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
Keiller Leadership Academy	Christy Robbins LCAP Coordinator	crobbins@mykla.org 619-263-9266

Plan Summary [2021-22]

General Information

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

Keiller Leadership Academy is a public charter school in the Encanto neighborhood on San Diego. KLA currently educates 596 predominantly neighborhood children who are elementary and middle school students in Transitional Kindergarten through eighth grade. One hundred percent of students receive free and reduced lunch. Approximately 40% of students are classified as English Learners, 80% are Latino, 8% African American and less than 4% White

Reflections: Successes

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

Students at KLA made progress in both Language Arts and Math over the three years of available dashboard data. There have also been decreases in absences after implementing our new attendance policy and decreases in suspensions in years when restorative practices have been a focal point for staff.

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.

Students at KLA continue to perform lower in math on the CAASPP than in Language Arts. This gap is even grater for English learner students. Reclassified students are out performing English Only students on the CAASPP Math and ELA tests. Collaboration between the ELD and Math department along with a new math vocabulary program is planned to address this issue. Students with disabilities were the lowest performing group in both ELA and math and they have the highest chronic absenteeism. KLA plans to have parent training through PIQE next year and also re institute the KLA Attendance Policy. There is also significantly more African American students being suspended

as compared to other racial groups. Because of this and other behavior data, KLA plans to send 100% of staff to restorative practices trainings.

LCAP Highlights

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

The LCAP goals have changed slightly in that Goal 1 focuses on student subgroups while goal 2 focuses on all students. Goals 3-5 remain the same with goal 3 focusing on the whole child, goal 4 on parent communication and involvement, and goal 5 on technology and facilities.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Stakeholder engagement began in February when ILT, SSC, staff, and ELAC conducted a Needs Assessment using three years of data from the California Dashboard. From the Needs Assessment each committee gave feedback and ideas for needs the school has. At the March committee meetings the feedback from all committees was examined more deeply and discussed. During each of the committee meetings in April, specific actions and services that were determined as needed in committee discussions were delineated and added into the LCAP, SPSA, or Extended Learning Opportunities Grant Plan. In May each committee reviewed the draft LCAP and the Public Hearing was at the May 11th board meeting. After final revisions in May, the LCAP board approval is scheduled for June 8th.

A summary of the feedback provided by specific stakeholder groups.

The ILT, SSC, ELAC, K-2 teachers, 3-5 teachers, secondary teachers and administration all had the opportunity to conduct a needs assessment using the three most recent years of data available on the CA Dashboard. From this work it was determined KLA students are performing significantly lower in math than in ELA. This trend is amplified in the the students with special needs and English learner subgroups. There was a request for more mental health, social emotional well-being and counseling programming as students return from on-line learning. It was noted that there are more absences in the English learner, students with special needs and K-2 subgroups. Finally, it was noted that suspensions decreased in years where staff attended restorative practices training.

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

In Goal 1 Action 1.5 ELLevation Math is a new program being brought on to address needs. Goal 1.2.2 is KLA's robust Summer Academy that will be held over the course of four weeks using the Expanded Learning Opportunities funds. Goal 2.2.5 is the addition of a math coach to KLA certificated teaching staff to address the gap that has persisted in Math CAASPP data as compared to ELA. Goal 3.1.5 and 6 focuses on outside contractors that will be brought onto campus next year to support students in their social emotional well-being as they transition into post-pandemic schooling. Goal 3.2.8 is sending all our staff to restorative practices training in an effort to lower suspension rates and increase the used of restorative practices. Finally, Goal 4.3.4 is the addition of the PIQE (Parent Institute for Quality Education) program for parents to provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.

Goals and Actions

Goal

Goal #	Description
1	Students in all subgroups are making progress toward attaining and maintaining grade level proficiency or above in reading, writing, critical thinking and problem solving in all content areas.

An explanation of why the LEA has developed this goal.

