

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

The vision of the Lemoore Union Elementary School District is focused on Teaching, Learning and Inspiring. Our Mission is to do whatever it takes to ensure that every child is empowered with the skills and knowledge necessary to be successful in life. We believe in EACH ONE of our students to reach their full potential. This is accomplished by focusing on Every student, All staff, Committed to, High expectations, Oriented to results, No excuses and Excellence every day. The Lemoore Union Elementary School District Board of Trustees along with district administration and key stakeholders developed the district's goals, indicators, beliefs and values to guide our district in serving the students in our community. The District acknowledges that our fundamental responsibility and the reason we exist is to ensure that our students acquire the knowledge and skills essential to achieving their highest level of learning and academic success. The District believes the highest levels of learning and achievement are directly correlated to a focus on and a commitment to the learning for each student supported by a collaborative process and culture. The District is committed to working as a Professional Learning Community, in which team members work interdependently to achieve learning outcomes and achievement goals for our students and all team members are mutually accountable, enabling us to more effectively focus on Good First Instruction, Intervention, and Academic Progress Data which is crucial for supporting academic growth and success for each and every student.

The Lemoore Union Elementary School District (LUESD) is located in the city of Lemoore in Kings County which is nestled in the heart of the San Joaquin Valley. Lemoore is an intimate farming community of 26,000 (pop.) with a Naval Air Station located just 7 miles west of town and is home to the Super Hornet F-18 Fighter Squadrons. Lemoore is centrally located in California approximately 3 hours north of Los Angeles and 3 hours southeast of San Francisco. The Central Valley stretches from Redding to Bakersfield and is internationally known as the largest fertile valley in the world. The district is comprised of four elementary (K-6) schools, a charter school (5-8), one middle school (7-8) and Bridges Academy an alternative education school serving 6-8 grade students. LUESD provides kindergarten through eighth grade education for most of the city. It operates the following elementary schools: Cinnamon Elementary, P.W. Engvall Elementary, Lemoore Elementary, Meadow Lane Elementary, and University Charter School. Liberty Middle School supports our 7-8th grade student population. Most students attend 9th through 12th grades at Lemoore High School with a small population attending the Middle College program located on the West Hills College campus. West Hills College is a community college based in Coalinga, California that currently operates a

comprehensive campus in Lemoore. California State University, Fresno, and Fresno Pacific University are located within an hour from Lemoore.

Since 2017, enrollment at LUESD has hovered near 3,200 students with an average daily attendance in the upper 3,000s. LUESD strives to maintain lower class sizes. In 2019, kindergarten classes averaged a class -size of 20; first grade averaged 24 students; second grade averaged 24 students and third grades averaged 27; fourth grade averaged 25 and fifth grade, 28 students; and sixth grade, 28 students. Middle school classes operated at an average of 25 for seventh grade and 27 students in eighth grade.

There are currently 166 teachers employed in grades TK-8 along with several para-professionals supporting special education, English Language Development and instruction with most of those filling part-time positions. Our elementary schools have a principal and a learning coordinator, and Liberty Middle School has two assistant principals. There are 12 site administrators and a small district management team of five. The district employs three psychologists, one behavioral specialist, five full time counselors, and five ELD teacher specialists. The district is further supported by regional Migrant Education services from Tulare County Office of Education. The district maintains six special day classes, and employs seven resource specialist program teachers.

The LUESD staff are dedicated to serving the students of Lemoore and are guided by the district's goals, beliefs and values as noted below.

GOALS AND INDICATORS

The long-range Goal Areas of Lemoore Union Elementary School District are the following:

- Maximize Student Achievement and Success
- Provide Safe and Nurturing Learning Environments
- Maintain a Supportive and Professional Teaching Environment
- Foster Positive Relationships and Customer Service
- Maintain Fiscal Health through Careful Planning

BELIEFS AND VALUES

- We value collaboration and believe that by collaborating we will maximize student learning.
- We value each child and believe that they can make significant growth academically and socially each year.
- We believe that all children share responsibility for their learning and that we will find ways to support them to be successful.

Reflections: Successes

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

Based on the California School Dashboard and local data the district has met all local indicators. The CA dashboard was suspended during the 2020-2021 school year however the district earned green status in all dashboard indicators including ELA, Math, Chronic Absenteeism

and suspension data on the 2019 CA dashboard. These results are directly attributed to the goals and actions contained in the LCAP so the district will continue with the actions from previous LCAP to maintain and build upon that success.

