent were having. Principals and school staff are implementing the attendance process including letters sent home immediately after absences reach a critical number and consequently hold District Attendance Review Board (DARB) meetings to intervene. For those that continue to have attendance issues, the Schools Attendance Review Board (DARB) at the County level is held. Principals will ensure the District's process is implemented promptly and with rigor.

Due to LPUSD's small size, the following metrics are not included in the LCAP:

AP Exams not offered

Percentage of pupils who have passed an AP exam with a score of 3 or higher; the district does not offer AP Courses.

Middle School Dropout rate - all students matriculate to the district's single high school.

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.

Lone Pine Unified does not have any schools that are eligible for comprehensive support.

Support for Identified Schools

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

Lone Pine Unified does not have any schools that are eligible for comprehensive support.

Monitoring and Evaluating Effectiveness

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

Lone Pine Unified does not have any schools that are eligible for comprehensive support.

Stakeholder Engagement

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

Lone Pine Unified School District formed a Parent Advisory Committee (PAC) for the LCAP to meet with Principals and Superintendent to gather ideas for actions related to the three categories of state priorities, 1) Pupil Outcomes, 2) Engagement, and 3) Conditions of Learning. Principals and Superintendent reviewed input and created Actions for the LCAP from this.

The three goals pertaining to the LCAP were vetted with the teacher and classified union leaders. The goals were additionally shared with teachers for further input.

Goals and actions were shared with ASB student leaders for feedback.

CTE staff provided input.

LPUSD consulted with the SELPA during SELPA board meetings and on as needed basis.

The teacher union and classified union representative were provided drafts of the goals and were asked for input.

Teachers were also shown the three goals and were asked to suggest any actions that could be addressed.

Principals were given information from parents and previous year's LCAP and were asked to formulate new LCAP actions from these as well as suggest additional ones they felt would meet their sites needs. Principals provided their own input as well.

Principals shared drafts of this LCAP to Associated Student Body groups and parent groups including the English Learner Advisory Council (ELAC), the District English Learner Advisory Council (DELAC), and School Site Council (SSC) asking for input.

Additionally, at Special Education Local Planning Agency (SELPA) board meetings, input was solicited from those in attendance as to how to address the needs of our special education students. The SELPA Board was consulted on all special education issues as needed.

A summary of the feedback provided by specific stakeholder groups.

- 1) community nights including a science night, a movie night, and other nights where students could display their history or science projects
- 2) Farm field trips
- 3) Rewards for student growth and effort
- 4) Internships
- 5) Cursive writing
- 6) Restrooms
- 7) Safe, clean, and welcoming facilities
- 8) Historical facilities
- 9) Work station matching student furniture
- 10) Parking log solar panels
- 11) High School auditorium technology
- 12) Student materials

Various other actions were added by other students such as beautification of sites, and more rigorous math curriculum K-8. A Special Day Classroom (SDC) in our Southern Lo-Inyo County was suggested.

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

Actions were created for each of the items summarized above. Other actions provided by other individuals and groups and adapted in a similar manner to be included in the LCAP or at least given full consideration.

Goals and Actions

Goals

Goal #	Description
Goal 1	Pupil Outcomes (Priorities 4: Pupil Achievement and 8: Other Pupil Outcomes): Increase or maintain proficiency in the content areas ensuring that low performing students and ethnic and non-ethnic subgroups of students including Socioeconomically Disadvantaged, English Learners, Foster Youth, Special Education, Native American, and Hispanic show growth. All students will graduate from high school prepared for post secondary and career options or obtain a certificate of high school completion.

An explanation of why the LEA has developed this goal.

Lone Pine Unified School District has a strong focus on increasing student performance for all students. Addressing the needs of underperforming students, the District aims to close the achievement gaps for all groups that are underperforming.

These goals were taken from goals 1, 2, and 3 from the previous LCAP. They were consolidated into one goal pertaining to Pupil Outcomes. They were consistent with substantial increases in student performance so preserving them was desired. They are consolidated to help make the LCAP even more focused.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	All Students - Green (4.6 points above standard; Increased 21.7 Points) English Learners - Yellow (22.2 points below standard; Increased 20.3 Points) Socioeconomically Disadvantaged				All Students - Maintain or increase to Blue or maintain above standard score English Learners - Increase to Green or

<p>CA Dashboard ELA</p>	<p>- Green (1.7 points below standard; Increased 38.2 Points) Students with Disabilities - no sufficient data (32.9 points below standard; Increased 25.3 Points) Native American - no sufficient data (2.4 points above standard; Increased 29.5 Points) Hispanic - Green (3.6 points below standard; Increased 32 Points) White - Green (18.5 points above standard; Increased 4.1 Points)</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>increase to standard Socioeconomically Disadvantaged - Increase to Blue or increase to standard) Students with Disabilities - Increase to standard Native American - Maintain above standard score; Less than 11 students - data not displayed for privacy) Hispanic - Increase to standard White - Maintain or increase to Blue or maintain above standard score</p>
	<p>All Students - Baseline is Green (18 points below standard; Increased 21.8 Points) English Learners - Baseline is Yellow (47.3 points below standard;</p>				<p>All Students - Maintain or increase to standard English Learners - Increase to Green or increase to standard or halfway</p>

CA Dashboard Math	Increased 9.8 Points) Socioeconomically Disadvantaged - Baseline is Yellow (29.2 points below standard; Increased 26.9 Points) Students with Disabilities - no sufficient data (68.4 points below standard; Increased 7 Points) Native American - no sufficient data Hispanic - Baseline is Yellow (33.2 points below standard; Increased 18.9 Points) White - Baseline is Blue (10.3 points above standard; Increased 36.6 Points)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	between baseline and standard Socioeconomically Disadvantaged -Increase to Green or halfway between baseline and standard Students with Disabilities - no sufficient data - Increase to Green or halfway between baseline and standard Native American - no sufficient data Hispanic - Increase to Green or halfway between baseline an White - Maintain above standard score
Graduate Rate - Data Quest	100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Baseline is 100%; 100%
A-G requirements (DataQuest)	19-20 school year: 33.3%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	19-20 school year: >33.3%
English Learner Progress Indicator	12.5% prepared; 2.3% declined; No Performance Color	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Baseline is 12.5% prepared; 2.3% declined; No Performance Color; >12.5%

Reclassification Rate 2019-20. DataQuest->English Learners->Annual Reclassification (RFEP) Counts and Rates	20.3%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Baseline is 20.3%; >=20.3%
Early Assessment Program results ELA	21.05% Exceeded Standard (Level 4)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Baseline is 21.05%%; >25%
Early Assessment Program results Math	10.53% Exceeded Standard (Level 4)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	15%
% of students who are assigned to "Approaching Prepared Levels for a Career Technical Education pathway (College and Career Indicators CDE website: https://www6.cde.ca.gov/californiamodel/ccireport?&year=2020&cdcode=1463289&scode=&reporttype=schools)	2019-20 55.6% (L3)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Baseline is 2019-20 55.6% (L3); >60%
CTE completion rate 2019-20	For 2019-20; District data show of the 21 seniors, 21 graduated, 10 were CTE completers, 10/21 or 46.6%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	>46.6%
List of a-g and CTE completers divided by the total number of graduations	Four a-g & CTE% completers/21 total graduates = 19.0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase or maintain