This goal and its actions was developed to specifically focus on targeting our English learners, students with special needs and other subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"Current English Learners" subgroup will decrease in points below standard on the CAASPP ELA assessment	80.1 points below standard in 2019				50 points below standard or less
"Current English Learners" subgroup will decrease in points below standard on the CAASPP Math assessment	106.2 points below standard in 2019				80 points below standard or less
Students with Special Needs subgroup will decrease in points below standard on the CAASPP ELA assessment	88.1 points below standard in 2019				70 points below standard or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Special Needs subgroup will decrease in points below standard on the CAASPP Math assessment	130.7 points below standard in 2019				110 points below standard or less

Actions

Action #	Title	Description	Total Funds	Contributing
1	Actions to Increase or Improve EL Services	1. Continued professional development about and implementation of accountable talk strategies by EL coordinator(concentration funds) 2. Maintain supplemental English 3D curriculum (Concentration funds) 4. Part-time primary ELD resource teacher (Title funds) 5. ELevation Math Curriculum and co-planning time for secondary math and ELD teachers 6. GLAD training for 8 teachers ($3,760)	$28,424.00	No Yes
2	Improve Reading, Writing, and Problem Solving for Unduplicated Pupils	1. Aide salaries for pull-out interventions during the school day and WIN 2. Summer Academy (ELO) 3. Saturday Academy 4. Maintain math intervention materials 5. Continue math intervention pull--out groups during the school day 6. Summer bridge for math 7. Expand Bridges math intervention program	$236,989.00	Yes
3	Special Education Interventions	1. WIN (What I need) Focus groups 2. Co-teaching 3. Small group reading/math support 4. Saturday Academy focusing on basic skills	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		5. Wellness Team Home Visits		
4	Instructional Systems of Support	1. Montessori coach 2. Literacy Consultant 3. All teachers clearing credentials KLA teachers are assigned a peer mentor or coach 4. Cougar Camp for new hires	$203,879.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students attain and maintain grade level proficiency or above in reading, writing, critical thinking, and problem solving in all content areas.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students are moving towards grade level standards in reading, writing, critical thinking and problem solving.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teachers will be credentialed to California State Standards	80% in spring 2021				100% of teacher will be credentialed to California State Standards
Percent of students achieving Meets or Exceed on the CAASPP math test	28% in 2019				32% Meet or Exceed on CAASPP math
Percent of students achieving Meets or Exceeds on the CAASPP ELA test	37% in 2019				42% Meet or Exceed on CAASPP ELA

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit and retain exemplary teachers	1 Maintain Edjoin account 2. Maintain CSDC memberships 3. Teacher and administrator salaries	$3,454,843.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Staff benefits		
2	Improve Reading, Writing, Critical Thinking and Problem Solving	1. Continue training staff on the use of DRA Progress Monitoring, SIPPS and Digital Library playlists 2. Provide all--staff PD on literacy instruction 3. Continued NGSS training and professional development 4. Continued math professional development and coaching 5. Math coach (ESSER)	$84,457.00	No Yes
3	Build capacity around the Common Core State Standards and technology in the classroom	1. Onsite professional developments and trainings 2. Trainings offered by SDCOE 3. Continue PD support for all curricula	$30,000.00	No
4	Profesional Conferences	1. SIS conference for admin and staff 2. Send one teacher to the Teacher's College for writing 3. Send one teacher to the CPM math intervention conference 4. Send a team to the California Assessment Conference (CAC)	$0.00	No

Goal Analysis [2021-22]

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

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

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.