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 greatest needs can be identified in the areas of math and ELA, chronic absenteeism and suspension using the CA School Dashboard indicators. In the area of ELA, the student groups with the greatest need are Foster Youth, Homeless and Students with Disabilities. Foster Youth and Students with Disabilities scored very low on the CAASPP and maintained that low performance in 2017/2018. The district has instituted guided reading the last two years to help differentiate instruction in reading for students in grades K-6. Additionally, the district has partnered with the 95 Percent Group to provide evidence-based instructional practices and intervention strategies to improve student performance in reading in grades K-6 as well. Additionally, materials to help support this work have also been purchased and were instituted late in the 2018/2019 school year. Apart from the additional professional development, teachers will also learn how to use reading data (e.g. DIBELS) to pinpoint student reading skills that need further development. (Goal #2, Action #1, 9)

For Math, the groups with the greatest need are English Learners, Foster Youth, Homeless, Students with Disabilities and Hispanic students. While most of these groups had a low performance status the previous year on the CAASPP and maintained it, the Students with Disabilities group maintained a very low performance. The district has been utilizing additional teacher collaboration time each week to work with teachers deconstructing the math standards to identify essential skills, learning targets and expected proficiency targets for each math standard to assist teachers and students increase the rigor and support of math instruction. Our Students with Disabilities' performance on the academic indicator (i.e. ELA and math) has been consistently very low. Our district was identified for Differentiated Assistance in 2018-2019 and has begun a root cause analysis to help create a plan to support the needs of our Students with Disabilities in the areas of ELA, math and behavior which will improve their performance on the academic and suspension indicators. We will be working with consultants from Kings County of Education as well to support this work in 2019-2020. (Goal #2, Action #1)

The Chronic Absenteeism rate was highest with Homeless, African American and students with Two or More Races although that chronic absenteeism rate for homeless students increased from the previous year. The district has utilized Attention 2 Attendance to help with timely and effective communication with families. Each school site is also using a Student Attendance Review Team that incorporates various staff members including counselors, nurses and administrators to meet with these identified families and look at various ways to support students so they can come to school more regularly. This practice will continue and expand in the coming year. (Goal #1, Action #1, 2, 3, 4, 7, 8)

Lastly, suspension was high across the district. The All Students group was identified with high rates of suspension including English Learners, Socioeconomically Disadvantaged, Hispanic, and White students. Students with Disabilities and Asian students were identified with very high rates of suspension that increased from the previous year. The district has begun learning more about the PBIS (Behavioral RTI) framework to have a successful launch in the fall of 2019. This framework and the work each school has started this year, will help support students with minor behaviors that escalate into ongoing repetitive behaviors all the way to students who escalate quickly, are on behavior plans or need the support of additional behavioral experts. (Goal #1, Action #1, 4, 8)

LCAP Highlights

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

The Lemoore Union Elementary School District is focused on high achievement and equity for all students. The areas of emphasis for the district include the areas that mirror the state indicators found on the California School Dashboard: English Language Arts (3-8) and Mathematics (3-8), English Learner Progress (K-12), Chronic Absenteeism, and Suspension Rate (K-12). Below is a snapshot from the Fall 2018 California School Dashboard indicators for LUESD. The actions and services of this plan aim at improving student performance and achievement in these identified areas. This year's LCAP continues to focus on the needs of our unduplicated student population by providing services that will help all students succeed while targeting groups that may be struggling academically and behaviorally (Goal #1, Actions #1-5). Our goals and actions focus on how we will provide core programs for all students as well as interventions for students in need of assistance. (Goal #2, Actions #2-5, 7, 9; Goal #3, Actions #1-2) Continued professional development in the areas of English, math and English language development, staffing, and acquisition of materials and supplies will be funded to increase services for all students with an emphasis on unduplicated pupil groups. (Goal #2, Actions #1, 6, 8)

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.

Lemoore Union Elementary School District does not have any schools eligible for CSI.

Support for Identified Schools

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

Lemoore Union Elementary School District does not have any schools eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Lemoore Union Elementary School District does not have any schools eligible for CSI.

Stakeholder Engagement

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

As part of the approval process, many groups have been engaged and involved in the implementation, review and revision of the document. We continued with our strategic decision to coordinate site single plans for student achievement (SPSA) with the district LCAP. The SPSA template aligned with the LCAP goals and therefore key areas of the LCAP were identified as part of the SPSA plans. Time was spent with administration and the Assistant Superintendent to complete this task of streamlined plans. In addition, coordination between our Assistant Superintendent of Curriculum, Instruction and Categorical Programs along with our Director of Technology, Chief Business Official, Special Services Director and site Principals met regularly to review LCAP implementation efforts and establish firm budget reviews throughout the year. Beginning in January, 2021, we began the review process of our LCAP. This consisted of collecting and analyzing metrics and providing updates and reviews pertinent to our LCAP goals and expenditures. This time provided us with the data and analytics to inform our decisions moving towards our LCAP development. The metrics both state and local were reviewed and presented during the following sessions.

