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
Tehama eLearning Academy	Michelle Barnard Principal	mbarnard@tehamaschools.org (530) 527-0188

Plan Summary [2021-22]

General Information

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

Mission: Mission Statement To provide a flexible, online, standards-based education and data-driven onsite instruction for students in Tehama and adjacent
counties. To prepare students for college, career and future endeavors, we foster a supportive learning environment through parent partnership and relationship building with our students.

Tehama eLearning Academy (TeLA), previously named eScholar Academy, officially became a charter school in 2002. Due to the closing of its previous school district (Mineral), TCDE assumed charter oversight in 2012-13. TeLA was granted initial WASC accreditation in 2008, and six year accreditation in June, 2014, and July 2020. TeLA uses the latest in computer technology to deliver Common Core aligned, relevant, mastery-based online curriculum that is accessible to students at any time.

TeLA's Expected Schoolwide Learning Results (ESLR's) state that students will learn to be: self-directed learners, effective communicators, demonstrate the ability to think critically giving the skills
to become contributing members of society.

The school's approach to teaching/learning provides a unique opportunity for students who have been unsuccessful in a traditional school setting.
Many students report enrolling at TeLA because of previous school failure, attendance challenges at previous schools, difficulty with anxiety or other mental health challenges, social difficulties such as bullying or other behavior issues, or because they want to accelerate their education and have the opportunity to work or attend college while going to school online. TeLA students have the opportunity accelerate their course completion and graduate early.

Students complete core courses online. Students appreciate the flexibility of the curriculum being avalible to them anywhere they have internet access and 24 hours per day. Students are assigned onsite intervention classes or individual or small group tutoring based on the

individual need of the student. All students complete reading and math assessments at entry and their program is planned according to their academic levels and previous school achievement along with student and parent input and choice. Enrichment and social opportunities as well as onsite tutoring is available to all students. Teachers, tutors, as well as counseling staff are available to students virtually or in person on our school campus every school day.

TeLA is governed by a Governance Committee whose membership is established within the Charter. The Governance Committee meets every other month to review school business and monitor LCAP goals, actions and services.

Reflections: Successes

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

Our school is a non-classroom based online Charter. As such, all core courses, including elective and vocational courses are available to students in their online curriculum. This allowed our students to continue learning completely uninterrupted. The students were already orientated and in a routine of logging on and completing lessons online so learning did not stop due to the pandemic. For the first semester of this school year, we temporarily suspended the traditional onsite elective,enrichment and intervention offerings for students. We offered virtual tutoring sessions and limited in person tutoring.All safety protocols are followed including wellness checks, hand hygiene, social distancing and masking.

During the Spring semester, we were able to offer onsite small group tutoring for students who were struggling with engagement or with making adequate progress. Additionally, we offered regular weekly one on one in-person tutoring sessions to any student who requested this service. In person support sessions were scheduled for students with disabilities, foster youth, English learners, and other students who have previously demonstrated the need for extra support. Weekly virtual check in classes with Social-emotional learning opportunities were offered to all students on a weekly basis. Home visits are also being utilized for students who are disengaged.

TeLA is continuing to grow, we have increased student enrollment and improved ADA. We have reached our cap on enrollment of 125 and have needed to utilize the lottery system for enrollment as outlined in our Charter. We continue to strive to create a safe environment for all students enrolled. Student surveys and student and parent feedback continue to show that students feel safe physically and emotionally at our school and parents are highly satisfied with our learning environment and communication with teachers.

The dashboard indicated an increase in our graduation rate to 80% which is nearing the state average of 85.9%. We continue to work on drop-out prevention and in finding ways to retain students in danger of drop out. The dashboard also indicates a decline in our Chronic Absenteeism rate to 5% which is significantly below the State average of 10%. We continue to have a suspension rate of 0%.

We have fully implemented the use of our updated, Common Core aligned online curriculum. With the addition of this curriculum, we now offer a complete a-g pathway for students, as well as college-preparatory content and a wide variety of interesting elective and vocational courses. Local assessment data shows that most students are showing growth in reading and math. During the 2019/2020 school year, 81% of students demonstrated growth in math and 71% demonstrated growth in reading over the previous school years scores.

We have improved several indicators that we anticipate will improve our College and Career Indicator on the dashboard. CTE program participation has increased as following; In 2017/2018, 5.9% of students completed a CTE course, in 2018/2019, 18.7% of students completed a CTE course and in 2019/2020, 50.9% of students completed a CTE course, and 4 students graduated with a CTE pathway completed.