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Provide support for academics, college and career readiness, and the personal/social well-being of all students in a safe and welcoming school climate

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
Chronic Absenteeism Rate	16.5% in 2019 on CA Dashboard				Below 10% on CA Dashboard
Suspension	3.8% in 2019 on CA Dashboard				Below 3.8% on CA Dashboard
Expulsion Rate	.2% In 2019				Below .2 on Data Quest
California Healthy Kid Survey	No baseline established				100% of students will complete
Staff trained by SDCOE on Restorative Practice	13% of staff trained				100% of staff

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide support for college and career readiness and 21st century life skills	1. Maintain elective contractors and purchase materials/curriculum 2. Field trips/Pupil transportation 3. Maintain STEM teacher positions (Title funds) 4. Maintain and improve the world language program	$206,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5. Hire mentor contractors (Boys to Men, college mentors) (Grant Funds) 6. Hire after school activity contractors (Rising Stars, Outdoor Outreach) (Grant Funds)		
2	Support the personal/social well-being of all students through restorative practices	1. Hold a summer Cougar Camp to provide orientation to KLA for new students 2. Provide whole--staff professional development on growth mindset via Mindsetmaker (for staff) and Brainology (for students) curriculum 3. Full time Dean of Students to oversee Restorative Justice program 4. Full time Health Technician and part--time Nurse 5. 1 Primary counselor and 1 Secondary Academic Counselor 6. Mindful schools certification for 3 teachers 7. Purchase Restorative Justice and Restorative Practice materials for new staff 8. Staff to attend formal Restorative Practice training at SDCOE 9. Purchase Second Step supplementary on-line license ($2,630) 10. Purchase Healthy Kids Survey 11. Attendance Policy/Attendance hearings	$304,615.00	No
3	Provide academic and social--emotional support services for students with disabilities and socioeconomic disadvantages	1. Maintain onsite mental health and behavioral services 2. Speech and other SPED services 3. Maintain a categorical budget for essentials for families in need	$782,549.00	No
4	Maintain a safe and welcoming school climate	1. Maintain a visitor security system 2. Part time Campus Security Supervisor 3. Part time security personnel 4. Clerical staff	$194,140.00	No

Action #	Title	Description	Total Funds	Contributing
5	After School Program	1. Maintain the after school program (Grant match funds)	$218,019.00	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	Parents and community members are engaged and work within and across KLA schools and programs to support student learning.

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
20% increase in average ELAC meeting attendance	12 families attending in 2019-2020				
20% increase in average attendance for Parent Classes	34 parents average in 19-20				
School-Wide Event Attendance (Open House, etc.) will be at 50% of families or higher.	Fall Attendance (Secondary): 62.7% of families attended the Fall Open House. Fall 2019Attendance (Primary): 40% Spring Attendance 2019 (Primary Open House): Conference Attendance (Primary):				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	89% parents attended Spring Student Led 2019 Conference Attendance (Secondary): 80.7% parents attended 2019				
Number of families attending PIQE	N/A				70

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Communication	1. Phone lines and internet 2. Mail 3. Purchase School Messenger add-on in Infinite Campus 4. Maintain Constant Contact 5. Maintain school website	$112,336.00	No
2	Parent Involvement Coordination Staff	1. Organizes the enrollment of all K-8 students 2. Facilitates contacts for parent classes 3. Recruits for and co--organizes Parent Series meetings 4. Lead organizer of the KLA Annual Carnival 5. Teacher Appreciation Week activities 6. Parent Appreciation Breakfast 7. Continual updating of parent contacts in Illuminate 8. Coordinate all parent volunteers	$75,426.00	No

Action #	Title	Description	Total Funds	Contributing
3	Parent Education Classes	1. Classes based on child's age group. (Social emotional, academic, homework, scholarships, college and career, financial literacy etc.) 2. Family engagement with community resources (onsite: after school, weekends) 3. Continue family literacy and family math classes 4. PIQE- Parent Institute for Quality Education (Grant or Title Funds)	$8,000.00	No Yes
4	Parent Involvement in School Governance	1. Pay for parents to attend trainings at SDCOE	$0.00	No

Goal Analysis [2021-22]

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

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

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	Enhance and maintain state--of--the--art student centered facilities and materials that support current and future teaching and learning needs