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Rewards for student academic growth and effort.	Providing rewards for academic work enhances motivation of students who might otherwise not be motivated. Low income students in particular might feel more detached from the purpose of school and relate to extrinsic rewards in addition to the intrinsic rewards. The principals will provide rewards for academic progress in the form of tangible and experiential (e.g., field trips) to reward students for progress. As a result, the district expects to see higher rates of performance on the CAASPP assessments.	\$7,000.00	Yes
Action #2	Internships	Partner with local businesses for internship with our high school students.	\$0.00	No
Action #3	After School Elective-Like Opportunities	Implement non-credit after school and in school activities, classes, and in school opportunities such as cooking, science, robotics, sports (for engagement and not PE credit or competition) such as skiing, golf, tennis.	\$8,500.00	No
Action #4	Cursive writing	Begin cursive writing in 2nd grade.	\$0.00	No
Action #5	Transitional Kindergarten	Offer Transitional Kindergarten (TK) at the elementary school to address the needs of all learners at the TK level.	\$25,000.00	No
Action #6	Credit Recovery	Low income, foster youth, and English learners are not succeeding at a disproportional rate as non-duplicated students. Providing them with additional opportunities to recuperate failed units will allow them to graduate on time. Providing one period per day of credit recovery with instructional support in small group instruction for high school students would be ideal. This could happen with the principal overseeing them for their period while they recuperate their credit. If resources permit, a teacher could oversee this for a period. An additional option is students enter into an existing classroom and work silently on their work to recuperate units. As a result, the district expects to	\$80,963.04	Yes

		lower failure rates, particularly at the high school over the years.		
Action #7	District Writing Program	Low income, foster youth, and English learners are failing English Language Arts at a disproportional rate than non-unduplicated students as evidenced by disproportional failure rates. Writing skills build from Kindergarten. Foster youth, ELs, and low income students would benefit more at times from hands on assignments such as writing than theory based direct instruction. The Write from the Beginning curriculum in all K-12 core classes will improve writing skills and build them through high school. As a result, the district expects to see higher rates of performance on the CAASPP assessments.	\$10,000.00	Yes
Action #8	Special Education Materials	Purchase instructional materials for Special Education students and/or students receiving intervention support as needed.	\$2,500.00	No
Action #9	Science Adopted Curriculum Professional Development	Fully implement new Science curriculum for K-12 by providing professional development support for teachers	\$47,211.64	No
Action #10	EL Testing Coordinator providing support for teachers in the classrooms	English learners need additional support in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) in order to increase English proficiency and gain access to the core curriculum. The English Language Coordinator will work with English Language teachers and all core subject teachers to assist them with their implementation of ELD and SDAIE. As a result, the district expects to see higher rates of performance on ELPAC assessment.	\$32,705.35	Yes
Action #11	EL Professional Development	English learners need their curriculum adapted and need ELD and SDAIE strategies implemented to gain proficiency in English and to have access to the core curriculum. Teachers and appropriate instructional staff will receive English learner Professional Development (PD) through the County Education Office. Teachers will be encouraged to attend other EL PD. As a result, the district expects to see higher rates of performance on the ELPAC assessment.	\$1,250.00	Yes

Action #12	English Language Arts Core Curriculum	The District, (k-12) will fully implement the Board Adopted Core Curriculum in English Language Arts ensuring that all students, particularly low-income, English Learners, and foster youth have equal access.	\$46,000.00	No
Action #13	Math Core Curriculum	The District, (k-12) will fully implement the Board Adopted Core Curriculum in Math, ensuring that all students, particularly low-income, English Learners, and foster youth have equal access.	\$46,000.00	No
Action #14	Supplemental English Language Arts	Low income, foster youth, and English learners are not succeeding at the same rate as non-unduplicated students. This is evidenced by the District's disproportional failure rate for unduplicated students, particularly for English language arts. The district believes supplemental instruction will increase their skills to the point they will succeed as their age/grade level peers. The District will ensure supplementary programs such as Accelerated Reader continue to give students more practice in reading to increase fluency and comprehension. As a result, the district expects to see higher rates of performance on the CAASPP assessments.	\$13,000.00	Yes
Action #15	Supplemental Math	Low income, foster youth, and English learners are not succeeding at the same rate as non-unduplicated students. The district believes supplemental instruction will increase their skills to the point they will succeed as their age/grade level peers. The District will ensure supplementary programs such as NextGen Math and IXL continue to give students more practice in math fluency, automaticity, endurance, and standards aligned learning. As a result, the district expects to see higher rates of performance on the CAASPP assessments.	\$12,850.00	Yes
Action #16	Administrative Support	Administration will support the implementation of the core curriculum, supplementary ELA and Math materials and programs, and ensure all students have equal access toward mastering the content standards in each of these foundational subjects.	\$297,368.00	No
		Low income, English learners, and foster youth are not succeeding at the same rates at their non-unduplicated peers. Focusing on fundamental		

Action #17	Summer Academy	standards in a different manner during the summer session, the district believes will engage them in activities and academics as well as decrease the learning loss that occurs over the summer. The school will provide a three week summer program that emphasizes engagement as well as academic progress for students of all academic levels as well as remediation and credit recovery for students that need it. As a result, the district expects to see higher rates of performance on the CAASPP assessments.	\$12,500.00	Yes
Action #18	Integrated Math for Middle Schoolers	Lo Inyo Elementary School will offer Integrated Math I for students to take in addition to their grade level math class for the purpose of address students performing beyond grade level in math. This is consistent with Math Placement Board Policy.	\$3,000.00	No
Action #19	Progress Monitoring Assessments	Low income, foster youth, and English learners are not succeeding at the same rate as non-unduplicated students. This is evidenced by the District's disproportional failure rate for unduplicated students, particularly for English language arts. The district believe progress monitoring assessments are essential for adjusting instruction and materials for students based on the results of these quick assessments. As a result, the district will find and implement progress monitoring assessments, such as Easy CBM to periodically and frequently measure effectiveness of interventions for all students, particularly those performing below grade level. As a result, the district expects to see higher rates of performance on the CAASPP assessments.	\$5,000.00	Yes
Action #20	Periodic Standardized Assessments other than State's	Low income, foster youth, and English learners are not succeeding at the same rate as non-unduplicated students. This is evidenced by the District's disproportional failure rate for unduplicated students, particularly for English language arts. Not all grade levels are assessed using our Interim Comprehensive Assessments (ICAs) in ELA and Math, grades K-2 and, 9, 10, and 12. Find and implement a standardized assessment such as NWEA's MAPS assessment to measure levels of students not covered by the Interim Comprehensive Assessments (ICAs) or the CAASPP assessments,	\$3,500.00	Yes

		both of which are given for grades 3-11. As a result, the district expects to see higher rates of performance on the CAASPP assessments.		
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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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Engagement (Priority 3: Parental Involvement; 5: Pupil Engagement; 6: School Climate): Maintain a positive and productive student climate focusing on the District's Positive Behavioral Intervention and Supports (PBIS) framework including social emotional learning under the Multi-Tiered Systems of Support umbrella. Involve parents as an integral part of this framework and other District initiatives providing frequent and regular communication at the teacher, school, and District levels.

