

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Community School for Creative Education

CDS Code: 01 10017 0123968

School Year: 2021-22

LEA contact information:

Ida Oberman

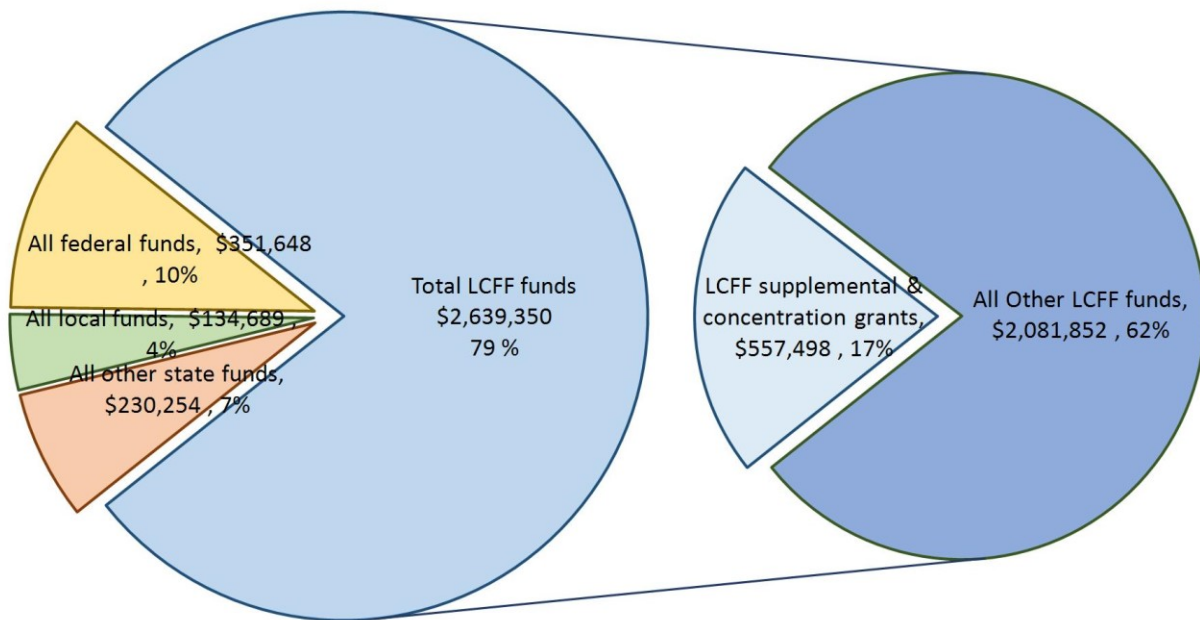
Executive Director

510-686-4131

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

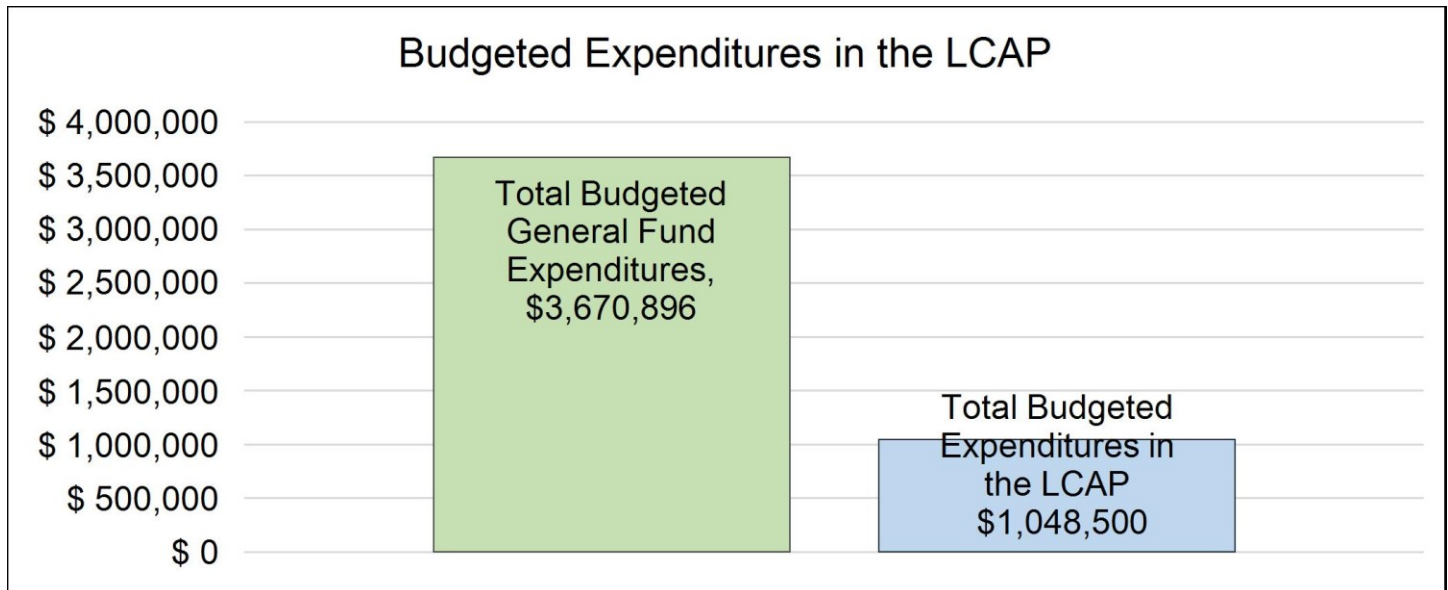


This chart shows the total general purpose revenue Community School for Creative Education expects to receive in the coming year from all sources.

