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
Willits Elementary Charter School	Charlene Bredder Director	charlene@willitsk5charter.org 707.459.1400

Plan Summary [2021-22]

General Information

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

Willits Elementary Charter School (WECS) is a small, rural school in Northern California that serves Kindergarten through 5th grade students. WECS emphasizes hands-on, active learning, Spanish language development, and the arts, as well as a rigorous core academic program. We have one class per grade, ensuring a close-knit school community that fosters student responsibility and empathy toward others.

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 most recent California Dashboard data (CAASP tests from 2019), Willits Elementary Charter School is performing well in English (overall score is 7.9 above state standard) and math scores (overall scores is 15.5 above state standard), as well as has a good school climate, as evidenced by no suspensions.

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.

Chronic absenteeism is a problem, as indicated by the dashboard color orange and a 12.9 % absenteeism rate. Although the overall math and English scores are high, there are some gaps in performance that need to be addressed. For example, overall English scores were 7.9 above standard, but socio-economically disadvantaged students were 9.9 below standard. In math, overall was 15.5 above standard, but socio-economically disadvantaged students were 1.6 points above standard. We can see that economic status has an impact on learning outcomes and that the school has to work to address this gap. We have started implementing a more systematic approach to RTI in reading, providing lower-performing students with tutoring, tracking, and assessments of the skills they are lacking. We are going to investigate a new math curriculum that emphasizes student initiative, critical thinking, problem-solving and understanding conceptually before learning procedures. We have an Attendance Committee that meets monthly, a parent liaison who facilitates helping families, a food pantry to help

> families and grocery gift cards available for struggling families. Staff have provided transportation to students who needed it. The secretary and director call students who are not at school to offer friendly encouragement to come to school.

LCAP Highlights

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

> Willits Elementary Charter School is in its 8th year of operation. We are now at the point where we are examining systems of student support, strengthening school culture and climate, and thinking deeply about future goals so that we can build on the progress we have made. We are now an integrated part of the wider community and have established protocols and routines for students. Teachers are now focusing on how to strengthen our hands-on learning and deepen our emphasis on community and empathy for ourselves and others. Our goals for the next three years are ambitious and all-encompassing so that we can progress both academically and socially to support student growth and leadership.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Teachers met bi-weekly to discuss goals and issues, which were incorporated into the LCAP overarching goals. Parents met monthly with the director and contributed ideas for future plans. Parents and teachers were invited to contribute to a 'brainstorming wall' on "Padlet" so that everyone could see and build on each other's ideas in an interactive online way that was asynchronous and could be built on over time. Students were surveyed about their feelings and insights for the school's plans and how it currently met their needs. Student council students created and analyzed a student survey of grades 3, 4, and 5.

A summary of the feedback provided by specific stakeholder groups.

Parents would like more hands-on projects and learning, and would like more field trips. Students would like more input into how the school is run and how they can help each other. Teachers would like an improved math curriculum and a more organized and systematic reading intervention program.

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

We will emphasize training in Conscious Discipline and add elements from this training to our classrooms, which we expect will empower students to help each other more and give more ownership to students over their own classroom environment. A goal is to purchase new math curriculum that is more hands-on and focuses on conceptual understanding and problem-solving. A goal is to implement a robust reading recovery program using Science of Reading, and train classroom aides and all teachers to be literacy coaches for students. A goal is to involve parents more in the classroom, which will lead to more field trips and projects.

Goals and Actions

Goal

Goal #	Description
1	All students will make significant progress in improving their reading levels at each grade. Students will be reading at grade level or have advanced by one grade level by the end of the academic year.

An explanation of why the LEA has developed this goal.