An explanation of why the LEA has developed this goal.

This goal was created to address priorities 3, 5, and 6). Language from goals 4 and 5 from the previous LCAP were adapted and consolidated into one goal pertaining to Engagement. Engagement is important to our students and parents as research shows that students who are more engaged in school tend to perform better and have better overall school experiences.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for

					2023-24
School Attendance	95% based on Aeries 2019-20	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase
California School Parent Survey (CSPS) question, "Parents feel welcome to participate at this school" with percent of parents choosing strongly agree.	Parents stating "strongly agree" 17%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Improvement on the question: Parents feel welcome to participate at this school
California School Staff Survey (CSSS) items pertaining to: Caring adult relationships High expectations-adults in school Student meaningful participation Promotion of parent involvement Student learning environment with percent of staff choosing strongly agree	baseline results for the 2019-20 school year (percent of staff choosing strongly agree): Caring adult relationships: 50 High expectations-adults in school: 50 Student meaningful participation: 38 Promotion of parent involvement: 41 Student learning environment: 47	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Improvement on the questions on the CSSS with percent of staff choosing strongly agree: Caring adult relationships: Baseline is 50; Increase High expectations-adults in school: Baseline is 50; Increase Student meaningful participation: Baseline is 38; Increase Promotion of parent involvement: Baseline is 41; Increase Student learning environment: Baseline is 47;

					Increase
California Healthy Kids Survey (CHKS) items pertaining to: School connectedness Academic motivation School perceived as very safe or safe Experienced any harassment or bullying with percent of students choosing strongly agree	School connectedness: 73 Academic motivation: 68 School perceived as very safe or safe: 79 Experienced any harassment or bullying: 64 with percent of students choosing strongly agree	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	School connectedness: Baseline is 73; increase Academic motivation: Baseline is 68; increase School perceived as very safe or safe: Baseline is 79; increase Experienced any harassment or bullying: Baseline is 64; decrease with percent of students choosing strongly agree
Chronic Absenteeism (CA Dashboard)	Chronically absent: 9.7%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Chronically absent: Baseline is 9.7%; Decrease
High School Dropout Rates (DataQuest)	No Dropouts: 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	No Dropouts: is baseline 0%; Maintain 0% dropouts
High School Graduation Rate (CA Dashboard)	Graduated in 2018-19: 93.8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Graduated in 2018-19: Baseline is 93.8%; Increase or 100%
Suspension Rate	Suspended at least once	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Suspended at least once (2018-19):

(CA Dashboard)	(2018-19): 6.3%	Blank]	Blank]	Blank]	6.3% is baseline; Reduce
Pupil Expulsion Rate (DataQuest)	Pupil Expulsion Rate: 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 0% expulsion rate
College/Career Indicator (CCI)	Percentage Prepared 42.9% Percentage Approaching Prepared: 38.1%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Percentage Prepared 42.9% is baseline; increase Percentage Approaching Prepared: 38.1% is baseline; increase

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Science Nights	Schools will facilitate science nights such as star nights.	\$1,000.00	No
Action #2	Movie Night	Schools will host a Movie Night for Students, Parents and Community Members	\$1,000.00	No
Action #3	Cultural Day	Low income, foster youth, and English learners and their parents may not feel as connected to school as their non-unduplicated peers. Cultural barriers may be one component contributing to lack of engagement. Students will prepare activities, such as dance, traditions, storytelling for their background. (Native American, Hispanic, etc.)	\$1,200.00	No
Action #4	Student Projects	K-12 Students will participate in Science and History Fairs at the schools would contribute to increased engagement.	\$4,750.00	No
Action #5	Farm Field Trips	Plan and organize field trips to the FFA School Farm.	\$4,500.00	No
Action #6	Food Garden	Create a food garden at both Lo Inyo and High School. Including fruits and Vegetables	\$7,500.00	No
		Some parents and students may not feel		

Action #7	Public Input	comfortable voicing their input and concerns publicly. Students of adversely affected students such as English learners, foster youth, and low income students and their parents may be more comfortable completing a candid and anonymous survey. Toward collecting this input, principals will distribute standardized surveys to parents and students and post the results on the district's website. Principals will address input after analyzing results. Send Surveys out to parents, staff, students and community for input. -California School Parent Survey (CSPS) -California School Staff Survey (CSSS) -California Healthy Kids Survey (CHKS) As a result, the district expects to see improvements on the selected items on these surveys.	\$1,000.00	Yes
Action #8	Positive Behavior Interventions and Support (PBIS) K-12	Low income, foster youth, English learners may not have developed the behaviors consistent with learning in order to have equal access to the core curriculum, instructional offerings, and the overall in school experiences as their non-unduplicated peers. The Positive Behavior Interventions and Support (PBIS) addresses these behaviors in non-punitive ways to increase productive engagement. The student-driven behavior monitoring system will continue; changes will occur as needed. As a result, the district expects to see suspension rates decrease.	\$1,000.00	No
Action #9	Student Support	Low income, foster youth, and English learners due to low engagement, may need additional support, including social emotional learning and even outside resources. Outside resources exist in the County and that meet more intensive needs of these students should more severe disengagement occur. Programs will be offered (and may be required) through Inyo County Probation, North Star Counseling, Inyo County Mental Health to reach troubled youth. As a result, the district expects to see chronic absenteeism and suspension rates decrease.	\$1,000.00	Yes
Action #10	Career Technical Education(CTE)	Maintain Career Technical Education (CTE) programs at Lone Pine High School to guide students into career pathways that will lead them into college and/or career and allow them to	\$155,960.00	

	General Pathways	complete courses and/or a degree in a timely and efficient manner. (See previous Action)		
Action #11	Career Technical Education Job Readiness	Ensure CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific.	\$180,000.00	
Action #12	Suspension Rate	Low income, foster youth, and English learners often do not have the behaviors consistent with learning needed for success and engagement. Rather than approaching correction of these behaviors with a punitive perspective, the district will use a positive and corrective lens to view these behaviors. The PBIS framework does exactly that. Through PBIS, social emotional learning approaches, and restorative practices, suspension rate will only be used as a last resort, when all other documented interventions have failed to bring about the desired behavior. All suspension, will be consistent with Education Code (aka Ed Code which is California school law) and will not occur if contrary to it. Principals will be able to justify why they have concluded that suspension would be the most effective intervention to bring about the desired behavior after considering all alternative practical interventions available. Staff will receive appropriate professional development as needed in order to prevent suspendable offenses from occurring prior to their onset. As a result, the district expects to see suspension rates decrease.	\$4,250.00	Yes
Action #13	Social Emotional Learning	Low income, foster youth, and English learners are more likely to need additional social and emotional support to be successful in academics. Additionally, school closures have affected these groups disproportionately. The district has North Star counseling services that is willing to assist with producing a plan that addresses this for our students, particularly Low income, foster youth, English and learners. Staff will receive professional development on Social Emotional Learning (SEL) in order to address these needs in students and be part of creating and implementing an SEL plan. As a result, the district expects to see suspension rates decrease.	\$5,000.00	Yes