The total revenue projected for Community School for Creative Education is \$3,355,941, of which \$2,639,350 is Local Control Funding Formula (LCFF), \$230,254 is other state funds, \$134,689 is local funds, and \$351,648 is federal funds. Of the \$2,639,350 in LCFF Funds, \$557,498 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

Community School for Creative Education plans to spend \$3,670,896 for the 2021-22 school year. Of that amount, \$1,048,500 is tied to actions/services in the LCAP and \$2,622,396 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

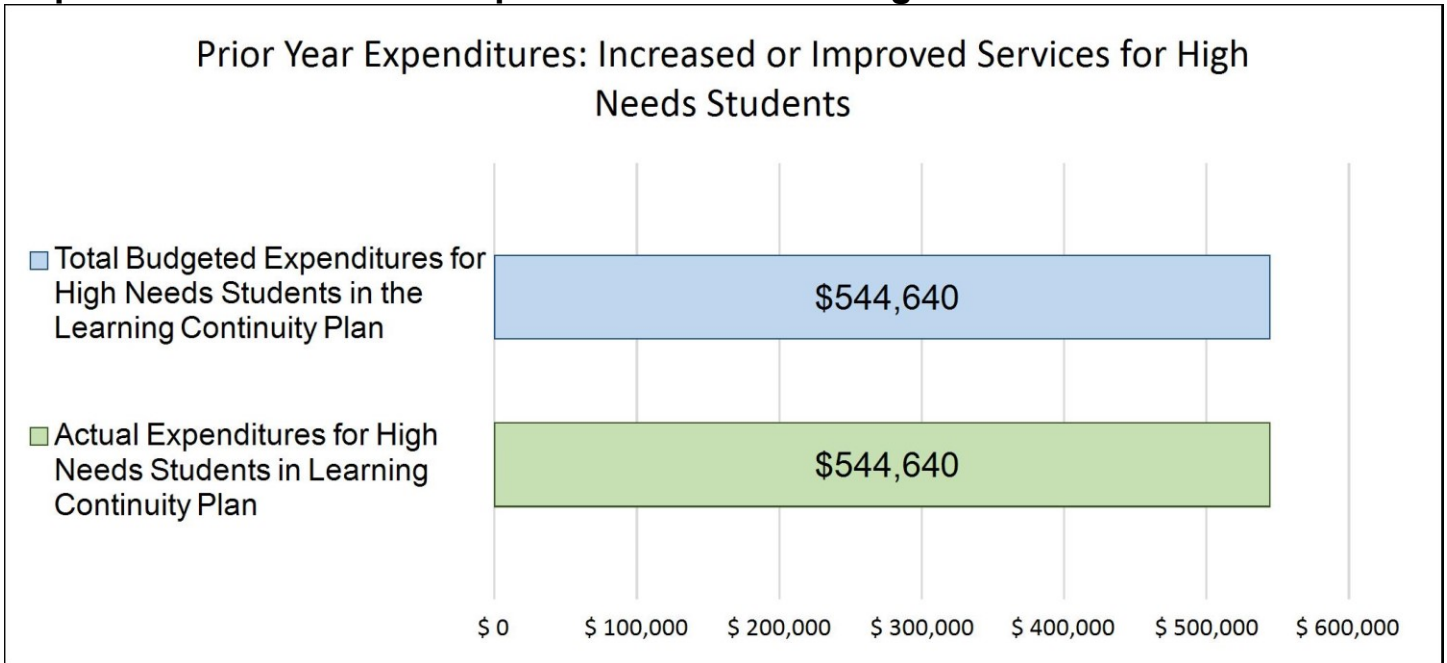
CSCE is not including its standard/recurring programming in the current LCAP.

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

In 2021-22, Community School for Creative Education is projecting it will receive \$557,498 based on the enrollment of foster youth, English learner, and low-income students. Community School for Creative Education must describe how it intends to increase or improve services for high needs students in the LCAP. Community School for Creative Education plans to spend \$710,000 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

In 2020-21, Community School for Creative Education's Learning Continuity Plan budgeted \$544,640 for planned actions to increase or improve services for high needs students. Community School for Creative Education actually spent \$544,640 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Community School for Creative Education	Ida Oberman Executive Director	ida@communityschoolforcreativeeducation.org 510-686-4131

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

## Goal 1

Increase student achievement for all students

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> SBAC, Fountas &amp; Pinnell, NWEA Data</p> <p><b>19-20</b></p> <p>1.1 Number of English Learners making annual present-level progress toward English proficiency has increased by at least one bandwidth on CELDT; the number of LTELS has decreased by 50%.</p> <p>1.2 The number of students attaining English Language Arts proficiency on state (SBAC) and local (MAP) assessments has increased by 50% and the number of students attaining Mathematics proficiency on state (SBAC) and local (MAP) assessments has increased by 50%..</p> <p>1.3 The number of main lesson book essays teachers score proficient or higher using the locally constructed peer review rubric increases by 20%.</p>	<p>1.1 Number of English Learners making annual present-level progress toward English proficiency has increased by at least one bandwidth on ELPAC (previously CELDT); the number of LTELS has decreased by 19%.</p> <p>1.2 The number of students attaining English Language Arts proficiency on state (SBAC) increased by just over 50% as measured by Spring 2018 v Spring 2017. Utilizing 2017-2018 SBAC data to establish the baseline for number of students attaining English Language Arts proficiency (30%) and Mathematics (22%). Student Groups ELA Change from 2016-2017 to 2017-2018 SBAC: All Students- +14, ELs- +6, SD- +3, ED- +4 Student Groups Math Change from 2016-2017 to 2017-2018 SBAC: All Students- -6, ELs- -8, SD- -7, ED- -6 Based on CORE Individual Student Growth Data, the actual student growth data is particularly encouraging from 16-17 and 17-</p>