The pandemic has highlighted the need for more systematic intervention to help low readers. We have seen students grade 3 and above who are still struggling to read and lack basic phoneme awareness or the ability to blend sound chunks. We have been able to listen to students reading on Raz Kids and have heard how some are hesitant or repeat themselves or do not comprehend what they read. We are seeing the struggles more and realize we need a more systematic approach to reading intervention. We also see a gap between overall performance on CAASPP and socio-economically disadvantaged students and we need to close that gap.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Raz/PROBE	Grade 1: 40%; grade 2: 50%; grade 3: 45%; grade 4: 20%; grade 5: 28% were at grade level at the beginning of the school year.				All students read at or near grade level by the end of each school year.
CAASPP	We do not have 2019-2020 test results so we have to wait. 2018-2019 results show that socioeconomically disadvantaged students were 1.6 points above state standard, while overall was 15.5 points above.				Overall student scores in reading will improve and we will decrease the gap between socio-economically disadvantaged students and overall student scores.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
internal assessments (Science of Reading)	none yet				Students in K-2 will improve phonics awareness and be able to manipulate phonemes at an improved percentage.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve Curriculum for RTI	Purchase Science of Reading and other reading intervention decoding and spelling curricula	$2,000.00	Yes
2	Create Literacy Coaches	Provide staff training in Science of Reading to all classroom aides and teachers to create a robust support system for students struggling to read.	$5,000.00	Yes
3	Tutoring/increased learning time	Teachers will provide tutoring before and after school on a regular basis for students who are below grade level in reading skills.	$23,915.00	Yes
4	Establish robust tracking and support system	Implement a school-wide tracking system with recorded interventions, that builds from year to year and can be shared with all support people around each student.	$77,990.00	Yes
5	Focused tutoring time for struggling students	Aides will work with students one-on-one and in small groups to provided focused activities for students missing phonemes or phoneme blends.	$70,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	We will have a positive school climate that fosters student responsibility, problem-solving and ownership of the environment, built on empathy for others.

An explanation of why the LEA has developed this goal.

The pandemic has caused a lot of trauma, isolation, depression and emotional issues for students. Based on our observations, some students are struggling to be back in person at school and need to rebuild confidence, social skills, and a sense of well-being and security. Emphasizing connections and meaningful contribution to the community is essential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School survey about school environment grades 3,4,5	2/3 happy to be at school most of the time 2/3 feel they are part of the school 40% feel motivated to learn 2/3 feel they are treated fairly most of the time 2/3 feel they are not asked about their ideas most of the time nearly half feel they can solve school problems most of the time 3/4 feel grownups listen to them most of the time				80% or more of students feel happy to be at school; 80% or more feel they are part of the school; 80% or more of students feel motivated to learn; 80% or more of students feel they are treated fairly most of the time; 80% or more of students feel they can solve school problems most of the time; 80% or more of students feel they are asked about their ideas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2/3 feel they are treated with respect 3/4 feel that school teaches them to treat others with respect				80% or more feel listened to most of the time 80% or more feel treated with respect; and 80% or more of students feel that school teaches them to treat others with respect.
Attendance rate	94%				96%
Presence of student-led projects or changes on campus	we have a student council (1 group)				Lively community of projects led by students and changes instituted by students (3 or more per year)
Decrease in referrals to office	N/A because we have not had students on campus enough to have referrals				Percentage decrease each year of referrals

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff training in developing positive school climate	Training in Conscious Discipline and implementation of empowering practices for students	$4,850.00	No
2	Parent Liaison	Parent Liaison will help parents and support families with referrals, food, clothes, and anything else necessary to help children attend school regularly	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Peer Mediators	Establish core of students in grade 3,4,5 to serve as peer mediators	$1,500.00	Yes
4	Leadership training for students	QUEST Boxes for grades 4-5	$800.00	No
5	Inquiry Materials	We will continue to purchase materials that support hands-on learning and exploration.	$3,000.00	No Yes
6	Social, emotional, and academic skills facilitator	We will have support for students who are struggling in the class or in their families and have small groups for students who need extra support so they can talk together to learn problem-solving skills, friendship skills, anger management skills, and other social-emotional skills that are needed.	$9,000.00	Yes
7	After school clubs	Teachers and staff will conduct after-school clubs to foster both academic and social interests and enrichment of students.	$10,000.00	No
8	Music classes	We will provide music lessons to all students in all grades, including music appreciation, and learning to play musical instruments.	$30,000.00	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	Parents will engage more with their child's learning and feel more connected to the school.