Action #14	Restorative Practices	Low income, foster youth, English learners may not always engage in behaviors consistent with learning and many behaviors need correction. Rather than pure punishing, restoring and environment to what it was or what it should be often times requires a broader view of students home lives and outside influences to determine what responses to destructive behaviors are appropriate. Appropriate staff will be afforded professional development pertaining to restorative practices that afford staff more interventions and responses to students in order to preserve and restore a learning environment consistent with high and positive engagement and high academic performance. As a result, the district expects to see suspension rates decrease.	\$4,250.00	Yes
Action #15	Chronic Absenteeism	Low income, foster youth, English learners do not have the same, higher attendance rates as their non-unduplicated peers. The district has a protocol for schools to follow that addresses attendance issues. School staff will implement and hone as needed the District's attendance procedures for addressing absences. This includes addressing attendance issues early, before they become excessive and result in a student considered chronically absent (missing 10% or more of the total school days). As a result, the district expects to see chronic absenteeism rates to decrease.	\$0.00	No
Action #16	Front of School Aesthetics	Make school entrances welcoming places for students and community, e.g., a hawk carved in the tree stump at Lo-Inyo or a mural in front of the high school.	\$0.00	No
Action #17	Healthy Hikes	Incorporate healthy hikes into students' annual schedule to address engagement, social emotional learning, and environmental science.	\$5,000.00	No
Action	Alternative School	Low income, foster youth, and English learners are more likely in the district to disengage from a traditional, comprehensive school setting. The district has been in discussions with other districts and the county in order to support an alternative school to address these needs. To increase connectedness to school, a traditional setting may	\$118,821.00	Yes

#18		not be optimal for all students at all times. The district aims to create an additional one classroom school, grades 6-8 that will accept the one or few students from each school that are at risk of disengaging from the regular school experience. The district may accept students from other districts in a consortium that will help support this.		
Action #19	School/District Beutification	Focus maintenance resources on enhance aesthetics where needed on school and district grounds. This will include repairing broken windows, including Olancha site, painting where needed, plant trees or have shade or umbrellas in high school quad or focus areas at elementary school.	\$0.00	No
Action #20	Elective Classrooms	Explore addition of elective courses other than agriculture that fit the needs and desires of students	\$0.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Conditions of Learning (Priorities 1: Basic, 2: State Standards and 7: Course Access): All students will have complete access to 1) the District's adopted Core Curriculum in English Language Arts, Math, Science, and Social Studies, 2) all state required including foreign language beginning in sixth grade and courses that fulfill state college and university entry requirements (a-g requirements), a certified teacher appropriately authorized to provide instruction for any class in which

students are enrolled, and 4) all students, staff, and community will have access to clean, safe, and well maintained facilities.

An explanation of why the LEA has developed this goal.

This goal was adapted from the previous years goals and access to appropriately maintained and safe facilities, authorized teachers, and board adopted curriculum was added to address additional priorities and student needs.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Local Indicator: Sufficiency of Instructional Materials Basics: Teachers, Instructional Materials, Facilities Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	Standard Met (with 0% without access)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Standard Met (with 0% without access) is baseline; Standard Met
Local Indicator: Facilities Basics: Teachers, Instructional Materials, Facilities Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	Standard Met at 0 Instances	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Standard Met at 0 Instances is baseline; Standard Met
Local Indicator:					

Implementation of Academic Standards	Standard Met (https://www.caschools.org/reports/14632890000000/2019/academic-baseline ; performance#priority2)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Standard Met
Local Indicator: Broad Course of Study Access to a Broad Course of Study (CA Dashboard)	Standard Met (https://www.caschools.org/reports/14632890000000/2019/academic-baseline ; engagement#localindicators)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Standard Met
Local Indicator: Appropriately Assigned, Credentialed Teachers Basics: Teachers, Instructional Materials, Facilities Mis-Assignments (0 EL) Of Teachers Of English Learners	Standard Met at 0 mis-assignments	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Standard Met at 0 mis-assignments is baseline; Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Restrooms	Connect with Healthy Communities and North Star to enhance restrooms	\$0.00	No
Action #2	Facilities	Keep facilities & landscapes safe, clean and welcoming	\$450,000.00	No
Action #3	Historical Facilities	Investigate possible support for restoring the chapel at Lo-Inyo School and the auditorium at the Lone Pine High School.	\$0.00	No
Action #4	Student Work Stations	Match desks, chairs, and tables in classrooms.	\$20,000.00	No
Action #5	Solar Panels	Explore funding for solar parking lot covers.	\$0.00	No
Action #6	High School Auditorium	Restore sound, lighting, and projecting technology to modern level.	\$0.00	No
Action	Board Adopted Instructional	Ensure proper Board adopted materials are being fully implemented for student learning and all	\$15,000.00	No

#7	Materials	textbooks and materials are in good condition.		
Action #8	Assignment of teachers to authorized areas	All teachers will be assigned to courses for which they have been given appropriate authority to do so. This includes credentials directly from the Commission on Teacher Credentialing (CTC), Board authorization based on units completed and waivers teachers sign, flexibility given by the State due to being a necessary small school, being enrolled in an internship program for the subject or area of specialization. This includes CTE instructors being appropriately authorized in their CTE Industry Sector and Pathway.	\$0.00	No
Action #9	Board Adopted Math Curriculum	Review current math materials at Lo-Inyo to determine if they meet the rigor required to meet the needs of all students who are performing, below, at, or above grade level. Based on student input for goals, students indicated the current materials at the elementary school needed more rigor. Consider new adoption and if needed, proceed to recommend a new Math adoption.	\$41,000.00	No
Action #10	Special Day Classroom (SDC)	Add Special Day Classroom to South County. County Office of Education per SELPA will support it for the first year. The purpose is to enhance services to identified students and also to more efficiently use financial resources.	\$120,000.00	No
Action #11	Public Address (PA) systems	Focus maintenance efforts to ensure adequate PA systems exist at school sites for addressing the public (e.g., multipurpose room, gym, classrooms, schoolwide)	\$0.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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
16.15%	\$598,625.00

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

Required Descriptions

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

The needs of foster youth, English learners (ELs), and low-income students were considered first for each action listed across the entire district or school by ensuring that the action directly addressed their specific needs.

The following actions were considered effective in meeting the goals for these students based on alignment to the standards, judgement with respect to whether the additional support would help these students in particular, and best practices and research.

Goal#1; Action#1; Rewards for student academic growth and effort.: The \$7000 allocated will provide increased motivation resulting in higher performance than otherwise received.

(1) How the needs of foster youth, English learners, and low-income students were considered first:

The State's standardized test scores showed a need for improvement in order to meet state and district expectations.

(2) How these actions are effective in meeting the goals for these students:

Students will increase their engagement in ELA and Math instruction

Goal#1; Action#6; Credit Recovery: The \$80963.04 allocated will provide additional opportunities to make up failed units will allow them to graduate on time whereas they may not have this without this support

(1) How the needs of foster youth, English learners, and low-income students were considered first:

High school students accrued an inordinate number of failing grades during the quarantine periods when in-seat instruction was denied.

(2) How these actions are effective in meeting the goals for these students:

Students will be able to make up failing grades and gain greater access to graduation.

Goal#1; Action#7; District Writing Program: The \$10000 allocated will provide enhanced writing skills, building a more solid foundation than they may have otherwise have built.

