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
Pioneer Union Elementary School District	Patsy Oxford Superintendent	poxford@puesd.org (530) 589-1633

Plan Summary [2021-22]

General Information

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

Our 26 acre rural campus is located in the northern California Sierra Nevada, 22 miles from Oroville. Pioneer Union Elementary School District (PUESD) was created in 1962 when Berry Creek Elementary School and Bald Rock School were combined. Due to declining enrollment in the 1980's Bald Rock school was closed and Berry Creek Elementary became a K-8 site.In addition Butte County Office of Education supports the school by operating the after school program.

On September 8, 2021 the North Complex Fire destroyed the Berry Creek community including the school. Thirty-three of our thirty-five families lost their homes. Eight of twelve staff also lost their homes. Most of our students did not have time to take many things when they evacuated. Many of our students were living in motels, trailers, motorhomes or with relatives. Due to our students in distance learning we were able to communicate with our families and provide needed assistance immediately. Due to the loss of our school all our students and families were considered homeless for the 2020-2021 school year. Our families were scattered all over the United States. Due to the Campfire in Paradise two years earlier the infrastructure in the county was prepared and jumped into action to help our families!

At the time of the fire we had fifty-six students enrolled in our school with all students in distance learning. In October we started in-person instruction following the Covid-19 school safety guidelines. Twenty-six students attended in person and twenty students were on distance learning. As the school year has progressed many families have moved out of the area. We assume this will continue over the summer as well. Our classes are divided into TK-2, 3-5 and 6-8. Based on our Calpads data 94% of our students receive free and reduced lunch, 33% are English Language Learners and we have two foster students attending our school.

The Berry Creek families and school staff believe in educating the whole child. The staff and the Board of Trustees take pride in helping children to grow academically, socially, and emotionally. In adopting new curriculum which is written to incorporate the California State Standards all stakeholders believe this will prepare our students to be divergent learners in the 21st century. We expect students to be actively involved, enthusiastic about, and responsible for their own learning. We strive to produce a safe and challenging environment where students develop competitive and cooperative skills with a high sense of self-respect.

The vision of Pioneer Union Elementary School District is to produce students who are motivated to be lifelong learners and capable of setting clear educational and personal goals. With the support of the community and parents, our students will graduate with the necessary academic and social skills to achieve these goals. With that being said and knowing the trauma our students and families have experienced this year we will work more diligently than ever to provide them with the resources necessary to put their lives back together and move toward a more positive future.

Reflections: Successes

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

When reflecting on the past year, success can be measured by the fact that the school district, faculty and staff have shown a tremendous amount of resilience and have persevered even in the most difficult times. All students received Chromebooks, hot spots with unlimited data usage for the entire year which enabled students to fully participate in distance learning. In spite of losing our school site, community, and many of our homes, PUESD opened in person instruction in October with 90% of our students in the area returning to our program now temporally housed at a school site in neighboring district. PUESD also purchased IReady to assess the needs of our students and built a tiered system of support providing remediation within the school day. Another success was the continued support the school district received after the North Complex Fire from the local community as well as county organizations. The school district became the conduit to support families with their immediate and long term needs. PUESD offered monthly give away days with gift cards, blankets, teddy bears, books, meals, holiday meals, toys, bicycles, food gift cards, Easter baskets all in an attempt to create stability for our families and offer support during this horrific time.

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.

After a thorough analysis of all dashboard and local data, significant gaps are apparent in student academic performance in both ELA and Math as well as attendance. Steps have been taken to mitigate these inequities including the purchase of IReady, ESGI, and Journeys, Innovations, Go Math supplemental, and a new science curriculum. School Wise was purchased to monitor attendance and a parent liaison was hired to call families and provide support to increase student daily attendance.

LCAP Highlights

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

This LCAP was designed to address the barriers to learning that our students are currently facing while developing and enhancing a partnership with families and the community. The key features include implementing and refining a Multi-Tiered System of Support, (MTSS),