An explanation of why the LEA has developed this goal.

Parents have been strongly impacted by the pandemic and have struggled to help their students at home. We want to have a welcoming environment, support for parents, and stronger connections to families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	N/A because parents have been at home with their students during the 2020-21 school year. We will do a baseline survey in 2021.				Over 80% of parents will report that they are satisfied with their child's education. Over 80% of parents will report that their child is happy at the school. Over 80% of parents will report that they feel listened to and valued at the school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Liaison	Parent Liaison will support parents with services and connections that they need to have students attend schools regularly	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Director and parents have frequent contact	Caffeine with Charlene either online or in person, and director greets parents and students at gate each day. These informal check-ins provide ideas and support and help the community stay connected.	$6,492.00	No
3	Academic help nights for parents	We will hold informational meetings about teaching English and math for parents to understand more about our methods	$500.00	No
4	Use Parent Square to communicate	We will continue to use Parent Square to communicate with parents, having the ability to send and receive messages and make posts school-wide, for classes, and for special groups.	$1,100.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Continue to develop a robust Physical Education program integrated into our school days that encourages movement, fun, and fitness.

An explanation of why the LEA has developed this goal.

The pandemic has had noticeable impacts on student physical health. While some students were active outdoors, we see that many did not go outside and did not participate in movement or physical fitness. Particularly, low-income students remained indoors if their parents were working full-time and they had no supervision to be able to be active outdoors.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Self-designed beginning of year physical fitness test	N/A --we have not started yet. We will get baseline in 2021				All students will improve their physical fitness by the end of each year.
CA test for physical fitness for grade 5	N/A--we were unable to do the test in 2019 or in 2020				In upcoming years, students will improve overall performance on the tests. 75% of students will demonstrate a healthy level of fitness.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PE Equipment/PE instructor	We will hire PE teacher and purchase enough PE equipment to support all classes having directed and scaffolded physical fitness activities	$8,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Increase class time in garden	Gardening Coordinator and supplies	$11,000.00	Yes
3	Field Day	Host a field day of fun games that students play in rounds (if we can do this safely with Covid)	$200.00	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
5	Students will have and engaging, hands-on math curriculum that will foster conceptual understanding, problem-solving and knowledge of basic skills applied to problems.

An explanation of why the LEA has developed this goal.

Our math scores are good on the CAASPP test but we see that we need to improve students' conceptual understanding and ability to use procedures correctly. Socioeconomically disadvantaged students are performing slightly above standard, but not as high as overall performance, which shows a gap between socioeconomically disadvantaged students and overall students. Our math curriculum is outdated and we need a more student-centered approach.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Scores Overall	2018-19 shows 53% of grade 3 students, 50% of grade 4 students, and 43% of grade 5 students achieved "met or exceeded standard" overall.				Improved math achievement on overall math scores. At least 55% meeting or exceeding standards in each grade.
CAASPP Scores for Concepts and Procedures	2018-19 shows 22% of grade 3 students, 30% of grade 4 students, and 39% of grade 5 students did not meet this standard				Improved outcomes of less percentage of students in each grade failing to meet standards
IXL or MAP or Khan Academy testing (formative assessments throughout the year)	N/A --will get baseline in Sept, 2021				Students will show growth in math knowledge between beginning and end of year scores

Actions

Action #	Title	Description	Total Funds	Contributing
1	New hands-on, concept-rich math curriculum	Purchase new math curriculum that matches our hands-on and concept-driven approach and offers math remediation skills as well as differentiated activities for higher ability students.	$20,000.00	No
2	Tutoring for struggling students	Aides and teachers will provide tutoring in small groups to struggling students so that they get skills remediation and can start to understand concepts better.	$8,000.00	Yes
3	Math night	Host a math night for students and parents so that they can play math games and learn new skills together. This gives confidence to parents who may not know how to help their children with math.	$500.00	No
4	MAPP testing	We will conduct MAPP testing at the beginning and end of year to measure yearly progress of students in grades 3-4-5.	$1,200.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
16.56%	$189,150

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.