1. The superintendent and/or the assistant superintendent shared data related to the construction of the 2020-21 LCP and related information to the community during LUESD Board of Trustees open sessions: October, December, January, March, and April.
2. School Services LCAP training sessions and meetings with the superintendent, assistant superintendent, and chief business official were conducted: March 8, 2021, April 7, 14, 19, 26 and ongoing in May.
3. Site administrators and district administrators discussed 2019-20 and 2021-2022 LCAP actions, services, and program options during weekly administrator meetings throughout the school year.
4. A teacher survey was conducted in January 2021. Of the 167 teachers in the district, 111 responded.
5. Parent surveys regarding school climate and parent involvement were collected by each of the elementary schools and Liberty Middle School during the month of January 2021 with data was presented to the School Board and community on March 9, 2021.
6. A pupil survey regarding school climate and pupil engagement was gathered from 4th - 8th grade pupils during the month of January. Data gleaned from this survey was shared with the School Board and community during the March 9, 2021 meeting.
7. The superintendent and assistant superintendent met with the District Advisory Council (DAC) which includes teachers, classified personnel and administration representation from all school sites/departments: September 3, 2020, February 11, 2021, April 22, 2021 and May 20, 2021.
8. The assistant superintendent met with the District English Learner Advisory Committee (DELAC) which consists of parents representing site English Learner Advisory Committee (ELAC) representative and other parent/community members: October 21, 2020, December 9, 2020, February 3, 2021, March 24, 2021, May 19, 2021.
9. The superintendent, assistant superintendent, human resources director, and chief business official met with representatives of the Lemoore Elementary Teachers' Association (LETA) in September 29, 2020, October 27, 2020, January 26, 2021, February 23, 2021, April 20, 2021, May 18, 2021.
10. The superintendent, assistant superintendent, human resources director, and chief business official met with representatives of the Lemoore Elementary Classified Association (LECO) on November 16, 2020, March 8, 2021, April 26, 2021 and May 24, 2021
11. The superintendent and assistant superintendent met with the Parent Advisory Committee (PAC) and community members including Military Liaison on: September 4, 2020, October 20, 2020, December 14, 2020, April 27, 2021 and May 18, 2021.

12. The district collaborated with the Kings County Office of Education, Assistant Superintendent of Special Education on May 19, 2021 to review special education supports and has shared the LCAP with the Kings County staff for review and feedback.

A summary of the feedback provided by specific stakeholder groups.

The feedback provided from our stakeholder groups included the need for the district to explore social emotional supports and training, academic intervention supports, lowering class sizes, and increasing paraprofessional supports. In addition, feedback gleaned indicated the need to continue and expand current actions related to the districts three goal areas. During District Advisory Committee (DAC) and Parent Advisory Committee (PAC) meetings, both groups shared the need to invest in social emotional supports including maintaining counselors and nursing services particularly due to the impact of the COVID-19 pandemic and school closure along with distance learning experiences. In addition, technology investments to ensure access to the curriculum was a high priority. On going professional development was also noted as an area of continued need in the development of the LCAP for 21/24. The ability to ensure our students had access to a broad range of courses and experiences during their academic day was important. Therefore maintaining the physical education investments and fine arts program were critical areas of supporting the whole child. Based on board meeting LCAP updates, the board continued to support the district's ELD supports and dedicated ELD teachers at each site along with paraprofessionals to provide daily instructions and intervention to support language development and acquisition.

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

Areas of the LCAP that were influenced by the stakeholder in-put included:

Goal 1: Support for all actions noted by maintaining counseling, nursing support services, extra-curricular programs and attendance monitoring supports were supported as a result of feedback from DAC, PAC, and district leadership meetings in conjunction with LCAP updates provided to the LUESD Board of Trustees throughout the year as a part of open session meetings.

Goal 2: Support for actions noted by maintaining professional development, ELD supports, class size reduction and reading and math intervention were supported as a result of feedback gleaned from DAC, PAC and district leadership meetings in conjunction with LCAP updates provided to the LUESD Board of Trustees throughout the year as a part of open session meetings. Additional feedback was obtained via LCAP training sessions provided by School Services.