(1) How the needs of foster youth, English learners, and low-income students were considered first:

The district's ELA scores show room for improvement and are below the district's expected outcome. Writing is a major component of ELA.

(2) How these actions are effective in meeting the goals for these students:

Increased writing skills will be reflected on the State's standardized tests for ELA.

Goal#; Action#10; EL Testing Coordinator providing support for teachers in the classrooms: The \$32705.35 allocated will provide English learners added ELD and SDAIE strategies from teachers will result in increased English proficiency and greater access to content above what they would normally receive.

(1) How the needs of foster youth, English learners, and low-income students were considered first:

English learners are scoring below standard on the ELA state standardized tests.

(2) How these actions are effective in meeting the goals for these students:

An EL coordinator will provide teachers with the support they need to implement ELD in their classrooms.

Goal#1; Action#11; EL Professional Development: The \$1250 allocated will provide English learners' teachers even more PD resulting in improved services than otherwise received.

(1) How the needs of foster youth, English learners, and low-income students were considered first:

English learners are scoring below standard on the ELA state standardized tests.

(2) How these actions are effective in meeting the goals for these students:

Teachers will be better prepared to meet the English Language Development (ELD) needs

Goal#1; Action#14; Supplemental English Language Arts: The \$13000 allocated will provide additional supplemental programs such as Accelerated Reader, NextGen Math, and IXL so that students have more practice in honing their foundational skills above which they would have received.

(1) How the needs of foster youth, English learners, and low-income students were considered first:
Unduplicated students are scoring lower on state assessments than their non-unduplicated peers.

(2) How these actions are effective in meeting the goals for these students:
Implementing this intervention is expected to increase performance bring them toward or exceeding standards.

Goal#1; Action#15; Supplemental Math: The \$12850 allocated will provide additional supplemental programs such as Accelerated Reader, NextGen Math, and IXL so that students have more practice in honing their foundational skills than otherwise received.

(1) How the needs of foster youth, English learners, and low-income students were considered first:
Unduplicated students are scoring lower on state assessments than their non-unduplicated peers.

(2) How these actions are effective in meeting the goals for these students:
Implementing this intervention is expected to increase performance bring them toward or exceeding standards.

Goal#1; Action#17; Summer Academy: The \$12500 allocated will provide unduplicated students an extended school year to mitigate any learning losses accrued over the summer. This is a service that these students would otherwise not receive.

(1) How the needs of foster youth, English learners, and low-income students were considered first:
Unduplicated students are scoring lower on state assessments than their non-unduplicated peers.

(2) How these actions are effective in meeting the goals for these students:
Implementing this intervention is expected to increase performance bring them toward or exceeding standards.

Goal#1; Action#19; Progress Monitoring Assessments: The \$5000 allocated will provide unduplicated students falling behind will have their progress in interventions monitored to determine effectiveness and inform any needed modifications. this is a service that these students would otherwise not receive.

(1) How the needs of foster youth, English learners, and low-income students were considered first:
Unduplicated students are scoring lower on state assessments than their non-unduplicated peers.

(2) How these actions are effective in meeting the goals for these students:
Using these assessments to monitor the progress of these students will help make any needed adjustments thereby bringing these students closer to the standard.

Goal#1; Action#20; Periodic Standardized Assessments other than State's: The \$3500 allocated will provide unduplicated students the benefit of a standardized assessment to provide the school and teachers information about their level of development in ELA and Math. Schools and teachers can intervene when needed and be able to use the results to intervene at grade levels not assessed with CAASPP assessments. Without this service, unduplicated students would not benefit from assessments.

(1) How the needs of foster youth, English learners, and low-income students were considered first:

Unduplicated students are scoring lower on state assessments than their non-unduplicated peers.

(2) How these actions are effective in meeting the goals for these students:

Implementing these assessments will allow teachers to determine if they should make adjustments to instruction thereby increasing the learning needed for students to demonstrate mastery.

Goal#2; Action#7; Public Input: The \$1000 allocated will provide teachers time to collaborate after school hours as needed to address low areas of school climate based on the results of CA climate surveys (e.g., CHKS, PSSS). Without this collaboration time, unduplicated students and their parents' voices would not result in actionable measures with teacher input.

(1) How the needs of foster youth, English learners, and low-income students were considered first:

Although the CHKS and PSSS were not alarming, there is room for improvement. Unduplicated students consist of a large percentage of the survey.

(2) How these actions are effective in meeting the goals for these students:

Staff will focus more on how to improve services for unduplicated students so their perceptions about school increase.

Goal#2; Action#9; Student Support: The \$1000 allocated will provide greater assurance and services to unduplicated students that will result in greater engagement with school. Without these services, these students would not engage to the extent they will.

(1) Although the CHKS and PSSS were not alarming, there is room for improvement. Unduplicated students consist of a large percentage of the survey.

(2) How these actions are effective in meeting the goals for these students:

Staff will focus more on how to improve services for unduplicated students so their perceptions about school increase.

Goal#2; Action#12; Suspension Rate: The \$4250 allocated will provide greater staff awareness of the restorative practices frameworks resulting in more productive responses to student's maladaptive behaviors. This greater awareness will prevent the disengagement typically expected with unduplicated students if they exhibit behaviors inconsistent with learning.

(1) Although the CHKS and PSSS were not alarming, there is room for improvement. Unduplicated students consist of a large percentage of the survey.

(2) How these actions are effective in meeting the goals for these students:

Staff will focus more on how to improve services for unduplicated students so their perceptions about school increase.

Goal#2; Action#13; Social Emotional Learning: The \$5000 allocated will provide staff with increased tools in implementing SEL into their regular teaching. This will result in greater engagement to unduplicated students above which they would normally receive.

(1) Although the CHKS and PSSS were not alarming, there is room for improvement. Unduplicated students consist of a large percentage of the survey.

(2) How these actions are effective in meeting the goals for these students:

Staff will focus more on how to improve services for unduplicated students so their perceptions about school increase.

Goal#2; Action#14; Restorative Practices: The \$4250 allocated will provide greater staff awareness of the adverse childhood experiences many students have and allow them to engage more productive, compassionate strategies for managing student behaviors. Unduplicated students will benefit from higher quality interactions than they otherwise would have received.

(1) Although the CHKS and PSSS were not alarming, there is room for improvement. Unduplicated students consist of a large percentage of the survey.

(2) How these actions are effective in meeting the goals for these students:

Staff will focus more on how to improve services for unduplicated students so their perceptions about school increase.

Goal#2; Action#18; Alternative School: The \$118821 allocated will provide a PBIS tier III setting than otherwise received.

(1) How the needs of foster youth, English learners, and low-income students were considered first:

Unduplicated students are more likely in LPUSD to receive Tier III interventions and therefore be in need of Alternative Education.

(2) How these actions are effective in meeting the goals for these students:

Participation in the alternative learning setting will provide a more individualized and more comfortable environment for these students.

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

The above services will result in greater teacher skill in providing instruction that incorporates Social Emotional Learning (SEL) and restorative practices which will result in greater student engagement and improved pupil outcomes, particularly for unduplicated students. Additionally, teachers will have more performance results which will inform instruction and help in interventions for unduplicated students. Unduplicated students will be provided with additional time during summer to prolong learning. Unduplicated students will also have access to interventions that serve to increase performance on ELA and Math in particular.