Goal 2: Positive School Climate:
Action 1: All staff will be trained in Conscious Discipline.
How needs and actions considered: Low-income, foster youth and English language learners need successful experiences at school and need to have power in their own lives, because many systems they encounter regularly disempower them. Having a supportive climate that enables them to change their environment, have control over their learning, and to enact their own change will enable them to build resilience, a key skill in their lives.

Goal 2: Positive School Climate:
Action 4: Leadership training for students
How needs and actions considered: Low-income, foster youth and English language learners need successful experiences at school and need to have power in their own lives, because many systems they encounter regularly disempower them. Low-income, foster youth and English language learners in grades 4 and 5 will benefit from interactive, problem-solving adventures that foster student leadership, empathy towards others and teamwork. Creating these monthly positive experiences will bolster these students' confidence and leadership skills.

Goal 2: Positive School Climate:
Action 5: Inquiry Materials
How needs and actions considered: Low-income, foster youth and English language learners are frequently at a disadvantage in a traditional classroom which emphasizes reading and writing as the dominant way of receiving and working with information. In emphasizing hands-on learning, we celebrate different ways of learning and using information and different ways of thinking. Disadvantaged students have more ways to demonstrate knowledge and we increase education equity through hands-on projects and demonstrations of knowledge.

Goal 2: Positive School Climate:
Action 7: School clubs
How needs and actions considered: Low-income, foster youth and English language learners frequently do not have extracurricular activities available outside of school. By providing these at school, it is easier for families to join and students have more opportunities for socialization, small-group interactions, and positive extracurricular experiences.

Goal 2: Positive School Climate
Action 8: Music classes
How needs and actions considered: Low-income, foster youth, and English language learners frequently do not have opportunities for learning things that create joy and are beyond the basic academic skills. Music classes provide essential enrichment for students who otherwise have limited opportunities to experience music, performing, and to explore and develop other skills.

Goal 3: Parent Involvement
Action 2: Director interacts frequently with parents
How needs and actions considered: Low-income, foster youth and English language learners need a support team surrounding them, made up of parents, teachers, and the director. If the director is meeting and greeting parents each day, the interactions become easier and informal conversations about things occur more regularly, resulting in better communication and fewer misunderstandings. This supportive atmosphere is more conducive to their learning and to feeling supported on campus. Parents and students are then more likely to see the school as a supportive place.
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Goal 3: Parent Involvement
Action 3: Academic help nights for parents
How needs and actions considered: Low-income, foster youth and English language learners need help from parents to succeed. Parents of these students frequently feel inadequately prepared to give help to their student and hosting these informational nights is a way of building confidence of families to tackle academic work.

Goal 3: Parent Involvement
Action 4: Use of Parent Square
The use of Parent Square is flexible (email or text) and parents can control what time of day and how they receive messages. For parents of low-income students, this enables them to stay informed, have a way to communicate with the school, and to feel connected to the school

Goal 4: Physical Education
Action 3: Field Day for students
How needs and actions considered: Low-income, foster youth and English language learners need more activities outside and more movement and positive experiences at play so that they can be physically fit. These students frequently have full-time working parents who cannot take time to take them to the park or allow them to do other things outside because they are not home to supervise the children. Hosting a field day enables students to participate in fun games, build teamwork and have fun outside.

Goal 5: Improving Math Curriculum and Instruction

Action 1: New math curriculum
How needs and actions considered: Low-income, foster youth and English language learners attain lower CAASPP scores than students overall. These students could benefit from concept-rich, hands-on math curriculum and interactive teaching to solidify math concepts.

Goal 5: Improving Math Curriculum and Instruction
Action 3: Math night
How needs and actions considered: Low-income, foster youth and English language learners' parents are not necessarily confident in helping their students with math. By hosting a math night of games for families, we aim to foster a fun evening for families, teach parents some easy games to play with students, and promote math literacy as a family.
Action 4: MAPP Testing
How needs and actions considered: Low-income students are not performing as well as students overall and so we need to specifically see what skill sets they are missing and provide extra help. By measuring students' progress as we proceed through the year, we can see where we need to focus our interventions.