Goal 3: Support for actions noted by maintaining fine arts instruction, music instruction and physical education. As a result of feedback from DAC, PAC, and district leadership meetings in conjunction with LCAP updates provided to the LUESD Board of Trustees throughout the year as a part of open session meetings, the specific actions to provide fine arts, music instruction and dedicated physical education teachers were supported as areas to continue as part of the LUESD LCAP investments.

Goals and Actions

Goal

Goal #	Description
1	Provide a safe and nurturing learning environment.

An explanation of why the LEA has developed this goal.

The district has chosen this goal because the Dashboard data indicates that our students average daily attendance, chronic absenteeism and suspension and expulsion data are areas that have made progress but must be continually monitored in order to maintain a safe and nurturing environment for all students. Furthermore, student connectedness to school is a key factor in increasing daily attendance and reducing chronic absenteeism. The investment in counselors and nursing services along with the Attention to Attendance system and providing extra- curricular experiences provides a system of support to meet the social-emotional and health needs of our students. As a result, the district believes these actions and supports will increase the likelihood of students attending school on a day to day basis.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Average Daily attendance rate (DataQuest)	1. Average daily attendance rate 2019-2020: 95.7%				Average daily attendance rate: 96.4%
2. Chronic Absenteeism rate (CA Dashboard)	2. Chronic Absenteeism rate 2018--2019: All Students - 6.1%; SWD - 10.3%				Chronic Absenteeism rate: All Students - 5.0% SWD - 8%
3. Suspension rate (District)- (CA Dashboard) 3b. Suspension rate (African American) (CA Dashboard)	3. Suspension rate 2019-2020 (District): 2.3%. 3b. Suspension rate: 3.1%				3. Suspension rate (District): 2.0%. 3b. Suspension rate: 2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Expulsion rate (DataQuest)	4. Expulsion rate 2019-2020: 0.47%.				Expulsion rate: 0.40%.
5. Middle school drop out rate- (DataQuest)	5. Middle School Drop out rate 2019-2020: 0%				Middle School Drop out rate: 0%
6. Pupil, Parents and staff surveys. (Local Data Surveys)	6. 2020 survey results indicate a. Pupil satisfaction rate in the areas of safety and school connectedness: 83.2%, 85.1% b. Parent satisfaction rate in the areas of safety and school connectedness: 96.3%, 94.8% c. Staff satisfaction rate in the areas of safety and school connectedness: 92.6%, 96.7%				Survey results will increase: a. Pupil satisfaction rate in the areas of safety and school connectedness: 85%, 86.% b. Parent satisfaction rate in the areas of safety and school connectedness: 97%, 95% c. Staff satisfaction rate in the areas of safety and school connectedness: 94%, 97%
7. Extracurricular Program participation rates	7. 32.9% of K-6 students participated in school sports or other extracurricular programs. 12.5% of K-6 students on an IEP participated in school sports or				40% of K-6 students participated in school sports or other extracurricular programs. 20% of K-6 students on an IEP participated in school sports or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>other extracurricular programs.</p> <p>18.5% of 7-8 students participated in school sports or other extracurricular programs.</p> <p>5.2% of 7-8 students on an IEP participated in school sports or other extracurricular programs.</p>				<p>other extracurricular programs.</p> <p>25% of 7-8 students participated in school sports or other extracurricular programs.</p> <p>15% of 7-8 students on an IEP participated in school sports or other extracurricular programs.</p>
8. High School Drop-Out rates and High School Graduation rates: Do not apply to us as we are a K-8 elementary district	Not applicable.				Not applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Services	1.1 Provide counseling services for TK-8 grade students.	\$836,580.00	Yes
2	Nursing Services	1.2 Provide nursing services, including 2 FTE (RN) registered nurses and 5 FTE (LVN) licensed vocational nurses	\$829,303.00	Yes
3	Foster Youth Services	1.3 Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).	\$48,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Extra Curricular Programs	1.4 Offer after school sports and other extra-curricular programs at K-6 schools and 7-8 school.	\$45,000.00	Yes
5	Attendance Communication	1.5 Each school will promote positive attendance using an attendance communication system to support early identification of and coordinate interventions for truancy and chronic absenteeism.	\$21,576.00	Yes
6	Administrative Intervention Services	1.6 Provide Administrative Intervention Services for Middle School Pupils	\$157,052.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Maximize pupil achievement and success.

An explanation of why the LEA has developed this goal.