We have also increased student completion of a-g courses as follows; In 2017/2018, 6% of students completed an a-g course, in 2018/2019, 25% completed an a-g course and in 2019/2020, 44.8% of students completed an a-g course. We have added a School Counselor to our staff and hope her support will assist our students with academic performance and College and career planning.

We continue to focus on Social and Emotional Learning. Over the past year, we have focused on Adult Social and Emotional Learning and have implemented Character Education for students and families to provide direct instruction to students in the areas of Responsibility, Respect, Fairness, Caring, Trustworthiness, Citizenship, and Decision Making. We continue to ensure students feel safe, both physically and emotionally at our school and with our school 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.

CA Schools Dashboard indicates Red performance in the area of reading and math. Typical students come to our school, most during high school, and 85% of incoming high school students come to us 3 or more grade levels below their current grade. 100% of 7th grade students began school 3 or more grade levels below. (evidence=IReady Assessment data) We are well aware that many of our students lack the skills to show proficiency on standardized tests.
  • Continued math intervention is needed (evidence= IReady assessment data))
  • Continued ELA and writing intervention is needed (evidence= IReady assessment data,
and Curriculum-Based assessment)

The increased rigor of our new standards-based curriculum should improve student learning in math and reading. We continue to assign onsite, inperson intervention and in-person and small group tutoring to every student who is not performing at grade level or who is credit deficient or in danger of drop out. Continued increases in student completion of CTE courses, a-g courses, concurrent enrollment in college and the possibility of dual enrolled college courses should increase our number of students meeting the College and Career Readiness indicator.

Student and parent surveys continue to express a need and desire for in-person socialization opportunities. We plan to offer an opportunity for onsite social and enrichment on a voluntary basis beginning Fall 2021. We continue to see a need for student counseling and emotional support. We have a full-time School Counselor to assist with improving college and career readiness and crisis counseling. She provides

referrals for counseling to students in need of mental health support. We continue to focus on Social and Emotional Learning. We will hire an engagement specialist to provide direct mentoring, and support to help re-engage students who have struggled emotionally during the past year. We will continue to focus on social-emotional learning for all adults and students. We will add an assessment component to our SEL strategies to get baseline data on the status of Social emotional health of our students and give us direction to the largest areas of need, as well as be able to demonstrate improvement.

LCAP Highlights

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

This LCAP provides for supporting student needs. This plan provides attention to support for Academic Assessment and intervention utilizing Renaissance Star Assessments and I Ready intervention. Individual tutoring sessions and relationship building with teaching staff will support increased engagement with students. The addition of an Engagement Specialist and an online SEL Curriculum will focus effort on supporting student engagement and building social-emotional skills. The School Counselor will support our students in 4 year planning and life planning to keep them engaged in their educational process and encouraging students to set and reach goals. Enriching electives will provide opportunities for our students to develop social relationships and practice social skills while engaging in supportive learning environments being exposed to a broad course of study.

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.

TeLA was not identified for CSI

Support for Identified Schools

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

TeLA was not identified for CSI

Monitoring and Evaluating Effectiveness

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

TeLA was not identified for CSI

Stakeholder Engagement

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

TeLA stakeholders for the 2020-21 LCAP update included parents, guardians and families, students, staff and governance committee and community partners.
Parents guardians and families are invited to participate in the instructional focus and program. This is done through parent meetings, orientation and enrollment meetings, focus groups, weekly communication with teachers, parent surveys, student surveys, and teachers surveys.

Additional Stakeholder feedback was gathered regarding COVID 19 Return to School Plan. This plan was created with input from parents, students, teachers and school staff as well as Public Health. The plan was approved by our County Public Health Officer on July 28, 2020, prior to staff or students returning to our school site.

Staff is involved with LCAP activities and services on a daily basis. Staff meets every Tuesday morning for instructional planning and monitoring of LCAP actions and services.
The Governance Committee meets every other month to provide direction and address LCAP implementation.