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

Services for foster youth, English language learners, and low-income students will be increased by 16.56% by focusing on academic rigor and supports in order to reach grade-level standards. By fostering a supportive and empowering school community, students will have more ownership over their own education and lead projects that are important to them. By creating a supportive, empathetic, and active community, our disadvantaged students will experience their own power in their lives. The experience of school as a supportive place that believes in them is the necessary component of student success. The actions in our plan support students to become active learners and leaders, which is important in their own development.

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.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$187,412.00	$800.00	$4,700.00	$107,635.00	$300,547.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$259,647.00	$40,900.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	Improve Curriculum for RTI	$2,000.00				$2,000.00
1	2	English Learners Low Income	Create Literacy Coaches	$5,000.00				$5,000.00
1	3	English Learners Low Income	Tutoring/increased learning time				$23,915.00	$23,915.00
1	4	English Learners Low Income	Establish robust tracking and support system	$39,270.00			$38,720.00	$77,990.00
1	5	English Learners Low Income	Focused tutoring time for struggling students	$35,000.00			$35,000.00	$70,000.00
2	1	All	Staff training in developing positive school climate	$850.00		$4,000.00		$4,850.00
2	2	Low Income	Parent Liaison	$2,500.00				$2,500.00
2	3	Low Income	Peer Mediators	$1,500.00				$1,500.00
2	4	All	Leadership training for students		$800.00			$800.00
2	5	All	Inquiry Materials	$3,000.00				$3,000.00
2	6	Low Income	Social, emotional, and academic skills facilitator	$9,000.00				$9,000.00
2	7	All	After school clubs				$10,000.00	$10,000.00
2	8	All	Music classes	$30,000.00				$30,000.00
3	1	Low Income	Parent Liaison	$2,500.00				$2,500.00
3	2	All	Director and parents have frequent contact	$6,492.00				$6,492.00
3	3	All	Academic help nights for parents			$500.00		$500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	Use Parent Square to communicate	$1,100.00				$1,100.00
4	1	Low Income	PE Equipment/PE instructor	$8,500.00				$8,500.00
4	2	Low Income	Increase class time in garden	$11,000.00				$11,000.00
4	3	All	Field Day			$200.00		$200.00
5	1	All	New hands-on, concept-rich math curriculum	$20,000.00				$20,000.00
5	2	Low Income	Tutoring for struggling students	$8,000.00				$8,000.00
5	3	All	Math night	$500.00				$500.00
5	4	All	MAPP testing	$1,200.00				$1,200.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$187,412.00	$300,547.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$127,270.00	$224,905.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Improve Curriculum for RTI	Schoolwide	English Learners Low Income	All Schools	$2,000.00	$2,000.00
1	2	Create Literacy Coaches	Schoolwide	English Learners Low Income	All Schools	$5,000.00	$5,000.00
1	3	Tutoring/increased learning time	Schoolwide	English Learners Low Income	All Schools		$23,915.00
1	4	Establish robust tracking and support system	Schoolwide	English Learners Low Income	All Schools	$39,270.00	$77,990.00
1	5	Focused tutoring time for struggling students	Schoolwide	English Learners Low Income	All Schools	$35,000.00	$70,000.00
2	2	Parent Liaison	Schoolwide	Low Income	All Schools	$2,500.00	$2,500.00
2	3	Peer Mediators	Schoolwide	Low Income	All Schools	$1,500.00	$1,500.00
2	5	Inquiry Materials	Schoolwide		All Schools	$3,000.00	$3,000.00
2	6	Social, emotional, and academic skills facilitator	Schoolwide	Low Income	All Schools	$9,000.00	$9,000.00
3	1	Parent Liaison	Schoolwide	Low Income	All Schools	$2,500.00	$2,500.00
4	1	PE Equipment/PE instructor	Schoolwide	Low Income	All Schools	$8,500.00	$8,500.00
4	2	Increase class time in garden	Schoolwide	Low Income	All Schools	$11,000.00	$11,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	2	Tutoring for struggling students	Schoolwide	Low Income	All Schools	$8,000.00	$8,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		