The district has chosen this goal because the Dashboard data indicates that our students are lagging behind the state average in ELA and math performance. Furthermore, the state data indicates a need to reduce and eliminate the variance between student groups which is to improve the performance of English learners, low income students and Hispanic students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA and Math; Academic Indicators (CA Dashboard)	ELA: 49.45% (All Students) CA Dashboard ELA Academic Indicator (Green) Math: 40.27% (All Students) CA Dashboard Math Academic Indicator (Green)				ELA: 55% (All Students) CA Dashboard ELA Academic Indicator (Green) Math: 45% (All Students) CA Dashboard Math Academic Indicator (Green)
CAASPP - ELA and Math; Academic Indicators (CA Dashboard)	ELA: 16.35% (SWD) CA Dashboard ELA Academic Indicator (Orange) Math: 12.61% (SWD) CA Dashboard Math Academic Indicator (Orange)				ELA: 22% (SWD) CA Dashboard ELA Academic Indicator (Yellow) Math: 20% (SWD) CA Dashboard Math Academic Indicator (Yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC, EL Progress Indicator (ELPI);	<p>48.5% of EL students making progress towards English language proficiency</p> <p>32.4% of students maintained ELPI levels of 1, 2L, 2H, 3L, or 3H</p> <p>19% of EL students decreased at least one ELPI Level</p>				<p>65% of EL students making progress towards English language proficiency</p> <p>30% of students maintained ELPI levels of 1, 2L, 2H, 3L, or 3H</p> <p>5% of EL students decreased at least one ELPI Level</p>
District Reclassification	% of EL students reclassified in 2019-2020: 14.6%				% of EL students reclassified: 25%
CAASPP- DataQuest	<p>In 2019-2020, the achievement gap between English Learners (EL) and English Only (EO) pupils: ELA: 44% Math: 33%</p> <p>The achievement gap between Hispanic (H) and White (W) pupils: ELA: 14% Math: 13%</p> <p>The achievement gap between low-income</p>				<p>The achievement gap between English Learners (EL) and English Only (EO) pupils: ELA: 22% Math: 16%</p> <p>The achievement gap between Hispanic (H) and White (W) pupils: ELA: 7% Math: 6%</p> <p>The achievement gap between low-income (LI) and not-low-income (NLI) pupils:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(LI) and not-low-income (NLI) pupils: ELA: 23% Math: 18%				ELA: 12% Math: 9%
Credential Data	100% of teachers are appropriately assigned.				100% of teachers are appropriately assigned.
Annual textbook resolution	100% of pupils are provided sufficient instructional materials				100% of pupils are provided sufficient instructional materials
Facilities Rating	All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT).				All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT)
Attendance at Parent-teacher Conferences Parent Survey Results Parent Participation	Parent teacher conference attendance is at 97% 37% of parents submitted the Parent Survey. Attendance at DELAC averaged seven parents per meeting. Attendance at School Site Council (SSC) averaged 4 parents per site. Attendance at Parent Advisory Committee				Parent teacher conference attendance is at 97.5% 40% of parents submitted the Parent Survey. Attendance at DELAC averaged eight parents per meeting. Attendance at School Site Council (SSC) averaged 5 parents per site.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(PAC) averaged ten parents per a meeting. Parent representatives included students with exceptional needs.				Attendance at Parent Advisory Committee (PAC) averaged twelve parents per a meeting. Parent representatives included students with exceptional needs.
A-G pass rate, CTE, AP pass rate, and EAP	N/A				N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	2.1 Provide three extra days for annual professional development for all instructional staff in core instruction and social/emotional supports.	\$282,017.00	Yes
2	Computer Technology	2.2 Provide computer technology to sustain unit-to-pupil ratio in grades TK-8; used by students to achieve in English language arts, math, and English language development.	\$551,775.00	No
3	Summer School	2.3 Provide summer school program and After School.	\$212,000.00	No
4	English Language Development	2.4 Provide ELD support under the direction of the certificated English language development teachers, with trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition.	\$1,445,927.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Class Size Reduction TK-3	2.5 Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span.	\$2,035,414.00	Yes
6	Reading Intervention-Contingent upon funding	2.6 Provide tiered reading intervention supports	\$595,160.00	Yes
7	Learning Coordinators	2.7 Six Learning Coordinators provide coaching, lesson demonstrations and site-based professional development to support the school's instructional program.	\$704,013.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	All pupils have access to broad range of courses.

An explanation of why the LEA has developed this goal.