Expected	Actual
	<p>18. While the change in proficiency and distance from standard are impressive they do not provide as good of insight into the CSCE instructional program. Because growth data tracks the same kids over time and accounts for student demographics and prior achievement, it gives a better assessment of the CSCE instructional program.</p> <p>The results are strong, particularly in English Language Arts (ELA) where CSCE ranks as a high growth school for both Elementary (72nd percentile) and Middle (94th percentile) grade spans. That is, when accounting for student demographic factors and prior achievement, CSCE students, on average, experienced significantly greater growth in ELA than other CORE schools. For Math, Math CSCE ranks as an above average growth school for Elementary (61st percentile) and Middle (65th percentile) grade spans. That is, when accounting for student demographic factors and prior achievement, CSCE students, on average, experienced slightly greater growth in ELA than other CORE schools.</p> <p>On local MAP assessments Spring 2018 versus Spring 2019, the overall student performance has decreased:</p> <p>In light of these data, on MAP we saw a decline in overall student growth Spring 2018 - Spring 2019 ELA -7 and Math -3. The percentage of students attaining English Language Proficiency on local (NWEA MAP) 2018-2019 for Spring 2019 is 20% and the percentage of students attaining Mathematic Proficiency on local (NWEA MAP) 2018-2019 for Spring is 13%.</p> <p>1.3 The number of main lesson book essays teachers score proficient or higher using the locally constructed peer review rubric increases by 20%.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 1.1: Implement Guided Reading Groups to meet students' individual needs as identified by reading assessments: Fountas &amp; Pinnell, CELDT, MAP, SBAC (1.1, 1.2, 1.4)</p> <p>a. All 10 classroom teachers do Reading Workshop and Writing Workshop models review, grade-level and vertical team planning; teachers not yet CLEARed receive weekly session with in-house BTSA coach; all teachers receive choice every trimester to model lesson, observe a lesson or be observed; all receive trimester support in planning upcoming block, and support implementation year round through walk-throughs from Principal, Executive Director, members of Instructional Leadership Team (ILT), and/or Waldorf Coach using SIOB Classroom Observation Tool and Planning Tool Use.</p> <p>b. Administer assessments for identified students every three weeks for those below grade level in reading, and for all every 10 weeks to track and regroup students according to their progress.</p> <p>c. Strengthen and test Waldorf inspired integrated MTSS plan (M-RTI and PBIS/Restorative Justice) to identify and support students who are not making progress and accelerate reading instruction accordingly.</p> <p>c. Increase teacher collaboration time to review data and plan individualized instruction through dedicated time every Wednesday joined with planned review of data after every testing window during Wednesday collaboration.</p>	<p>Expense: Certificated salaries and benefits, certified hourly curriculum development, substitutes, workshops 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60000</p>	<p>Expense: Certificated salaries and benefits, certified hourly curriculum development, substitutes, workshops 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 60000</p>
<p>Action 1.2. Provide a comprehensive summer program to accelerate students below proficient</p> <p>a. Offer 5-week summer school June 10 - July 12 2019;</p> <p>b. Utilize student performance pre- and post-standardized assessment</p>	<p>Expense: Classified salaries, non-certified salaries, contract for services, substitutes, conference cost. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 40000</p>	<p>Expense: Classified salaries, non-certified salaries, contract for services, substitutes, conference cost. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 40000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c. Use CELDT Scores and disaggregated Fountas and Pinnell and NWEA scores in Summer School learning program to individualize ELD instruction		
<p>Action 1.3: Maintain accurate data</p> <p>a. Continue administration and front office on data entry, required Ed Code training and all civil rights requirements.</p> <p>b. Train teachers to conduct data entry, required Ed Code and all civil rights requirements;</p> <p>BUILD INTO PD CALENDAR</p> <p>c. In Summer Training, August 5 to August 15 set time to meet and evaluate data with administration and staff to maintain accurate data entry.</p>	<p>Certificated salaries, certificated hourly curriculum development, substitutes, coaching and peer observation 2000-2999: Classified Personnel Salaries Supplemental and Concentration 17500</p>	<p>Certificated salaries, certificated hourly curriculum development, substitutes, coaching and peer observation 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 17500</p>
<p>Action 1.4: Continue to transition and implement SBAC, English Development Standards and Next Generation science Standards (NGSS)</p> <p>a. Continue to develop teacher-designed Waldorf-inspired SBAC/ELD aligned curricular blocks- ;</p> <p>b. Support instructional coaching sessions to assist staff in implementing of Waldorf inspired SBAC/ELD through Urban Waldorf Training, Year 3 -Goral &amp; BAPAN and ongoing mentoring internally lead teachers to beginning teachers &amp; -aligned blocks</p>	<p>Certificated salaries, certificated hourly curriculum development, substitutes, coaching and peer observation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$85500</p>	<p>Certificated salaries, certificated hourly curriculum development, substitutes, coaching and peer observation 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$85500</p>
<p>Action 1.5: Teachers are going to be given a curriculum framework for the Common Core Standards, as well as the Next Generation Science Standards. The framework will help teachers to have a better</p>	<p>Expense: Certified salaries, non-certified salaries, contract for services, Substitutes, conference cost,</p>	<p>Expense: Certified salaries, non-certified salaries, contract for services, Substitutes, conference cost,</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>understanding of the curriculum and standards for their specific grade level.</p> <p>a. Teachers have created Waldorf-inspired CCSS curricular blocks that have integrated and aligned ELA and the NGSS or the Social Studies State Standards. Teachers will also be refining these blocks to enhance learning.</p> <p>b. Throughout the year teachers will meet with in-house instructional coaches, upper and lower grade leaders, Dr. Goral, and participate in BAPAN (Bay Area Performance Assessment Network.) Teachers will have regular coaching instruction from in-house coaches and meetings with Lower or Upper grades teacher leaders. Teachers will meet with Dr. Goral 4 times during the school year. Teachers will participate in Cycle 4 of BAPAN.</p>	<p>travel Non certified 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 192500</p>	<p>travel Non certified 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 192500</p>