utilizing multiple forms of data to identify the academic, social-emotional, and/or behavioral needs of our students. Systems will be put in place to establish the collection of data, disaggregation and analysis to determine inequities and measure program effectiveness. Professional development to to utilize technology to enhance student learning, classroom management, curriculum implementation support, and/or best practices will be provided for all faculty and staff. Another key feature is providing a clean, safe and welcoming environment where parents are encouraged to actively participate in their child's education.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Berry Creek Elementary School has implemented multiple strategies for students, families, community members, classified and certificated staff as well as the governing board to provide input in developing the LCP, SPSA, Expanded Learning Opportunities Grant and this LCAP. Even in the midst of the global Pandemic and school closures due to COVID 19, Berry Creek Elementary has made robust efforts to solicit input from all stakeholder groups. Here are the dates that various stakeholders have met either in person, or via zoom beginning with reopening committee meetings and continuing over the course of the academic year 2020-2021:
July 15, 2020- School Board Meeting
July 29, 2020- School Board Meeting
August 10, 2020- Teacher Training and review of LCAP Goals
August 12, 2020- School Board Meeting
August 26, 2020- School Board Meeting
September 1, 2020- Teacher training and meeting
September 2, 2020- LCAP training and input
September 16, 2020- Reopening School Meeting after fire destroyed school
September 24, 2020- Met with Paradise Unified to discuss reopening plans
September 28, 2020- Staff meeting to plan reopening
September 28, 2020- School Board Meeting
October 12, 2020- Staff Meeting
October 12, 2020- Family Survey
October 14,2020- School Board Meeting
October 16, 2020- School Meeting where news was present and give away to families
October 21, 2020- Family Survey
October 26, 2020- Parent Meeting for support for students due to impact of fire
October 30, 2020- Drive Thru Halloween Celebration for all families
November 2, 2020- Parent Meeting for assessment of family needs for holidays
November 4, 2020- Give Away to families and students backpacks, books etc.
November 10, 2020- School Board Meeting
November 10, 2020- Family Survey
November 16, 2020- Family Give away day and family pictures for free
November 24, 2020- Family and Community Thanksgiving meals and gift card give away
December 7, 2020- Parent Meeting
December 16, 2020- School Board Meeting
December 18, 2020- Family Give Away of bicycle abd tote full of presents for each student
January 4, 2021- Staff Meeting focused on SEL, student engagement and safety plan
January 13, 2021- School Board Meeting

January 15, 2021- SPSA meeting with BCOE
February 1, 2021- Staff Meeting planning for trimester and reviewing assessment data
February 10, 2021- School Board Meeting
February 22, 2021- Staff meeting PBIS goals and implementation
February 24, 2021- Family Survey
March 3, 2021- Family Give Away for gift cards and school t-shirts
March 10, 2021- School Board Meeting – approved second interim
March 15, 2021- Staff and parent meeting focusing on extending school day
March 23, 2021- Working with BCOE on SPSA
March 31, 2021- Stakeholder Meeting reviewing SPSA
April 14, 2021- School Board Meeting
April 19, 2021- Staff meeting review assessments and SPSA goals
April 28, 2021- Parents Advisory Meeting
May 3, 2021- Staff Meeting
May 12, 2021- School Board Meeting
May 17, 2021- Staff Meeting
May 24, 2021- Staff Meeting
May 26, 2021- Parent Advisory Meeting
June 4, 2021- Staff In-service
June 9, 2021- School Board Meeting
June 16, 2021- School Board Meeting

The input that was solicited was taken into consideration and is reflected in this LCAP.

A summary of the feedback provided by specific stakeholder groups.

A brief summary of feedback provided by specific stakeholder groups is as follows:
Community, parent advisory committee, EL parent advisory: Requesting transportation and understands students have experienced significant learning loss due to school closures, appreciate and would like to continue the use of Chromebooks and hot spots
Faculty and Staff- Concerns with significant learning loss and student mental health
Students- experiencing forty minute bus ride home and not getting home until 5:00 pm or later, most are lacking an appropriate space to successfully complete homework, many are lacking basic materials and supplies and/or space to house them, realizing learning loss and having to be retaught basic skills.
Administrator- Extreme trauma that students, families, and staff have experienced and students are not in a position physically or mentally to learn, however the focus still needs to be student achievement and having high expectations for ourselves and our students
SELPA- Focus on students still receiving services and providing supports and meeting student goals that are detailed in IEPs.

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

All areas of this LCAP were influenced by stakeholder input and were designed to meet needs of all students and mitigate barriers to learning.

Goals and Actions

Goal

Goal #	Description
1	Berry Creek Elementary will continue to implement and refine a Multi-Tiered System of Support, (MTSS), utilizing multiple forms of data to identify the academic, social-emotional, and/or behavioral needs of our students. Student need will inform instructional decisions which will improve academic outcomes for all students. Systems will be put in place to establish the collection of data, disaggregation and analysis to determine inequities and measure program effectiveness. Activities and strategies based on an in-depth analysis of assessment data, will be designed and implemented to improve student achievement and outcomes.

An explanation of why the LEA has developed this goal.