During the 2020-21 school year TeLA stakeholders reviewed the following data sets:
Priority 1:
~ SARC for facilities, status and repair, teacher credentials and mis-assignments, and text book sufficiency
Priority 2:
~ Common Core Standards Professional Development records and instructional program alignment to CCSS
Priority 3:
~ Parent surveys, student surveys, teacher surveys
Priority 4:
~ Student achievement data to include SBAC baseline, I-Ready assessment scores, Curriculum-based assessments, and Star math and reading. Also addressed were student records toward course completion.
Priority 5:
~ Attendance data, graduation and drop-out history
Priority 6:
~ Parent/student/community surveys and SARB data
Priority 7:
~ On campus and off campus student to device ratio and access to curriculum.
Priority 8:
~ CTE course participation; concurrent enrollment in Shasta College; data now posted in the National Student Clearinghouse.

TeLA data sets indicate need for the following actions and services to be included in the update:

1. Student achievement on the 2019 SBAC and 2020-21 I-Ready indicated a clear need for continued ELA/Reading and Math instruction and tutoring.
2. Parents report high levels of satisfaction. They have requested additional tutoring and support for students needing help with online classes
and additional social opportunities for students.
3. Staff has reported a need for professional development in the area of supporting students with anxiety and depression or other mental health challenges as well as additional training on supporting students with
previous trauma.

A summary of the feedback provided by specific stakeholder groups.

Parent and student surveys indicated high levels of satisfaction regarding school climate, safety, staff responsiveness, effective learning program. Likewise, students reported high levels of satisfaction and feelings of safety during student input sessions. Students and parents indicate a desire for increased social and enrichment opportunities as soon as conditions allow.

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

Parents and students identified the need for more tutoring and direct support for student learning. This input led to Spring in person learning sessions targeted to those students indicating this need. Small group and individual tutoring sessions were assigned. We are also extending our Learning session by offering six weeks of summer school. During this time, in person individual and small group tutoring will be assigned to every student as well as providing the opportunity for students to come on campus more frequently if needed for additional help or access to the internet, a computer, or a quiet place to work. During these sessions, students will be provided with a healthy nutritional meal or snack.

Due to Parent and Teacher and student input, we are planning a Vocational Fair for our students for Spring 2022 and each year thereafter. We will provide students with a visit and information from several career clusters available in our community for a hands-on demonstration. This will also provide an opportunity for students to socialize in small groups and we will provide some team-building opportunities for students to make connections with peers in a meaningful and productive way.

Goals and Actions

Goal

Goal #	Description
1	TeLA will provide secondary education in a non-traditional format that prepares our students for post-secondary success.

An explanation of why the LEA has developed this goal.
Our student achievement indicators continue to show that our students need high levels of support to improve their basic reading and math levels to be better prepared for college or career success. Parents continue to express a need for their student to have additional supports to improve their academic skills. We will focus on improving College and Career Readiness of our students by supporting students to make progress in improving their academic, vocational and social skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development Records	School Staff participate in all mandated training topics and request all-staff training topics needed to support our students.				Staff will utilize Evaluation and Student needs to set goals for Professional Development and participate in learning that improves skills of educators to better meet the needs and improve outcomes for our students.
Student Attendance Records	Student Attendance Rate is _92.79%__ Truancy rate is _5%___				Student Attendance rate remain above 95%, Turancy rate below 5%
CAASPP Participation CAASPP Achievement	CAASPP Participation is at 95% CAASPP Achievement is 97.6				Participation will remain above 95%. Scores will improve by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	points below standard in LA and 171.2 points below standard in math				25 points in both ELA and Math
Local Indicators of Student Achievement	I Ready/Renaissance Scores for 68% demonstrate growth in Reading and 73%demonstrate growth in Math				75% of students will demonstrate yearly growth in both math and reading
Curriculum based assessments	Cari scores for writing 50% demonstrate growth in writing				70% of students will demonstrate growth in writing
Dashboard	High School Graduation Rate 80%				Graduation rate will remain above 80%
Dashboard	College and Career Readiness Indicator 3% graduate Prepared in 2019/2020				More than 50% of Graduates are "Prepared" on the Dashboard
Dashboard	College Going Rate- 21% attend college after high school				35% of graduates will attend college after high school
Local Data	3 students completed Concurrent/Dual enrollment in 2019/2020				15 students per year will complete at least one concurrent/dual enrolled course
Local Data	23% of students completed a CTE course in 2019/2020				50% of students will have completed a CTE course

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Data	23% of students completed an a-g course in 2019/2020				30% of students will complete an a-g course