### Goal Analysis

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

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

## Goal 2

Increase school/community connectedness by promoting a safe and welcoming school environment for all families and students so that all students are in their classes ready to learn on time.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> ADA/Surveys</p> <p><b>19-20</b> Increase of school attendance to 96% Decrease chronic absenteeism by 50% Decrease student suspension by 50% Maintain student expulsion rate at 0% Increase parental participation in programs for unduplicated students by 50% Increase parental involvement in programs for students with exceptional needs by 50% Increase parent participation in making decisions regarding our school by 50% Increase student engagement report classroom level survey data by 25%</p>	<p>While our goal was to increase of school attendance to 96%, our Actual Spring 2021 was 82%, so we fell short by 14%. While the goal was to decrease chronic absenteeism by 50%, this goal was not achieved: May 2021 we were at 17.2%% chronic absences down from 13% Spring 2019.</p> <p>We were able to increase parental participation in programs for unduplicated students by over 20% when tracking number of parents engaged in our Community Chats, Town Hall Meetings, and Mobile Pantry and Learning Packet Pick Up and Tech Clinics but the metric is rough as the conditions of distance learning shifted the circumstance and need.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 2.1:</p> <p>Maintain CSCE Attendance Policy Increase attendance by 1.5% for the 2019 – 2020 school year.</p>	<p>Expense: Certificated salaries, classified salaries 1000-1999: Certificated Personnel Salaries Base \$20,659.36</p>	<p>Expense: Certificated salaries, classified salaries 1000-1999: Certificated Personnel Salaries LCFF Base 20,659.36</p>
<p>Action 2.2:</p> <p>Continue to work in partnership with Oakland Community Organizations to build strong parent leadership and powerful volunteer culture in the school and community. Use surveys throughout the school year to determine effectiveness.</p>	<p>Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries Base \$1,377.29</p>	<p>Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries LCFF Base \$1,377.29</p>
<p>Action 2.3:</p> <p>Work with Parent Focus Group to build strong parent engagement through Parents in Action engagement. Sign-in sheets, surveys, press releases and publications.</p>	<p>Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries Base \$2,065.93</p>	<p>Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries LCFF Base \$2,065.93</p>
<p>Action 2.4:</p> <p>a. Implement, align to CSCE core Waldorf strategies and support school-wide Waldorf-Inspired MBSS (M-RTI- PBIS/Restorative Justice) behavior plan and linked culturally relevant positive behavioral processes and intervention to meet the needs of students in danger of suspension;</p> <p>b. Measure progress through suspension rates and TRIPOD student surveys.</p>	<p>Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies; Waldorf &amp; PBIS trainings&amp;Restorative Justice Trainings 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$88000</p>	<p>Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies; Waldorf &amp; PBIS trainings&amp;Restorative Justice Trainings 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$88000</p>
<p>Action 2.5</p>	<p>Expense: Contract for services, certificated</p>	<p>Expense: Contract for services, certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a. Continue to support food dignity through Alameda County Food Bank Partnership for Mobile Food Pantry	hourly curriculum development, substitutes, conferences and travel 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1500	hourly curriculum development, substitutes, conferences and travel 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1500
<p>Action 2.6</p> <p>Utilize, strengthen and continue to document Waldorf strategies -</p> <p>a. Morning and Classroom Circle/Advisory</p> <p>b. Storytelling</p> <p>c. Main Lesson Book Design</p> <p>Utilize MTSS Pyramid Data Analysis to track student, and sub group growth.</p>	<p>Expense:</p> <p>Certificated salaries, classified salaries, certificated curriculum development, materials and supplies</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10000</p>	<p>Expense:</p> <p>Certificated salaries, classified salaries, certificated curriculum development, materials and supplies</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10000</p>
<p>Action 2.7</p> <p>a. Utilize MTSS Pyramid Data Analysis to track student, and sub group growth.</p>	<p>Expense:</p> <p>Certificated salaries, classified salaries, certificated curriculum development, materials and supplies</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12500</p>	<p>Expense:</p> <p>Certificated salaries, classified salaries, certificated curriculum development, materials and supplies</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 12500</p>

### Goal Analysis

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

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

## Goal 3

Goal 3.1 Maintain a highly qualified teacher in every classroom;  
 Goal 3.2 Strengthen our outcome-based plan and regularly monitor its implementation;  
 Goal 3.3 Maintain all necessary instructional materials aligned to Common Core and our Waldorf inspired Standards-aligned program;  
 Goal 3.4 Maintain clean facilities.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>                      Annual Audits of Inventories  <b>19-20</b>                      1. Maintain 100% teaches appropriately assigned                      2. At least 80% of students receive a satisfactory in Main Lesson Blocks/KDR                      3. At least 90% of teacher collaboration logs are submitted complete                      3. Review of inventory at beginning and end of year and show 100% complete                      4. Custodian Townsend Checklist shows at least 95% completion of tasks on three spot checks.</p>	<p>1. Maintained 100% teaches appropriately assigned                      2. Just over 75% of students receive a satisfactory in Main Lesson Books among those classes that conducted these in distance learning                      3. Our review of inventory at beginning and end of year showed 100% complete                      4. Custodian Townsend Checklist showed 100% completion of tasks on three spot checks</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 3.1</p> <p>Students receive instruction from highly qualified teachers with appropriate credentials (Williams Act).</p>	<p>Expense: Contract for services, workshop costs, certificated salary and benefit 1000-1999: Certificated Personnel Salaries Base \$7,630.93</p>	<p>Expense: Contract for services, workshop costs, certificated salary and benefit 1000-1999: Certificated Personnel Salaries LCFF Base \$7,630.93</p>
<p>Action 3.2</p> <p>Through process of regular LCAP review, school will strengthen plan how to best support the academic needs of all students, with intensity for Economically Disadvantaged students English Learners, (see Goal 1), and monitor on a regular basis.</p>	<p>Expense: Certificated salaries, certificated hourly for collaboration around student data 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$43,626.40</p>	<p>Expense: Certificated salaries, certificated hourly for collaboration around student data 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$43,626.40</p>
<p>Action 3.3:</p> <p>Students receive required instructional materials.</p>	<p>Expense: Instructional materials 4000-4999: Books And Supplies Base \$6,886.45</p>	<p>Expense: Instructional materials 4000-4999: Books And Supplies LCFF Base \$6,886.45</p>
<p>Action 3.4</p> <p>Facilities are clean, safe, and well-maintained (Williams Act).</p>	<p>Expense: Custodial services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$36,116.30</p>	<p>Expense: Custodial services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$36,116.30</p>

### Goal Analysis

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

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





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

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

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-person assistance - setup, monitoring, homework help for students	\$30,000	0	Yes
In-person instruction - daily instruction, setup, monitoring, and homework help for students	\$100,000	0	Yes
PPE	\$10,000	0	Yes
Custodial Services	\$40,000	0	No
Janitorial Supplies	\$15,000	0	Yes

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

CSCE did not operate In-Person learning in 2020-21.

#### **Analysis of In-Person Instructional Offerings**

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

CSCE did not operate In-Person learning in 2020-21. Constantly reviewing Federal, State, and County guidance, as well as analyzing local trends, CSCE consulted with families, staff, and community. Given the limited indoor space, challenging outdoor space, and limited additional options, CSCE determined it was safest to operate virtually.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Daily attendance monitoring, communication with families, weekly engagement tracking and support.	\$75,000	\$75,000	Yes
Increased technology for students, including students with disabilities, including chromebooks.	\$8,500	\$8,500	Yes
Zoom licenses	\$2,000	\$2,000	Yes
Curriculum coordination, coaching, and training specialists.	\$100,000	\$100,000	Yes
Special Education support through consultants	\$40,000	\$40,000	Yes
School counseling and Student support services coordinator	\$150,000	\$150,000	No
Collaboration and professional development (weekly), to improve student achievement	\$30,000	\$30,000	No
Waldorf learning kits/distribution	\$10,000	\$10,000	Yes
Distance Learning professional development, including consultant, books, copies, materials	\$30,000	\$30,000	Yes
Multilingual literacy - Spanish lower grades	\$10,000	\$10,000	Yes
Multilingual interpretation for school events, documents, classrooms	\$2,500	\$2,500	Yes
Enrollment center - Oakland Enrolls	\$4,000	\$4,000	Yes