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
100% of K-8 students will have access to a fully intact (i.e. no missing keys) and functioning electronic computing device					100%
100% of staff will have access to fully functioning printers, computers, smart boards and other needed classroom equipment					100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	All students and staff will have access to classrooms with state of the art technology	1. Part time computer front line worker and repair tech network person (contract) 2. Renew annual subscription for Go Guardian for secondary ($3,888 for one year)	$50,845.00	No

Action #	Title	Description	Total Funds	Contributing
		3. New teacher computers (50 discretionary funds) 4. Purchase Google Console Management ($45/machine one time) 5. Purchase six new interactive boards/updated classroom technology equipment 6. Network printers 10 7. Doc cams 9. Network Contractor for in house maintenance		
2	All students will have access to current and appropriate learning materials	1. Benchmark and Amplify ELA/ELD curriculum 2. Amplify and Twig science materials 3. CPM and Eureka math materials 4. Montessori materials 5. Achieve 3000, Smarty Ants 6. Zearn 7. Library books 8. PE Equipment 9. Purchase additional SIPPS materials 10. Step Up to Writing 11. Pear Deck, Lexia, See Saw	$84,601.00	Yes
3	Non-Capitalized Equipment		$0.00	No
4	Operation and Housekeeping Services	1. Maintain custodial and landscape services 2. Maintain custodial budget 3. Provide safety training for custodial staff	$164,993.00	No
5	Legal/Audit Fees	1. Budget maintained	$21,267.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.22%	816,329

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.

After assessing the needs, conditions and circumstances of our English learners and low socio-economic student group, it was determined that these subgroups perform lower on the math CAASPP than the ELA CAASPP. In order to address this condition KLA has significantly increased supports in our comprehensive K-8 math program. KLA purchased ELLevation Math to teach math vocabulary, expanded the Bridges Math program in the elementary school, created a new math coach position. Additionally KLA will continue WIN groups, math intervention pull outs, math summer bridge, math professional development and continue access to appropriate math intervention programs. These actions can be noted in Goals 1.1, 1.2, 2.2, and 5.2. These actions are being provided on an LEA-wide basis as we hope all students will show improvement in math scores. However, we expect the socio-economically disadvantaged and English learner students to make even greater gains due to these supports.

After assessing the needs, conditions and circumstances of our English learners and low socio-economic student group, it was determined that these subgroups perform lower on the ELA CAASPP than the school as a whole. In order to address this condition KLA has significantly increased our instructional systems of support for teachers and continue the use of ELA intervention materials. Outside contractors will be hired to work with teachers to expand these systems of support and KLA will continue to implement Amplify ELA/ELD, Achieve 3000, SIPPS, Lexia and Step Up to Writing. These actions can be noted in Goals 1.4 and 5.2. These actions are being provided on an LEA-wide basis; however, we expect the socio-economically disadvantaged and English learner students to make even greater gains in ELA due to these supports.

After assessing the needs, conditions and circumstances of our low socio-economic and English learner subgroups, it was determined that this subgroup has lower attendance than the school as a whole. In order to address this condition KLA has significantly increased support for college career readiness and 21st century life skills. KLA has hired outside contractors for in school mentoring and after school activities and hired outside contractors to conduct parent education. These actions can be noted in Goals 3.1 and 4.3. These actions are being

provided on an LEA-wide basis as we hope all students will show improvement in attendance. However, we expect the socio-economically disadvantaged and English learner students to have even better attendance due to these supports.