The district has chosen to prioritize this goal to ensure that students have a well-rounded education that includes science, social science, art/music and PE. The physical fitness testing (PFT) data shows a trend in recent years that student overall fitness was decreasing prior to the addition of the elementary PE teachers. In addition, providing music instruction in the intermediate grade levels has coincided with an increase in student performance in reading (STAR, DIBELS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site administration reports	100% of 4th - 8th grade students received social science and science instruction.				100% of 4th - 8th grade students will receive social science and science instruction.
Master schedule in middle school					
SEIS Reports	100% of 1 - 6th grade students receive instruction in ELA, math, social science, science, art and P.E. 100% of 7 - 8th grade students receive instruction in ELA, math, social science, science, P.E. and have access to fine arts				100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E. 100% of 7 - 8th grade students will receive instruction in ELA, math, social science, science, P.E. and have access to fine arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>100% of English Learners receive daily Designated English Language Development support.</p> <p>100% of SDC and RSP students receive appropriate special education, speech or health services, according to their IEPs.</p> <p>LI/FY summer school participants demonstrated an average of 13.1% growth on a pre-post summer school literacy assessment.</p>				<p>100% of English Learners will receive daily Designated English Language Development support.</p> <p>100% of SDC and RSP students will receive appropriate special education, speech or health services, according to their IEPs.</p> <p>LI/FY summer school participants will demonstrate an average of 17% growth on a pre-post summer school literacy</p>
<p>Participation reports for music program</p> <p>Master schedule in middle school</p>	<p>100% of 4th -6th grade students received fine arts instruction.</p> <p>29% of middle school students are enrolled in the music program. 10.8% of middle school students on an IEP are enrolled in the music program.</p>				<p>100% of 4th -6th grade students will receive fine arts instruction.</p> <p>32% of middle school students will be enrolled in the music program. 15% of middle school students on an IEP will be enrolled in the music program.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	54% of 5th - 6th grade students participated in the music program. 41.7% of 5th-6th grade students on an IEP participated in the music program.				62% of 5th - 6th grade students will participate in the music program. 50% of 5th-6th grade students on an IEP will participate in the music program.
Physical Fitness Testing (PFT)	5th and 7th grade physical fitness test scores in 2018-2019 were as follows: 5th grade Aerobic Capacity: 59% Body Composition: 53% Abdominal Strength: 91% Trunk Extension: 83% Upper Body Strength: 70% Flexibility: 69% Percent of 5th Students Meeting Fitness standards 5 of 6 standards: 47% 6 of 6 standards: 25% 7th grade Aerobic Capacity: 60%				5th and 7th grade physical fitness test scores: 5th grade Aerobic Capacity: 65% Body Composition: 60% Abdominal Strength: 93% Trunk Extension: 86% Upper Body Strength: 73% Flexibility: 73% Percent of 5th Students Meeting Fitness standards 5 of 6 standards: 50% 6 of 6 standards: 30% 7th grade Aerobic Capacity: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Body Composition: 53% Abdominal Strength: 78% Trunk Extension: 83% Upper Body Strength: 45% Flexibility: 72% Percent of 7th Students Meeting Fitness standards 5 of 6 standards: 39% 6 of 6 standards: 19%				Body Composition: 60% Abdominal Strength: 81% Trunk Extension: 86% Upper Body Strength: 50% Flexibility: 76% Percent of 7th Students Meeting Fitness standards 5 of 6 standards: 45% 6 of 6 standards: 25%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fine Arts Instruction	3.1 All second through sixth grade pupils receive instruction in fine arts throughout the school year to enhance and improve engagement in the learning environment.	\$5,000.00	Yes
2	Music Instruction	3.2 Operate fine arts program that includes 5 music teachers that provide instruction to students in grades fourth through eighth.	\$531,590.00	Yes
3	Physical Education	3.3 Operate Physical Education program to include 5 PE teachers that provide instruction to students in grades TK through six.	\$479,650.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
23.98%%	6,449,048

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 Lemoore Union Elementary School District supports the educational program for approximately 3,200 students at seven schools: Cinnamon Elementary, Freedom Elementary, Lemoore Elementary, Meadow Lane Elementary, P.W. Engvall Elementary, Liberty Middle School and Bridges Academy. The site and district teams utilize data to evaluate the needs of our students throughout the district. This analysis begins with the needs of our unduplicated students. This is especially important now as we transition from a time where all of our students participated in at least a portion of the school year in distance learning to returning to school full-time for in-person learning. Many of our actions are provided on a school-wide basis. Principally directed and targeted actions and services for unduplicated pupils are monitored, evaluated and adjusted on an ongoing basis utilizing multiple sets of data. The actions described below are principally directed towards unduplicated students and are used to contribute towards meeting our minimum proportionality requirement.