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

### Analysis of the Distance Learning Program

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

Continuity of Instruction - CSCE operated in full Distance Learning throughout 2020-21. As such, there was no loss of continuity of instruction. Access to Devices and Connectivity - CSCE participated in the City of Oakland's Oakland Undivided program, ensuring all Oakland students had access to a learning device. Students outside of Oakland were given a device directly from CSCE. Pupil Participation and Progress - tracked using Google sheets per teacher/classroom. Distance Learning Professional Development - CSCE provided a two week training to all staff - returning and new - at the beginning of the school year, and provided continuous professional development opportunities. Staff Roles and Responsibilities - staff roles and responsibilities increased immensely for all staff throughout CSCE. Support for Pupils with Unique Needs - all CSCE students were supported, with intensive support to pupils with unique needs.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teacher office & support hours and time	\$75,000	\$75,000	No
CSCE/CST (Cal State Teach) Partnership program/Summer School	\$20,000	\$20,000	Yes
Paraprofessional supports - staff spending 100% of time directly supporting SPED students	\$40,000	\$40,000	Yes

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

### Analysis of Pupil Learning Loss

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

CSCE is providing a Summer Learning Lab (SLL) with support of the Cal State Teach faculty partnership. All students were invited, and those pupils identified as at risk for increased learning loss were personally recruited to attend SLL. Additionally, CSCE is operating an ELD program to help its newcomers, ELL, and any interested students.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

CSCE supported the whole child in 2020-21, including academic, social, and economic (food & supplies) support to ALL students, regardless of need. A challenge with this is the stress to all staff members in providing supports to all students and families.

## **Analysis of Pupil and Family Engagement and Outreach**

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

Pupils were engaged by all staff at CSCE, and families engaged as appropriate and safe for all. CSCE staff reached out with both general and intentional/specific support for its students. Families were invited to campus for food and learning packet pickups. When transportation or COVID prohibited families from coming to campus, CSCE staff delivered all needed supplies to the families.

## **Analysis of School Nutrition**

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

CSCE operated a twice-monthly food pantry and twice-weekly meal distributions. CSCE started its School Food Authority under the pandemic, and had to navigate the program, applications, and SSO while staff worked mostly remotely. CSCE was able to increase its services to include supper in the spring. CSCE now serves breakfast, lunch, and supper for free to students and community members, and will continue these distributions through June 2021.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Parent outreach - Staff time and resources to assist parents with Distance Learning; interpreter time.	\$5,000	\$5,000	No
Pupil Engagement and Outreach	Parent Teacher Home Visit Program	\$0	0	No
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention & Supports and Social Emotional Learning - team time, SEL integration into instruction, professional development to increase connectedness	\$25,000	\$25,000	Yes
Pupil Engagement and Outreach	Family Resource Center (FRC) - partnership, including outreach and home visits to connect with unreachable students. Includes capacity-building	\$10,000	\$10,000	Yes
Mental Health and Social and Emotional Well-Being	CSCE's FRC is a hub in our community-wide effort to address mental and physical health needs. Including home deliveries of food, technology, and learning supplies. As Community School is able to identify family needs, the FRC will address emerging needs.	\$10,000	\$10,000	No
Distance Learning Program	Interpretation services	\$10,000	\$10,000	Yes
Pupil Engagement and Outreach	family communication program to establish partnerships and engage with families	\$2,000	\$2,000	Yes

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

N/A

### Overall Analysis

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

CSCE did not operate in-person programming in 2020-21, with the exception of testing in cohorts. CSCE learned from the cohort model, and is using that experience to inform its return to reopen plan for August 2021. Staff identified both successes and weaknesses in its planning and execution of testing on campus, and is prepared to update and adjust its procedures to operate fully in-person in 2021-22.

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

CSCE has enhanced its summer programming, offering a Summer Learning Lab - a partnership with CalState Teach, added an ELD program, and is providing extra ESY services. All students are welcomed to both the Summer Learning Lab and the ELD program. Students with unique needs or those identified as being at greater risk of learning loss were specifically recruited for CSCE's extra programming. In 2021-22, CSCE is increasing its intervention services and adding an Independent Study Coordinator to enhance its outreach to students who may not be ready to return to school in-person.

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

N/A

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

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

The COVID-19 pandemic affected CSCE, its students, families, and communities greatly. Our team and community dealt with great personal and professional difficulties, and learned many lessons along the way. The pandemic and virtual learning stressed the system, identifying weaknesses and providing opportunities for intervention and increased services. These services are being increased in 2021-22 and beyond, and will become part of CSCE's model, though the support may scale back after one-time funding is depleted. The current opportunity to provide greater support to all students, with specific support to our students with the greatest needs, allows CSCE's staff to use one-time and ongoing funding to support these endeavors.



## **Instructions: Introduction**

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

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

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

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

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

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

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

### **Actions Related to In-Person Instructional Offerings**

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

### Analysis of In-Person Instructional Offerings

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

### Actions Related to the Distance Learning Program

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

### Analysis of the Distance Learning Program

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

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

### Actions Related to Pupil Learning Loss

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

### Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

### Analysis of Mental Health and Social and Emotional Well-Being

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

### Analysis of Pupil and Family Engagement and Outreach

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

### Analysis of School Nutrition

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

### Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

California Department of Education  
January 2021

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	625,862.66	625,862.66
Base	38,619.96	0.00
LCFF Base	0.00	38,619.96
LCFF Supplemental and Concentration	0.00	587,242.70
Supplemental and Concentration	587,242.70	0.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	625,862.66	625,862.66
1000-1999: Certificated Personnel Salaries	521,916.69	521,916.69
2000-2999: Classified Personnel Salaries	60,943.22	60,943.22
4000-4999: Books And Supplies	6,886.45	6,886.45
5000-5999: Services And Other Operating Expenditures	36,116.30	36,116.30

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	625,862.66	625,862.66
1000-1999: Certificated Personnel Salaries	Base	28,290.29	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	28,290.29
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	493,626.40
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	493,626.40	0.00
2000-2999: Classified Personnel Salaries	Base	3,443.22	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	3,443.22
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	57,500.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	57,500.00	0.00
4000-4999: Books And Supplies	Base	6,886.45	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	6,886.45
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	36,116.30
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	36,116.30	0.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	395,500.00	395,500.00
<b>Goal 2</b>	136,102.58	136,102.58
<b>Goal 3</b>	94,260.08	94,260.08