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Staff	Recruit, Hire and Retain Highly Qualified Certificated and Classified Staff	$642,987.00	No
2	Professional Development and Training for Staff	Training for staff on engagement, trauma informed care, equity and inclusion	$11,114.00	Yes
3	Support Positive Student Attendance	Provide support via Engagement Specialist and Utilize SARB when needed to support positive student attendance	$1,371.00	Yes
4	Academic Learning Loss assessment and Intervention	Utilize Renaissance and I Ready for assessment and intervention	$3,500.00	Yes
5	Improve Academic Indicators	Utilize standard-based, online curriculum	$15,600.00	No
6	Support for Special Education Students		$36,359.00	No
7	Provide support for Adult Diploma Program needs		$86,268.00	No
8	Community Awareness of Educational Choices	Advertise and Promote school	$1,000.00	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
2	TeLA will provide all supportive services needed to support student learning including positive school culture, social emotional learning and wellness, and familiy, student and community engagement.

An explanation of why the LEA has developed this goal.

Based on community input, student survey, and staff our families continue to demonstrate a high need of support for success. This includes taking an approach to address the whole child/family in order to impact overall wellness and academics. Our students continue to perform below grade level and often come to us after many years of school failure in other systems.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Wellness Data	Student wellness survey				Students will demonstrate an increase in SEL skills and strategies.
Parent Engagement Data	Parent Survey				Increased number of parents will participate in family nights, completion of parent surveys
Educational Plans	Limited number of students with four year educational plans				All students will have a 4 year educational plan

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Learning	Utilize Panorama SEL assessment and Materials and TUF Life Skills for staff and student learning	$1,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	School Counselor	Develops Education Plans and Goals with students, Supports College and Career Transitions	$94,556.00	Yes
3	Engagement Specialist	Supports and mentors disengaged students, Provides resources to families	$44,923.00	Yes
4	College Concurrent/Dual Enrollment	Support students in Dual and Concurrent enrollment at local Community Colleges	$3,000.00	No
5	Vocational Fair	Provide Vocational Fair/Leadership Conference for students		No
6	Family Nights/Student Social Nights	Provide social and learning opportunities to students and families	$1,500.00	Yes
7	College & Other Community Field Trips	Provide enriching outings and field trips including opportunities to learn more about local colleges	$1,500.00	No
8	In Person Elective Courses	Provide Drivers Training, Robotics, Art, Yearbook and other enriching elective classes	$93,000.00	No
9	Paraeducators	Additional support for learning recovery and acceleration.	$67,248.00	Yes
10	Mental Health Clinician	School Based Mental Health Clinician to address needs of all students with a focus on our EL, Foster Youth and Low income	$98,056.00	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
3	Provide technology, hardware, software and infrastructure required to receive and deliver instruction and support local and statewide assessments.

An explanation of why the LEA has developed this goal.

As an independent virtual non-classroom based school, it is imperative that our students have technology that allows them access to their instructional materials. In addition, to support engagement with families, providing hardware as well as training to increase their knowledge and use of technology supports student progress as they are able to work collaboratively with staff in monitoring academics and interventions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students access curriculum with up to date technology	86% of students met course completion targets in 2019/2020				90% of students meet course completion targets
Family and student participation in virtual meetings and training and online surveys	80% of parents and student participate in at least one survey or feedback session during the school year				90% of all parents and students participate in at least one survey or feedback session during the school year.
Onsite student attendance	Average number of students and staff utilizing the physical school daily. Baseline TBD				75% of all students participate in onsite when enrolled or as assigned to classes
School Climate Survey	90% of Parents and Students respond as "Satisfied or Very Satisfied with the				Satisfaction rating remains at or above 90%

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Information System	Aeries software and training for staff	$2,706.00	No
2	Student & Teacher devices	Regular replacement schedule of student and teacher devices	$10,165.00	No
3	Access to reliable Technology support	An online school must provide reliable technology support	$6,600.00	No
4	School Site is Professional, Safe, and reflects a positive learning environment		$90,000.00	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.

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
30.23%	$315,906

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

Required Descriptions

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

The Tehama eLearning Academy has considered all of our learners and noted that our foster youth, English learners, and low-income students often have additional needs that go unmet which impact their ability to be successful at school. In our actions, we have identified several additional supports for these students to meet their academic as well as social-emotional needs. This includes an increase in staffing. We have hired an Engagement Specialist, School Counselor, and are hiring for an additional Social Emotional Counselor to support students and families through a tiered system of support and re-engagement opportunities. In addition, we have designated days for students to come onto campus to meet with their teachers of record for additional instructional support as well as enrichment opportunities. In addition to staffing, we have allocated funds to support intervention to address learning loss and acceleration. Additional instructional software will be utilized to provide a broader scope of support for those students who may be falling behind and not making adequate progress.