The actions we are carrying over from our 2019-2020 LCAP and/or 2020-2021 LCP to provide services for foster youth, English learners and low income students include:

Goal 1

Action 1.1 Provide counseling services at each elementary school and the middle school. Behavioral health staff coordinates with County agencies, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC). The actions of the school counselors will help foster youth and low income students who are exhibiting great need. Their one-on-one and small group sessions will provide an ongoing support for matters affecting students experiencing trauma and students who are constantly moving from new home to new home.

Action 1.2 Provide nursing services, including 1 FTE (RN) registered nurses and 6 FTE (LVN) licensed vocational nurses. These services will help foster youth, English learners and low income students who will have immediate access to health services which oftentimes may be difficult to access due to frequent moves, language barriers or financial constraints.

Action 1.3 Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC). These services will benefit foster youth who will be the primary beneficiaries of this coordination to ensure that these students do not have lapses in wrap-around services that are often lost during times of transition.

Action 1.4 Extra Curricular Programs will assist in engaging foster youth, low income and English learner students to further increase student connectedness to the school.

Action 1.5 Each school will promote positive attendance using an attendance communication system to support early identification of and coordinate interventions for truancy and chronic absenteeism. The attendance communication system will ensure frequent communication with families of student populations who may be most affected with frequent moves and high truancy rates. Foster youth, EL students and low income students will benefit from having the notices go out in multiple languages, conferences set to determine underlying causes of truancy and teams working with families to eliminate barriers that prevent the student from coming to school on a frequent and consistent basis.

Action 1.6 Provide administrative services at the middle school to support intervention services for low income, foster youth and English learner students.

Goal 2

Action 2.1 Provide annual professional development for all instructional staff in English language arts, math, English language development and/or Social Emotional Behavior Supports. The professional development will benefit foster youth, low income and English learners by providing our teachers with high levels of training in the core content areas that will provide increased access to students and a focus on the most essential standards and skills students need to be successful from one year to the next. A focus on social emotional behavior supports will also benefit students who need to develop appropriate behavioral skills while operating in a positive school environment.

Action 2.4 Provide ELD support under the direction of the certificated English language development teacher, with trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition. English learners are the primary beneficiaries of the English Language Development services. Specialized personnel provide ELD services to EL students on a daily basis.

Action 2.5 Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span. Lower class size averages mean more one-on-one attention, support and interventions for high-needs populations including Low income, foster youth and English learners.

Action 2.6 Provide intensive reading intervention supports through guided reading and small group reading intervention (Tier II and III supports). This action will support low income students, foster youth and English learners who will be available to get reading intervention supports inside the class through guided reading and small group instruction as well as intensive intervention support outside of the classroom during Tier III intervention.

Goal 3

Action 3.1 and 3.2 Operate fine arts program that includes 5 music teachers that provide instruction to students in grades four through eight. These actions will support low income, foster youth and English learners who will have access to music instruction that is difficult to acquire and fund outside of the school environment. This will also strengthen and improve the students' connections to the school.

Action 3.3 Operate Physical Education program to include 5 Elementary PE teachers that provide instruction to students in grades TK through six. This action supports income student populations as well as other high-needs populations to improve fitness levels, promote healthy practices and help counteract health concerns that are often correlated with children living in low-income/high poverty environments.

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

The Lemoore Union Elementary School district has calculated supplemental and concentration funds to be \$5,064,818, based on the number of Low Income, Foster Youth, and English Learners per 5CCR 15496(a)(5). The percentage of students that are identifiable as unduplicated are 19.36%. Some of the funds will be used in a targeted manner, or limited to unduplicated pupils. Most actions will be utilized in a schoolwide manner, based on student need, and stakeholder input. We serve English learners, foster youth, and low income students. Many of our students demonstrate high academic needs, especially in reading, that show up as large academic achievement gaps across a variety of assessments. Furthermore, these academic challenges later result in disengagement from learning in the classroom and distancing from the school which shows up as increased truancy and absenteeism. Social-emotional health issues underlie all of these student behaviors.

We have considered the needs, conditions and circumstances of our unduplicated pupils in the development of this plan. We have worked to provide increased and improved services to our highest need students as the challenges and impact of the pandemic have widened achievement and access gaps for our student populations. Actions that were implemented in previous years have been analyzed and quality improvements have been made based on the identified needs of our students and stakeholder input.