Data Entry Table

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Goal #1 Action #1						
Rewards for student academic	All students, low-income, foster youth,	Yes	LEA-wide	Low income	All Schools	Ongoing

growth and effort.	English learners					
Goal #1 Action #2						
Internships	All Students	No	Schoolwide	Socio-economic, foster youth, and English learners	High School	Ongoing
Goal #1 Action #3						
After School Elective-Like Opportunities	All Students	No	LEA-wide	Socio-economic, foster youth, and English Learners.	District	Ongoing
Goal #1 Action #4						
Cursive writing	All Students	No	LEA-wide	Socio-economic, foster youth, and English Learners.	Lo-Inyo School.	Ongoing
Goal #1 Action #5						
Transitional Kindergarten	All Students	No	Schoolwide	Socio Economic Disadvantaged, Foster Youth, English Learners	Lo Inyo School	Ongoing
Goal #1 Action #6						
Credit Recovery		Yes	Schoolwide	Low income, foster youth, English learners	High School	Ongoing
Goal #1 Action #7						
District Writing Program		Yes	LEA-wide	Low income, foster youth, English learners	District Wide	Ongoing
Goal #1 Action #8						
Special	Special			Socio Economic Disadvantaged,		

Education Materials	Education	No	LEA-wide	Foster Youth, English Learners	District Wide	Ongoing
Goal #1 Action #9						
Science Adopted Curriculum Professional Development	All	No	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	One year
Goal #1 Action #10						
EL Testing Coordinator providing support for teachers in the classrooms		Yes	LEA-wide	English Learners	District	Ongoing
Goal #1 Action #11						
EL Professional Development		Yes	LEA-wide	English Learners.	District	Ongoing
Goal #1 Action #12						
English Language Arts Core Curriculum	All	No	LEA-wide	Socioeconomically Disadvantaged, English Learners, Foster Youth	District	Ongoing
Goal #1 Action #13						
Math Core Curriculum	All	No	LEA-wide	Socioeconomically Disadvantaged, English Learners, Foster Youth	District	Ongoing
Goal #1 Action #14						
Supplemental English Language Arts		Yes	LEA-wide	Low income, foster youth, English learners	District	Ongoing
Goal #1 Action #15						

Supplemental Math		Yes	LEA-wide	Socioeconomically disadvantaged, foster youth, English learners	District	Ongoing
Goal #1 Action #16						
Administrative Support	All	No	LEA-wide	Socioeconomically disadvantaged, English learners, foster youth	District	Ongoing
Goal #1 Action #17						
Summer Academy		Yes	LEA-wide	Low income, English learners, foster youth	All schools	Ongoing
Goal #1 Action #18						
Integrated Math for Middle Schoolers	All	No			Elementary	Ongoing
Goal #1 Action #19						
Progress Monitoring Assessments		Yes	LEA-wide	Low income, foster youth, English learners	All schools	Ongoing
Goal #1 Action #20						
Periodic Standardized Assessments other than State's		Yes	LEA-wide	Low income, foster youth, English learners	All schools	Ongoing
Goal #2 Action #1						
Science Nights	All students	No	LEA-wide	Socioeconomically Disadvantaged, Foster Youth, English Learners	School Sites	Ongoing
Goal #2 Action #2						
				Socioeconomic Disadvantaged,		

Movie Night	All	No	LEA-wide	Foster Youth, and English Learners	School Wide	Ongoing
Goal #2 Action #3						
Cultural Day	All Students	No	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	District Wide	Ongoing
Goal #2 Action #4						
Student Projects	All students	No	LEA-wide	Low income, foster youth, English learners	School Sites	Ongoing
Goal #2 Action #5						
Farm Field Trips	All students	No	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	School Sites	Ongoing
Goal #2 Action #6						
Food Garden	All Students	No	LEA-wide	Socioeconomically Disadvantaged	District	Ongoing
Goal #2 Action #7						
Public Input	All Students	Yes	LEA-wide	Low income, foster youth, English learners	District Wide	Ongoing
Goal #2 Action #8						
Positive Behavior Interventions and Support (PBIS) K-12	LEA-Wide	No	LEA-wide	Low income, foster youth, English learners	District Wide	Ongoing
Goal #2 Action #9						
Student Support		Yes	LEA-wide	Low income, foster youth, English learners	District Wide	Ongoing

Goal #2 Action #10						
Career Technical Education(CTE) General Pathways	All Students	No	Schoolwide	Socio Economic Disadvantaged, Foster Youth, English Learners	High School	Ongoing
Goal #2 Action #11						
Career Technical Education Job Readiness	All Students	No	Schoolwide	Socio Economic Disadvantaged, Foster Youth, English Learners	High School	Ongoing
Goal #2 Action #12						
Suspension Rate		Yes	Schoolwide	Low income, foster youth, English learners.	All schools	Ongoing
Goal #2 Action #13						
Social Emotional Learning		Yes	Schoolwide	Low income, foster youth, English learners	All Schools	Ongoing
Goal #2 Action #14						
Restorative Practices		Yes	LEA-wide	Low income, foster youth, English learners	All Schools	Ongoing
Goal #2 Action #15						
Chronic Absenteeism	LEA-Wide	No	LEA-wide	Low income, foster youth, English learners	All Schools	Ongoing
Goal #2 Action #16						
Front of School Aesthetics	All	No			All Schools	12 months
Goal #2 Action #17						
				low income,		

Healthy Hikes	All students	No	LEA-wide	foster youth, English learners	All Schools	Ongoing
Goal #2 Action #18						
Alternative School		Yes	LEA-wide	low income, foster youth, English learners	All schools	Ongoing
Goal #2 Action #19						
School/District Beautification	All Groups	No			All Schools	Ongoing
Goal #2 Action #20						
Elective Classrooms	All Students	No			All Schools	Ongoing
Goal #3 Action #1						
Restrooms	All Students	No	LEA-wide	Socioeconomically Disadvantaged, Foster Youth, English Learners	School Sites	Ongoing
Goal #3 Action #2						
Facilities	All students	No	LEA-wide	Socioeconomic Disadvantaged, Foster Youth, and English Learners	School Wide	Ongoing
Goal #3 Action #3						
Historical Facilities	All Students	No	LEA-wide	Socio-economic, foster youth, and English Learners.	School sites	Ongoing
Goal #3 Action #4						
Student Work Stations	All students	No	LEA-wide	Socio Economic Disadvantaged, Foster Youth, English Learners	School Sites	12 months
Goal #3 Action #5						

Solar Panels	All students	No	LEA-wide	Socio-economic, foster youth, and English Learners	School sites	12 months
Goal #3 Action #6						
High School Auditorium	All students	No	Schoolwide	Socio Economic Disadvantaged, Foster Youth, English Learners	High School Auditorium	24 months
Goal #3 Action #7						
Board Adopted Instructional Materials	All students	No	LEA-wide	Socio-economic, foster youth, and English Learners.	School sites.	Ongoing
Goal #3 Action #8						
Assignment of teachers to authorized areas	All students	No	LEA-wide	Low income, foster youth, English learners	All schools	Ongoing
Goal #3 Action #9						
Board Adopted Math Curriculum	All	No	Schoolwide	Low income, foster youth, English learners	Elementary	12 months
Goal #3 Action #10						
Special Day Classroom (SDC)	Special Education	No	LEA-wide	low income	Elementary School	Ongoing
Goal #3 Action #11						
Public Address (PA) systems	All	No			All Schools	12 Months