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



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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$195,000.00	
Distance Learning Program	\$387,075.00	\$387,075.00
Pupil Learning Loss	\$135,000.00	\$135,000.00
Additional Actions and Plan Requirements	\$62,000.00	\$62,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$779,075.00</b>	<b>\$584,075.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$40,000.00	
Distance Learning Program	\$180,000.00	\$180,000.00
Pupil Learning Loss	\$75,000.00	\$75,000.00
Additional Actions and Plan Requirements	\$15,000.00	\$15,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$310,000.00</b>	<b>\$270,000.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$155,000.00	
Distance Learning Program	\$207,075.00	\$207,075.00
Pupil Learning Loss	\$60,000.00	\$60,000.00
Additional Actions and Plan Requirements	\$47,000.00	\$47,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$469,075.00</b>	<b>\$314,075.00</b>

# 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
Community School for Creative Education	Ida Oberman Executive Director	ida@communityschoolforcreativeeducation.org 510-686-4131

## Plan Summary [2021-22]

### General Information

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

Community School for Creative Education (CSCE) TK-8, now entering its ninth year, is among the most diverse schools in one of the most diverse neighborhood- San Antonio, and among one of the most diverse cities nationally- Oakland, California. CSCE serves its community through its first-of-a-kind Waldorf, standards-aligned, equity-focused full-service community model. It serves students by 'braiding' Waldorf strategies and methods with other best practices within a Waldorf equity-focused framework. CSCE realizes its goal in partnership with key allies. Allies span from local groups, including Faith in Action East Bay (Formerly Oakland Community Organizations/OCO), Israelite Baptist Church, Educate78 to countywide, such as the Alameda County Food Bank and Bay Area Community Resource (BACR) Services, to statewide such as California Charter Schools Association (CCSA). National and international allies include the Friends of Waldorf Education, the Waldorf research and training Alanus University in Bonn, Germany, and parents' organizations such as the Waldorf School Zenzeleni in Cape Town South Africa, and the Cheng Du Waldorf School in Cheng Du China.

We are the country's first Transitional K-8 Grade Intercultural Public Waldorf School.

Our Vision Is:

The Community School for Creative Education envisions a future in which: all children have access to quality education; all children experience success in community and career; and youth voices contribute in valued and meaningful ways to the success of an thriving, equitable, and multi-cultural society.

Our Mission Is:

To achieve our vision, the Community School for Creative Education is a TK through 8th grade charter school that partners with families and communities to serve the richly diverse students of Oakland, California. The school is committed to promoting equity in education by providing a rigorous, standards-based academic program integrated into a culturally rich, arts-infused curriculum and guided by ongoing assessment. Through nurturing the whole child – head, heart, and hands – our school prepares culturally competent, well-rounded, lifelong learners and leaders to be college-ready, confident and culturally competent, and prepared to lead, contribute to, and successfully participate in our rapidly changing multicultural society.

CSCE Mission and “What Do We Stand For”:

Our Mission is inspired by the Rudolf Steiner Waldorf methodology to partner with families and communities to provide a rigorous, highly personalized, college preparatory program integrated into a culturally rich, arts-infused curriculum for the diverse students of Oakland.

The School Rests On Three Pillars:

"We take care of SELF"

"We take care of OTHERS"

"We take care of SPACE/s"

We commit to:

- Provide a Common-Core -aligned curriculum
- Be inspired by Waldorf principles
- Stay focused on equity & create change in our society’s structure by helping all children to succeed in school and in life.

These pillars provide the school's foundation and direction.

We commit to knitting these together as a professional learning community continuously refining and reflecting on data as we go. We

"Recognize Learning to Read" as a key portal on the path: We recognize: Learning to read well is the cornerstone of creating equitable outcomes for our children.

We do it through integration of:

- Direct and systematic phonics instruction, close reading, guided reading, shared reading and interactive reading in Reader's and Writer's workshop (see Renewal, p 20);
- Core Waldorf practices: Teaching through the artistic; employing main lesson; main lesson book; reinforcement through subjects. (CSCE Renewal, p. 20 & p.25) We follow cutting-edge learning theory by drawing from Waldorf practices in our lesson design which moves from whole (the story) to part (direct instruction) and back to whole (the artistic activity).

We Aim To Be Preventive Rather Than Reactive:

The aim of CSCE is to focus on prevention, intervention, and acceleration of all students.

To achieve this goal, we are committed to create a process similar to Multiple Response to Intervention (M-RTI) and Positive Behavior Interventions and Supports (PBIS) that together provide staff a routine systematic way to identify students in need early on so they can be provided with appropriate interventions.

### Reflections: Successes

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

See below

### 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.

CAASPP (SBAC) ELA 2019 Data by Grade Performing AT/ABOVE:

- 3rd, 52%
- 4th, 32%

- 5th, 31%
- 6th, 8%
- 7th, 33%
- 8th, 18%

A 30% AT/ABOVE Proficiency. An increase in proficiency of 14% points in 2018 (16%).

CAASPP (SBAC) Math 2019 Data by Grade Performing AT/ABOVE:

- 3rd, 44%
- 4th, 33%
- 5th, 10%
- 6th, 12%
- 7th, 20%
- 8th, 9%

A 22% AT/ABOVE Proficiency. A decrease in proficiency of 1% points in 2018 (23%).

Fountas and Pinnell Data by Grade Performing AT/ABOVE as of Spring 2019:

- 1st, 15%
- 2nd, 23%
- 3rd, 23%
- 4th, 79%
- 5th, 59%
- 6th, 27%
- 7th, 39%
- 8th, 50%

Students in Grades 3rd-8th performed AT/ABOVE Overall at 39%. Based on data, greater practice and support in Reading (Calkins) is needed for cohort students entering second, sixth, and seventh grade.

NWEA Reading Spring 2019 Data by Grade Performing Level 3 (AT) and Level 4 (ABOVE):

- 3rd, 7%%
- 4th, 33%
- 5th, 34%
- 6th, 5%
- 7th, 18%
- 8th, 18%

Students in Grades 3rd-8th performed AT/ABOVE Overall at 20%. Based on data, greater practice and support in Reading is needed for cohort students entering fifth, sixth, and eighth grade.

NWEA Math Spring 2019 Data by Grade Performing Level 3 (AT) and Level 4 (ABOVE):

- 3rd, 16%
- 4th, 28%
- 5th, 12%
- 6th, 0%
- 7th, 14%
- 8th, 0%

Students in Grades 3rd-8th performed AT/ABOVE Overall at 13%. Based on data, greater practice and support in Math is needed for cohort students entering fifth, sixth, and eighth grade.