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

Services for unduplicated pupils are being increased in several ways. First English learner services are increasing with the addition of the ELLevation math program, a part time primary EL teacher and sending several staff to GLAD training. Additionally, the WIN (What I Need) intervention program will continue and be improved to meet the needs of low-income and English learners. Parents of unduplicated pupils will be invited to participate in the PIQE program. Outside contractors are being hired to provide mentoring and engagement activities for students. All staff will attend the restorative practices training to meet the social-emotional needs of these student groups.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$4,700,831.00	$1,040,369.00		$520,961.00	$6,262,161.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$5,558,801.00	$703,360.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners English Learners	Actions to Increase or Improve EL Services	$9,311.00			$19,113.00	$28,424.00
1	2	Low Income	Improve Reading, Writing, and Problem Solving for Unduplicated Pupils		$158,847.00		$78,142.00	$236,989.00
1	3	Students with Disabilities	Special Education Interventions	Mejorar la lectura, la escritura y la resolución de problemas para alumnos no duplicados				$500.00
1	4	Low Income	Instructional Systems of Support	Intervenciones de educación especial			$203,879.00	$203,879.00
1	5			Sistemas de apoyo de instrucción				
1	38							
1	42							
1	43							
1	44							
2	1	All	Recruit and retain exemplary teachers	$3,454,843.00				$3,454,843.00
2	2	All English Learners Foster Youth Low Income	Improve Reading, Writing, Critical Thinking and Problem Solving	$18,363.00			$66,094.00	$84,457.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Build capacity around the Common Core State Standards and technology in the classroom	Mejorar la lectura, la escritura, el razonamiento crítico y la resolución de problemas				$30,000.00
2	4	All	Profesional Conferences	Desarrollar la capacidad en torno a las Normas Básicas Comunes Estatales (Common Core) y la tecnología en el salón de clases				$0.00
2	5			Conferencias Profesionales				
3	1	Low Income	Provide support for college and career readiness and 21st century life skills	$148,795.00	$6,400.00		$51,083.00	$206,278.00
3	2	All	Support the personal/social well-being of all students through restorative practices	$304,615.00				$304,615.00
3	3	Students with Disabilities	Provide academic and social--emotional support services for students with disabilities and socioeconomic disadvantages		$702,799.00		$79,750.00	$782,549.00
3	4	All	Maintain a safe and welcoming school climate	$194,140.00				$194,140.00
3	5	All	After School Program	$45,696.00	$172,323.00			$218,019.00
4	1	All	Parent Communication	$112,336.00				$112,336.00
4	2	All	Parent Involvement Coordination Staff	$75,426.00				$75,426.00
4	3	All English Learners Low Income	Parent Education Classes				$8,000.00	$8,000.00
4	4	All	Parent Involvement in School Governance					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	All	All students and staff will have access to classrooms with state of the art technology	$50,845.00				$50,845.00
5	2	English Learners Foster Youth Low Income	All students will have access to current and appropriate learning materials	$69,701.00			$14,900.00	$84,601.00
5	3	All	Non-Capitalized Equipment					$0.00
5	4	All	Operation and Housekeeping Services	$164,993.00				$164,993.00
5	5	All	Legal/Audit Fees	Servicios de operación y limpieza				$21,267.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$246,170.00	$852,628.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$9,311.00	$28,424.00
Schoolwide Total:	$236,859.00	$824,204.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Actions to Increase or Improve EL Services	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$9,311.00	$28,424.00
1	**2**	Improve Reading, Writing, and Problem Solving for Unduplicated Pupils	Schoolwide	Low Income	All Schools		$236,989.00
1	**4**	Instructional Systems of Support	Schoolwide	Low Income	All Schools	Intervenciones de educación especial	$203,879.00
2	**2**	Improve Reading, Writing, Critical Thinking and Problem Solving	Schoolwide	English Learners Foster Youth Low Income	All Schools	$18,363.00	$84,457.00
3	**1**	Provide support for college and career readiness and 21st century life skills	Schoolwide	Low Income	All Schools	$148,795.00	$206,278.00
4	**3**	Parent Education Classes	Schoolwide	English Learners Low Income	All Schools		$8,000.00
5	**2**	All students will have access to current and appropriate learning materials	Schoolwide	English Learners Foster Youth Low Income	All Schools	$69,701.00	$84,601.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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