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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Goal #1 Action #1							
0%	\$0.00	\$7,000.00	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$7,000.00
Goal #1 Action #2							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #1 Action #3							
82.35%	\$7,000.00	\$1,500.00	\$0.00	\$8,500.00	\$0.00	\$0.00	\$8,500.00
Goal #1 Action #4							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #1 Action #5							
0%	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
Goal #1 Action #6							
0%	\$0.00	\$80,963.04	\$80,963.04	\$0.00	\$0.00	\$0.00	\$80,963.04
Goal #1 Action #7							
15.00%	\$1,500.00	\$8,500.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
Goal #1 Action #8							
5.00%	\$125.00	\$2,375.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
Goal #1 Action #9							
10.59%	\$5,000.00	\$42,211.64	\$47,211.64	\$0.00	\$0.00	\$0.00	\$47,211.64
Goal #1 Action #10							
91.73%	\$30,000.00	\$2,705.35	\$32,705.35	\$0.00	\$0.00	\$0.00	\$32,705.35
Goal #1 Action #11							
100.00%	\$1,250.00	\$0.00	\$1,250.00	\$0.00	\$0.00	\$0.00	\$1,250.00
Goal #1 Action #12							
43.48%	\$20,000.00	\$26,000.00	\$46,000.00	\$0.00	\$0.00	\$0.00	\$46,000.00
Goal #1 Action #13							
54.35%	\$25,000.00	\$21,000.00	\$46,000.00	\$0.00	\$0.00	\$0.00	\$46,000.00
Goal #1 Action #14							
7.69%	\$1,000.00	\$12,000.00	\$13,000.00	\$0.00	\$0.00	\$0.00	\$13,000.00
Goal #1 Action #15							
19.46%	\$2,500.00	\$10,350.00	\$12,850.00	\$0.00	\$0.00	\$0.00	\$12,850.00
Goal #1 Action #16							
100.00%	\$297,368.00	\$0.00	\$115,000.00	\$15,000.00	\$0.00	\$167,368.00	\$297,368.00
Goal #1 Action #17							
80.00%	\$10,000.00	\$2,500.00	\$12,500.00	\$0.00	\$0.00	\$0.00	\$12,500.00
Goal #1 Action #18							

0%	\$0.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00
Goal #1 Action #19							
20.00%	\$1,000.00	\$4,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
Goal #1 Action #20							
0%	\$0.00	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00
Goal #2 Action #1							
100.00%	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Goal #2 Action #2							
100.00%	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Goal #2 Action #3							
82.92%	\$995.00	\$205.00	\$1,200.00	\$0.00	\$0.00	\$0.00	\$1,200.00
Goal #2 Action #4							
42.11%	\$2,000.00	\$2,750.00	\$4,750.00	\$0.00	\$0.00	\$0.00	\$4,750.00
Goal #2 Action #5							
33.33%	\$1,500.00	\$3,000.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00
Goal #2 Action #6							
46.67%	\$3,500.00	\$4,000.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00
Goal #2 Action #7							
0%	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Goal #2 Action #8							
0%	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
Goal #2 Action #9							
0%	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Goal #2 Action #10							
25.65%	\$40,000.00	\$115,960.00	\$16,230.00	\$132,230.00	\$7,500.00	\$0.00	\$155,960.00
Goal #2 Action #11							
41.67%	\$75,000.00	\$105,000.00	\$0.00	\$0.00	\$180,000.00	\$0.00	\$180,000.00
Goal #2 Action #12							
100.00%	\$4,250.00	\$0.00	\$4,250.00	\$0.00	\$0.00	\$0.00	\$4,250.00
Goal #2 Action #13							
100.00%	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
Goal #2 Action #14							
100.00%	\$4,250.00	\$0.00	\$4,250.00	\$0.00	\$0.00	\$0.00	\$4,250.00
Goal #2 Action #15							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal #2 Action #16							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #2 Action #17							
40.00%	\$2,000.00	\$3,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
Goal #2 Action #18							
100.00%	\$118,821.00	\$0.00	\$38,821.00	\$20,000.00	\$60,000.00	\$0.00	\$118,821.00
Goal #2 Action #19							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #2 Action #20							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #1							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #2							
30.00%	\$135,000.00	\$315,000.00	\$0.00	\$250,000.00	\$0.00	\$200,000.00	\$450,000.00
Goal #3 Action #3							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #4							
5.00%	\$1,000.00	\$19,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
Goal #3 Action #5							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #6							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #7							
0%	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
Goal #3 Action #8							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #9							
0%	\$0.00	\$41,000.00	\$0.00	\$0.00	\$0.00	\$41,000.00	\$41,000.00
Goal #3 Action #10							
91.67%	\$110,000.00	\$10,000.00	\$20,000.00	\$0.00	\$100,000.00	\$0.00	\$120,000.00
Goal #3 Action #11							
0%	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Total Expenditures Table

Student	Other State	Federal
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Action Title	Group(s)	LCFF Funds	Funds	Local Funds	Funds	Total Funds
Goal #1 Action #1						
Rewards for student academic growth and effort.	Low income	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$7,000.00
Goal #1 Action #2						
Internships	All Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #1 Action #3						
After School Elective-Like Opportunities	All Students	\$0.00	\$8,500.00	\$0.00	\$0.00	\$8,500.00
Goal #1 Action #4						
Cursive writing	All Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #1 Action #5						
Transitional Kindergarten	All Students	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
Goal #1 Action #6						
Credit Recovery	Low income, foster youth, English learners	\$80,963.04	\$0.00	\$0.00	\$0.00	\$80,963.04
Goal #1 Action #7						
District Writing Program	Low income, foster youth, English learners	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
Goal #1 Action #8						
Special Education Materials	Special Education	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
Goal #1 Action #9						
Science Adopted Curriculum Professional Development	All	\$47,211.64	\$0.00	\$0.00	\$0.00	\$47,211.64

Goal #1 Action #10						
EL Testing Coordinator providing support for teachers in the classrooms	English Learners	\$32,705.35	\$0.00	\$0.00	\$0.00	\$32,705.35
Goal #1 Action #11						
EL Professional Development	English Learners.	\$1,250.00	\$0.00	\$0.00	\$0.00	\$1,250.00
Goal #1 Action #12						
English Language Arts Core Curriculum	All	\$46,000.00	\$0.00	\$0.00	\$0.00	\$46,000.00
Goal #1 Action #13						
Math Core Curriculum	All	\$46,000.00	\$0.00	\$0.00	\$0.00	\$46,000.00
Goal #1 Action #14						
Supplemental English Language Arts	Low income, foster youth, English learners	\$13,000.00	\$0.00	\$0.00	\$0.00	\$13,000.00
Goal #1 Action #15						
Supplemental Math	Socioeconomically disadvantaged, foster youth, English learners	\$12,850.00	\$0.00	\$0.00	\$0.00	\$12,850.00
Goal #1 Action #16						
Administrative Support	All	\$115,000.00	\$15,000.00	\$0.00	\$167,368.00	\$297,368.00
Goal #1 Action #17						
Summer Academy	Low income, English learners, foster youth	\$12,500.00	\$0.00	\$0.00	\$0.00	\$12,500.00
Goal #1 Action #18						