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

Tehama eLearning Academy (TeLA) is an online non-classroom-based independent study program designed to meet the learning needs of non-traditional secondary (grades 7-12) students. The school has a free/reduced student percentage of over 60%. The district and its stakeholders believe the most effective use of LCFF funds is to improve the educational program for all students through a district/school-wide service model rather than a targeted service model. This decision is based upon the high at-risk nature of the TeLA student population and the individualized features of curriculum and instructional delivery. Historically, TeLA students have benefited from focused, individualized instruction beyond traditional classroom grouped instruction. Additionally, district/school-wide services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students access to services without interruption. Supplemental

Funds will be used on a school-wide basis to increase technology-based course access and offerings, academic support and interventions, and other student support services such as counseling and parent engagement activities. The 2021-22 LCAP identifies the following increased services for foster youth, English Learners, and low-income students; on-site supplemental instruction core academic areas, (salary, software, and materials) provided beyond the regularly offered staffing and curriculum; parent engagement activities and training, college/career individual and group intervention and counseling, and intervention assessment, diagnosis and tutoring (salary and materials) for identified at-risk students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,136,735.00	$176,518.00			$1,313,253.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,111,331.00	$201,922.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Staff	$635,039.00	$7,948.00			$642,987.00
1	2	English Learners Foster Youth Low Income	Professional Development and Training for Staff	$5,000.00	$6,114.00			$11,114.00
1	3	English Learners Foster Youth Low Income	Support Positive Student Attendance	$1,371.00				$1,371.00
1	4	English Learners Foster Youth Low Income	Academic Learning Loss assessment and Intervention		$3,500.00			$3,500.00
1	5	All	Improve Academic Indicators		$15,600.00			$15,600.00
1	6	All	Support for Special Education Students	$36,359.00				$36,359.00
1	7	All	Provide support for Adult Diploma Program needs		$86,268.00			$86,268.00
1	8	All	Community Awareness of Educational Choices	$1,000.00				$1,000.00
2	1	English Learners Foster Youth Low Income	Social Emotional Learning	$1,800.00				$1,800.00
2	2	English Learners Foster Youth Low Income	School Counselor	$94,556.00				$94,556.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Engagement Specialist		$44,923.00			$44,923.00
2	4	All	College Concurrent/Dual Enrollment	$3,000.00				$3,000.00
2	5	All	Vocational Fair					
2	6	English Learners Foster Youth Low Income	Family Nights/Student Social Nights		$1,500.00			$1,500.00
2	7	All	College & Other Community Field Trips	$1,000.00	$500.00			$1,500.00
2	8	All	In Person Elective Courses	$93,000.00				$93,000.00
2	9	English Learners Foster Youth Low Income	Paraeducators	$67,248.00				$67,248.00
2	10	English Learners Foster Youth Low Income	Mental Health Clinician	$98,056.00				$98,056.00
3	1	All	Student Information System	$2,706.00				$2,706.00
3	2	All	Student & Teacher devices		$10,165.00			$10,165.00
3	3	All	Access to reliable Technology support	$6,600.00				$6,600.00
3	4	All	School Site is Professional, Safe, and reflects a positive learning environment	$90,000.00				$90,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$268,031.00	$324,068.00
LEA-wide Total:	$268,031.00	$279,145.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$44,923.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development and Training for Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$11,114.00
1	3	Support Positive Student Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,371.00	$1,371.00
1	4	Academic Learning Loss assessment and Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,500.00
2	1	Social Emotional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,800.00	$1,800.00
2	2	School Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,556.00	$94,556.00
2	3	Engagement Specialist	Schoolwide	English Learners Foster Youth Low Income			$44,923.00
2	6	Family Nights/Student Social Nights	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,500.00
2	9	Paraeducators	LEA-wide	English Learners	All Schools	$67,248.00	$67,248.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	**10**	Mental Health Clinician	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,056.00	$98,056.00

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

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:

  o 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)).

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

o   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:

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

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

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

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

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

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

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

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

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

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

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

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