We have included all actions that are used to contribute to meeting the minimum proportionality, or increased improved services provision, within our LCAP. All actions were aligned to the areas within the plan, support the contextual need of our students, set foundations for the acceleration of learning, and include social emotional approaches that are evidence-based.

The actions we are carrying over from our 2019-2020 LCAP and/or 2020-2021 LCP to provide services for foster youth, English learners and low income students include:

- * Provide counseling services at each elementary school and the middle school. Behavioral health staff coordinates with County agencies, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).
- * Provide nursing services, including 1 FTE (RN) registered nurses and 6 FTE (LVN) licensed vocational nurses
- * Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).
- * Each school will promote positive attendance using an attendance communication system to support early identification of and coordinate interventions for truancy and chronic absenteeism.
- * Provide administrative intervention support at the middle school.
- * Provide annual professional development for all instructional staff in English language arts, math, English language development and/or Social Emotional Behavior Supports.

- * Provide ELD support under the direction of the certificated English language development teacher, with trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition.
- * Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span.
- * Provide intensive reading intervention supports through guided reading and small group reading intervention (Tier II and III supports)
- * Operate fine arts program that includes 5 music teachers that provide instruction to students in grades four through eight.
- * Operate Physical Education program to include 5 Elementary PE teachers that provide instruction to students in grades TK through six.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,449,049.00	\$1,757,803.00		\$573,205.00	\$8,780,057.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$8,031,706.00	\$748,351.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Counseling Services	\$726,637.00	\$109,943.00			\$836,580.00
1	2	English Learners Foster Youth Low Income	Nursing Services	\$739,157.00	\$90,146.00			\$829,303.00
1	3	Foster Youth	Foster Youth Services		\$48,000.00			\$48,000.00
1	4	English Learners Foster Youth Low Income	Extra Curricular Programs	\$45,000.00				\$45,000.00
1	5	English Learners Foster Youth Low Income	Attendance Communication	\$21,576.00				\$21,576.00
1	6	English Learners Foster Youth Low Income	Administrative Intervention Services	\$157,052.00				\$157,052.00
2	1	English Learners Foster Youth Low Income	Professional Development	\$282,017.00				\$282,017.00
2	2	All	Computer Technology		\$551,775.00			\$551,775.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All Academically At-Risk Students including English Language Learners and Students with Disabilities	Summer School		\$212,000.00			\$212,000.00
2	4	English Learners	English Language Development	\$1,259,414.00	\$186,513.00			\$1,445,927.00
2	5	English Learners Foster Youth Low Income	Class Size Reduction TK-3	\$1,658,346.00	\$377,068.00			\$2,035,414.00
2	6	English Learners Foster Youth Low Income	Reading Intervention-Contingent upon funding	\$548,610.00	\$46,550.00			\$595,160.00
2	7	All	Learning Coordinators		\$130,808.00		\$573,205.00	\$704,013.00
3	1	English Learners Foster Youth Low Income	Fine Arts Instruction		\$5,000.00			\$5,000.00
3	2	English Learners Foster Youth Low Income	Music Instruction	\$531,590.00				\$531,590.00
3	3	English Learners Foster Youth Low Income	Physical Education	\$479,650.00				\$479,650.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$6,449,049.00	\$7,312,269.00
LEA-wide Total:	\$2,110,430.00	\$2,266,923.00
Limited Total:	\$1,259,414.00	\$1,493,927.00
Schoolwide Total:	\$3,079,205.00	\$3,551,419.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	\$726,637.00	\$836,580.00
1	2	Nursing Services	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-8	\$739,157.00	\$829,303.00
1	3	Foster Youth Services	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools TK-8		\$48,000.00
1	4	Extra Curricular Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	\$45,000.00
1	5	Attendance Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,576.00	\$21,576.00
1	6	Administrative Intervention Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Liberty Middle School 7-8	\$157,052.00	\$157,052.00
2	1	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	\$282,017.00	\$282,017.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Computer Technology			All Schools TK-8		\$551,775.00
2	3	Summer School			TK-8		\$212,000.00
2	4	English Language Development	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-8	\$1,259,414.00	\$1,445,927.00
2	5	Class Size Reduction TK-3	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All District Elementary School Sites TK-3	\$1,658,346.00	\$2,035,414.00
2	6	Reading Intervention-Contingent upon funding	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	\$548,610.00	\$595,160.00
3	1	Fine Arts Instruction	Schoolwide	English Learners Foster Youth Low Income			\$5,000.00
3	2	Music Instruction	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools 4-8th grade	\$531,590.00	\$531,590.00
3	3	Physical Education	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-6th	\$479,650.00	\$479,650.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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