Integrated Math for Middle Schoolers	All	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00
Goal #1 Action #19						
Progress Monitoring Assessments	Low income, foster youth, English learners	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
Goal #1 Action #20						
Periodic Standardized Assessments other than State's	Low income, foster youth, English learners	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00
Goal #2 Action #1						
Science Nights	All students	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Goal #2 Action #2						
Movie Night	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Goal #2 Action #3						
Cultural Day	All Students	\$1,200.00	\$0.00	\$0.00	\$0.00	\$1,200.00
Goal #2 Action #4						
Student Projects	All students	\$4,750.00	\$0.00	\$0.00	\$0.00	\$4,750.00
Goal #2 Action #5						
Farm Field Trips	All students	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00
Goal #2 Action #6						
Food Garden	All Students	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00
Goal #2 Action #7						
Public Input	Low income, foster youth, English learners	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Goal #2 Action #8						
Positive Behavior Interventions	LEA-Wide	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00

and Support (PBIS) K-12						
Goal #2 Action #9						
Student Support	Low income, foster youth, English learners	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Goal #2 Action #10						
Career Technical Education(CTE) General Pathways	All Students	\$16,230.00	\$132,230.00	\$7,500.00	\$0.00	\$155,960.00
Goal #2 Action #11						
Career Technical Education Job Readiness	All Students	\$0.00	\$0.00	\$180,000.00	\$0.00	\$180,000.00
Goal #2 Action #12						
Suspension Rate	Low income, foster youth, English learners.	\$4,250.00	\$0.00	\$0.00	\$0.00	\$4,250.00
Goal #2 Action #13						
Social Emotional Learning	Low income, foster youth, English learners	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
Goal #2 Action #14						
Restorative Practices	Low income, foster youth, English learners	\$4,250.00	\$0.00	\$0.00	\$0.00	\$4,250.00
Goal #2 Action #15						
Chronic Absenteeism	LEA-Wide	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #2 Action #16						
Front of School	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Aesthetics						
Goal #2 Action #17						
Healthy Hikes	All students	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
Goal #2 Action #18						
Alternative School	low income, foster youth, English learners	\$38,821.00	\$20,000.00	\$60,000.00	\$0.00	\$118,821.00
Goal #2 Action #19						
School/District Beutification	All Groups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #2 Action #20						
Elective Classrooms	All Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #1						
Restrooms	All Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #2						
Facilities	All students	\$0.00	\$250,000.00	\$0.00	\$200,000.00	\$450,000.00
Goal #3 Action #3						
Historical Facilities	All Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #4						
Student Work Stations	All students	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
Goal #3 Action #5						
Solar Panels	All students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #6						
High School Auditorium	All students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #7						
Board Adopted Instructional Materials	All students	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
Goal #3 Action #8						
Assignment of teachers to						

authorized areas	All students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #3 Action #9						
Board Adopted Math Curriculum	All	\$0.00	\$0.00	\$0.00	\$41,000.00	\$41,000.00
Goal #3 Action #10						
Special Day Classroom (SDC)	Special Education	\$20,000.00	\$0.00	\$100,000.00	\$0.00	\$120,000.00
Goal #3 Action #11						
Public Address (PA) systems	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
LCFF Funds		Other State Funds		Local Funds		Federal Funds
\$594,981.03		\$432,230.00		\$361,000.00		\$408,368.00
Total Personnel				Total Non-Personnel		
\$907,059.00				\$889,520.03		
Total Funds						
\$1,796,579.03						

Contributing Expenditures Tables

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Goal #1 Action #1					
Rewards for student academic growth and effort.	LEA-wide	Low income	All Schools	\$3,500.00	\$7,000.00
Goal #1 Action #6					
Credit Recovery	Schoolwide	Low income, foster youth, English learners	High School	\$80,963.04	\$80,963.04
Goal #1 Action #7					
District Writing Program	LEA-wide	Low income, foster youth, English learners	District Wide	\$10,000.00	\$10,000.00

Goal #1 Action #10					
EL Testing Coordinator providing support for teachers in the classrooms	LEA-wide	English Learners	District	\$32,705.35	\$32,705.35
Goal #1 Action #11					
EL Professional Development	LEA-wide	English Learners.	District	\$1,250.00	\$1,250.00
Goal #1 Action #14					
Supplemental English Language Arts	LEA-wide	Low income, foster youth, English learners	District	\$13,000.00	\$13,000.00
Goal #1 Action #15					
Supplemental Math	LEA-wide	Socioeconomically disadvantaged, foster youth, English learners	District	\$12,850.00	\$12,850.00
Goal #1 Action #17					
Summer Academy	LEA-wide	Low income, English learners, foster youth	All schools	\$12,500.00	\$12,500.00
Goal #1 Action #19					
Progress Monitoring Assessments	LEA-wide	Low income, foster youth, English learners	All schools	\$5,000.00	\$5,000.00
Goal #1 Action #20					
Periodic Standardized Assessments other than State's	LEA-wide	Low income, foster youth, English learners	All schools	\$3,500.00	\$3,500.00
Goal #2 Action #7					
Public Input	LEA-wide	Low income, foster youth, English learners	District Wide	\$1,000.00	\$1,000.00
Goal #2 Action #9					
		Low income,			

Student Support	LEA-wide	foster youth, English learners	District Wide	\$1,000.00	\$1,000.00
Goal #2 Action #12					
Suspension Rate	Schoolwide	Low income, foster youth, English learners.	All schools	\$4,250.00	\$4,250.00
Goal #2 Action #13					
Social Emotional Learning	Schoolwide	Low income, foster youth, English learners	All Schools	\$5,000.00	\$5,000.00
Goal #2 Action #14					
Restorative Practices	LEA-wide	Low income, foster youth, English learners	All Schools	\$4,250.00	\$4,250.00
Goal #2 Action #18					
Alternative School	LEA-wide	low income, foster youth, English learners	All schools	\$38,821.00	\$118,821.00
Totals by Type		Total LCFF Funds		Total Funds	
Total:		\$229,589.39		\$313,089.39	
LEA-wide Total:		\$139,376.35		\$222,876.35	
Limited Total:		\$0.00		\$0.00	
Schoolwide Total:		\$90,213.04		\$90,213.04	

Annual Update Table Year 1

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
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]
Totals		Planned Expenditure Table		Estimated Actual Total	
Totals		[Intentionally Blank]		[Intentionally Blank]	

Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

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

Introduction and Instructions

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's perse 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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available.

Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 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 2022–23 LCAP year.

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

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

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

Actions:

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

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student

subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for

this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services:

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

Principally Directed and Effective:

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

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

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

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

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

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

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

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

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Increased / Improved:

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

Scope:

The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Time Span:

Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

Total Personnel:

Enter the total amount of personnel expenditures utilized to implement this action.

Total Non-personnel:

This amount will be automatically calculated.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

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).

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.