Based on the California School Dashboard Equity Report: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanics scored "Very Low"/"Declined Significantly"/Red.

These sub-groups require immediate remediation and a clear academic growth performance plan.

## LCAP Highlights

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

We were able to increase student achievements with several sub-groups, increased school/community connectedness, and maintain a highly qualified teacher in every classroom, thus fulfilling our three LCAP goals across a range of metrics as detailed.

Our Accountability is To Ourselves: We commit to conducting ongoing inquiry together around focus areas, collecting data and reflecting on outcomes (Cycle of Inquiry). By inquiring and assessing frequently, regularly and using multiple measures (CSCE Renewal, p. 52-59) we learn how to do our work better. We engage multiple modalities and interdisciplinary curriculum drawing from Waldorf.

Our goal is to: Meet Common-Core Standards: 80% of 5th graders and beyond will meet or exceed standards in both English Language Arts and Math.

Specifically, in reading, our target is:

- By end of first grade, a fluency rate of 60 words per minute
- By end of third grade, a fluency rate of 110 words per minute
- By end of fifth grade, a fluency rate of 140 words per minutes

Do that and more: Develop life-long leaders by harnessing Waldorf inspired methods

Do that for all: Both those who are "school dependent" (dependent learners) and those who are not (independent learners)

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

na

### Support for Identified Schools

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

### 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.

1. We set monthly times for parent review of the LCAP and we met with parents three times supported by an engagement process built by former California Charter Schools Association Organizer Mr. Manuel Vasquez. Meetings were held on March 10, 2021; April 21, 2021; and May 12 202. During the meetings, we reviewed the priorities and goals with parents and asked what they wanted more of/less of and why. Invitations went out translated into Spanish Chinese, Vietnamese and Arabic and professional interpretation was provided in Spanish and Arabic for our parents.

Outcome: Parents agreed to focus on directing and or maintaining attention to physical space in garden and inside building on common spaces including family resource center classrooms and kitchens.

2. We set a stakeholder engagement meeting with CSCE ELAC on Tuesday, May 18, 2021. Invitations went out translated into Spanish Chinese, Vietnamese and Arabic and professional interpretation was provided in Spanish and Arabic for our parents.

Outcome: Parents agreed to focus on parent engagement with work on student instructional support bridging home school connection; and on attendance. Resumption of 'Perfect Attendance Boards' and ther ways of celebrating attendance,, returning to this tested practice from before COVID-19.

3. The feedback from families helped us secure budget priorities around sustained support to our students with special needs and building maintenance. The feedback from staff leadership helped us identify the key need to learn to leverage LCAP more strategically as formative reflection and accountability tool going forward. We undertook facilitating 2 CORE Panorama Surveys Fall and Spring: CSCE Family Surveys in November 2020 and May 2019, CSCE Staff Surveys Fall 2020 and Spring 2021, and CSCE Student (grades 2nd - 8ths) Surveys Fall 2020 and Spring 2021.

A summary of the feedback provided by specific stakeholder groups.

The feedback from families helped us secure budget priorities. The feedback from staff leadership helped us identify the key need to learn to leverage LCAP more strategically as formative reflection and accountability tool going forward.

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

We chose to sustain and deepen the LCAP priorities from 2020 as the stakeholder feedback directed us to continue and intensify rather than redirect.



## Goals and Actions

### Goal

Goal #	Description
1	Increase student achievement for all students

An explanation of why the LEA has developed this goal.

Data analysis from multiple sources detailed above directed this goal setting.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	-41.9 DFS 2018-19				
SBAC Math	-63.6 DFS 2018-19				

### Actions

Action #	Title	Description	Total Funds	Contributing
1		<p>Action 1.1: Implement Guided Reading Groups to meet students' individual needs as identified by reading assessments: Fountas &amp; Pinnell, ELPAC, NWEA MAP, SBAC (1.1, 1.2, 1.4)</p> <p>a. All 9 classroom teachers do Reading Workshop and Writing Workshop models review, grade-level and vertical team planning; teachers not yet CLEARed receive weekly session with in-house BTSA coach; all teachers receive choice every trimester to model lesson, observe a lesson or be observed; all receive trimester support in planning upcoming block, and support implementation year round through walk-throughs from Dean of Instruction, Dean of Student Services and Executive Director, members of Instructional Leadership Team (ILT), and/or Waldorf Coach using the CSCE Classroom Observation Tool and Planning Tool Use designed in collaboration with Instruction Partners 2020-2021. The Instruction Partners Coach will support throughout the year both classroom walk throughs and block design.</p>	\$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b. Administer assessments for identified students every four weeks for those below grade level in reading, and for all every eight weeks to track and regroup students according to their progress.</p> <p>C.Continue to strengthen and test Waldorf inspired integrated MTSS plan (M-RTI and PBIS/Restorative Justice) to identify and support students who are not making progress and accelerate reading instruction accordingly.</p> <p>c. Increase teacher collaboration time to review data and plan individualized instruction through dedicated time every Wednesday joined with planned review of data after every testing window during Wednesday collaboration.</p>		
2		<p>Action 1.2. Provide a comprehensive summer program to accelerate students below proficient</p> <p>a. Offer 4-week summer school May 31 - June 24, 2022;</p> <p>b. Utilize student performance pre- and post-standardized assessment</p> <p>c. Use ELPAC Scores and disaggregated Fountas and Pinnell and NWEA scores in Summer School learning program to individualize ELD instruction</p>	\$35,000.00	Yes
3		<p>Action 1.3: Maintain accurate data</p> <p>a. Continue administration and front office on data entry, required Ed Code training and all civil rights requirements.</p> <p>b. Train teachers to conduct data entry, required Ed Code and all civil rights requirements;</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		c. In Summer Training, August 2, 2021 to August 6, 2021 set time to meet and evaluate data with administration and staff to maintain accurate data entry.		
4		<p>Action 1.4: Continue to strengthen alignment to Common Core ELA &amp; Math, English Language Development Standards and Next Generation science Standards (NGSS)</p> <p>a. Braid Waldorf methods with ELA EL-Education Units to build teacher-refined Waldorf-ELA EL-Educion whole child focused intercultural ELA units;</p> <p>b. Braid Waldorf methods with Eureka Math (TK-5) and CPM Math (6-8) to build teacher-refined Waldorf-Eureka Math and CPM whole child focused intercultural Math units;</p> <p>c. Braid Waldorf methods with FOSS Kits and Calculus Roundtable Lessons Units to build teacher-refined Waldorf- Science whole child focused intercultural units;</p> <p>d. Support instructional coaching sessions through Instruction Partners and Waldorf Coach to assist staff in implementing of Waldorf inspired SBAC/ELD through Intercultural Waldorf Training, paired with ongoing mentoring by Waldorf mentor and Dean of Instruction to all teachers from lead teachers to beginning teachers through all blocks 2021-2022.</p>	\$250,000.00	Yes
5		Action 1.5: Teachers are given a curriculum framework for the Common Core Standards, as well as the Next Generation Science Standards. The framework will help teachers to have a better understanding of the curriculum and standards for their specific grade level.	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>a. Teachers have created Waldorf-inspired CCSS curricular blocks that have integrated and aligned ELA and the NGSS or the Social Studies State Standards. Teachers will also be refining these blocks to enhance learning.</p> <p>b. Throughout the year teachers will meet with in-house Dean of Instruction, upper and lower grade leaders, Instruction Partners Coach and Waldorf Coach. Teachers will have regular coaching instruction from in-house coaches and meetings with Lower or Upper grades teacher leaders.</p> <p>c. Select teachers and staff will participate in Mills Waldorf Professional Development Certificate Program 2021 June 29 2021 - July 9 2021</p>		

### 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
<b>2</b>	Increase school/community connectedness by promoting a safe and welcoming school environment for all families and students so that all students are in their classes ready to learn on time.

An explanation of why the LEA has developed this goal.

Data analysis from multiple sources detailed above directed this goal setting.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	17.2% 2020-21				

### Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>		Action 2.1:  Maintain CSCE Attendance Policy Increase attendance to achieve 94.5% 2021-2022		No
<b>2</b>		Action 2.2:  Continue to work in partnership with Faith in Action East Bay (“FIAEB”) formerly Oakland Community Organizations to build strong parent leadership and powerful volunteer culture in the school and community. Use surveys throughout the school year to determine effectiveness.		No

Action #	Title	Description	Total Funds	Contributing
3		<p>Action 2.3:</p> <p>Work in partnership with Attendance Works, Families in Action for Quality Schools and FIAEB with Parent Focus Group employing tested structures to build strong parent engagement through Parents in Action engagement. Sign-in sheets, surveys, press releases and publications.</p>	\$2,500.00	No
4		<p>Action 2.4:</p> <p>a. Implement, align to CSCE core Waldorf strategies and support school-wide Waldorf-Inspired MBSS (M-RTI- PBIS/Restorative Justice) behavior plan and linked culturally relevant positive behavioral processes and intervention to meet the needs of students in danger of suspension;</p> <p>b. Measure progress through chronic absenteeism rates and CORE student surveys.</p>		No
5		<p>Action 2.5</p> <p>a. Continue to support food dignity through Alameda County Food Bank Partnership for Mobile Food Pantry</p>	\$1,000.00	No
6		<p>Action 2.6</p> <p>Utilize, strengthen and continue to document Waldorf strategies -</p> <p>a. Morning and Classroom Circle/Advisory</p> <p>b. Storytelling drawing from stories shared by families in Parents Families in Action gatherings around year round Stories &amp; Festival Design</p> <p>c. Main Lesson Book Design</p>	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Utilize MTSS Pyramid Data Analysis to track student, and sub group growth.		
7		Action 2.7 a. Utilize MTSS Pyramid Data Analysis to track student, and sub group growth.		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
<b>3</b>	Goal 3.1 Maintain a highly qualified teacher in every classroom; Goal 3.2 Strengthen our outcome-based plan and regularly monitor its implementation; Goal 3.3 Maintain all necessary instructional materials aligned to Common Core and our Waldorf inspired Standards-aligned program; Goal 3.4 Maintain clean facilities.

An explanation of why the LEA has developed this goal.

Data analysis from multiple sources detailed above directed this goal setting.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Count of highly qualified Teachers	100% 2020-21				
Townsend Check Sheet Inventory	100% 2020-21				

### Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>		Action 3.1  Students receive instruction from teachers with appropriate State certification and licensure (following ESSA).	\$200,000.00	No
<b>2</b>		Action 3.2		No



Action #	Title	Description	Total Funds	Contributing
		Through process of regular LCAP review, school will strengthen plan how to best support the academic needs of all students, with intensity for Economically Disadvantaged students English Learners, (see Goal 1), and monitor on a regular basis.		
3		Action 3.3:  Students receive required instructional materials.	\$15,000.00	No
4		Action 3.4  Facilities are clean, safe, and well-maintained (Williams Act).	\$70,000.00	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
4	

An explanation of why the LEA has developed this goal.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

### Actions

Action #	Title	Description	Total Funds	Contributing

### Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

### Actions

Action #	Title	Description	Total Funds	Contributing

### Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.69%	\$557,498

**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.

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

CSCE is using its one-time and increased LCFF funding to increase intervention, ELD, and differentiated supports. CSCE is participating in the CEP provision 2 program, to provide increased food services to all students. Specific support for engagement and Independent Study to be initially funded by one-time funding.

### Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$897,500.00	\$15,000.00	\$26,000.00	\$110,000.00	\$1,048,500.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$875,000.00	\$173,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income		\$250,000.00			\$75,000.00	\$325,000.00
1	2	English Foster Youth Low Income					\$35,000.00	\$35,000.00
1	3	English Foster Youth Low Income		\$25,000.00				\$25,000.00
1	4	English Foster Youth Low Income		\$250,000.00				\$250,000.00
1	5	English Foster Youth Low Income		\$50,000.00		\$25,000.00		\$75,000.00
2	1	All						
2	2	All						
2	3	All		\$2,500.00				\$2,500.00
2	4	All						
2	5	All				\$1,000.00		\$1,000.00
2	6	All		\$50,000.00				\$50,000.00
2	7	All						
3	1	All		\$200,000.00				\$200,000.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All						
3	3	All			\$15,000.00			\$15,000.00
3	4	All		\$70,000.00				\$70,000.00

### Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$575,000.00	\$710,000.00
<b>LEA-wide Total:</b>	\$575,000.00	\$710,000.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1		LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	\$325,000.00
1	2		LEA-wide	English Learners Foster Youth Low Income	All Schools		\$35,000.00
1	3		LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
1	4		LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	\$250,000.00
1	5		LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$75,000.00

### 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:		

## 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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.