This goal was developed due to the fact that the vast majority of our students are not meeting grade level standards as indicated by our CAASPP scores and only 20% of our students are on grade level based on our local assessments, in addition to our high chronic absenteeism rate of 51%. To mitigate inequities and meet the academic, social-emotional, and/or behavioral needs of all students, multiple forms of state and frequently collected local data that measures student progress monthly in ELA and Math. This data will be used to inform instruction, identify need for academic support, including triggering intervention cut points, in addition to determining areas of needed professional development. Attendance and student discipline records will also be reviewed monthly to develop action plans. All student data by grade level and student group(s), will be shared with all stakeholders to target support, solicit input, develop action plans, and monitor schoolwide initiatives in order to improve student outcomes. Data will be analyzed and reviewed monthly in PLC meetings with results being shared with the site council and governing board at regular meetings.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4- CAASPP ELA	27 students tested scored 68.8 points below standard				90% of all students tested scoring at grade level standard or above
Priority 4- CAASPP Math	32 students tested and 66.9 points below standard				90% of all students tested scoring at grade level standard or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5- Attendance Rates	87.1%				94%
Priority5- Chronic Absenteeism	51%				15%
Priority 6- Suspension Rate	10%				5%
Priority 6- Expulsion Rate	0%				0%
Priority 4- Local Academic Assessment (IReady Math Scores)	19.33% of students scored on or above grade level				90% of all students tested scoring at grade level standard or above
Priority 4- Local Academic Assessment (IReady ELA Scores)	20.55% of students scored on or above grade level				90% of all students tested scoring at grade level standard or above
Priority 1- Teachers are Fully Credentialed appropriately assigned	2 out of 3 teachers are fully credentialed				100% of teachers are fully credentialed and appropriately assigned
Priority 1-Standards aligned materials	100% of all students have access to standards aligned materials				100% of all students have access to standards aligned materials
Priority 2- Implementation of Standards and academic content	New standards aligned curriculum has been implemented in Math, ELA/ELD				Standards aligned curriculum has been implemented in all subject areas
Priority 7- Course Access	100% of students have access to all courses offered				100% of students have access to all courses offered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1- Access to devices which have standards aligned instructional programs	100% of all students have access to device (Chromebook)				100% of all students have access to device (Chromebook)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchase Aeries Analytics	Aeries data platform will be used to monitor and develop action plans based on student academics, attendance, and behavior. Parent communication will increase due to parent access to their student(s)' academic and behavioral performance and parental participation in programs for unduplicated pupils.	$15,000.00	Yes
2	Maintain Credentialed Teacher for class size reduction	Hire and maintain credentialed teacher to provide for class size reduction	$113,294.00	Yes
3	Professional Development for Faculty and Staff	Professional development to all faculty and staff with regards to utilizing technology to enhance student learning, classroom management, curriculum implementation support, and/or best practices.	$7,000.00	Yes
4	Hiring and Maintaining Preschool Teacher	Hiring preschool teacher in 2021-2022 and maintaining position to provide a seamless educational program and give students foundational reading skills.	$23,000.00	No
5	Hire and Maintain Paraprofessionals	Paraprofessionals will provide intervention one to one as well as small group for unduplicated students and all students.	$12,718.00	No

Action #	Title	Description	Total Funds	Contributing
6	Student Incentives	Provide student incentives for PBIS and Attendance	$2,850.00	Yes
7	Technology ITS	Contract with BCOE to house all data and provide IT support	$20,000.00	No
8	Tutoring /Intervention	Provide tutoring and intervention after school for unduplicated pupils and all students.	$12,000.00	Yes
9	Supplemental Curriculum and Programs	Purchase supplemental curriculum and programs to provide intervention and enrichment for unduplicate	$12,466.00	No
10	Purchase Technology	Purchase of technology to integrate digital learning into daily routine.	$4,919.00	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	PUESD will ensure that all students, staff and community have access to a safe, clean school facility with a welcoming environment that is inviting to all. PUESD will engage families and community members to seek input in decision making and increase parental participation and attendance at all school functions including virtual offerings.

An explanation of why the LEA has developed this goal.

School is truly the center of our community and a beacon of hope for our students and families and this is our why we developed this goal. Our program is a partnership between families, community and PUESD to provide the best possible education for our children in an inviting, welcoming safe and clean environment. Increasing parental and community participation in all decision making will strengthen our program. With this focus, PUESD has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1- Facilities in Exemplary/Good condition as measured by the FIT report	Currently housed in Ophir School through OCESD due to North Complex Fire				New Facilities located in Berry Creek in Exemplary Condition
Priority 6- Local Climate Survey	90% Parents responded that they feel their child is safe at school				100% of Parents responding that they feel their child is safe at school.
Priority 3- Aeries Analytics Parent Portal	0% Aeries has not been purchased or implemented				100% of all Parents and Guardians have access to Parent Portal through Aeries
Priority 3- Aeries Analytics Parent Portal Usage Survey	0% parents are using parent portal				100% of parents using parent portal to access student's academic progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5-Transportation	All students have access to transportation to and from school				All students have access to transportation to and from school

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Training Aeries Analytics	Provide training to all families to access parent portal in Aeries to increase communication and parental participation. Incentives will be offered for parent participation in trainings and accessing and utilizing the parent portal.	$10,000.00	Yes
2	Administer Local Climate Survey	Administer Local Climate Survey to determine action steps to make PUESD more engaging and inviting.		No
3	Conduct FIT Survey	Conduct Facilities Inspection Tool to ensure safe, clean and modern facilities.		No
4	Provide transportation	Provide transportation for students to and from school.	$36,900.00	No
5	Providing all students with meals	Providing students with breakfast, lunch, and afterschool snack.	$3,000.00	No
6	Parent Liaison	Liaison will communicate with all families regarding student needs, attendance, intervention coordination, and coordination of all services.	$3,000.00	Yes
7	Family and Parent Involvement	Provide and maintain activities that connect families and community members to school. Parents Club, Site Council, Back to School Night,	$1,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Holiday Show, Open House, Science Fair, Spring Academic Gallery, Parent surveys, Student surveys, Volunteer opportunities, Field trips		
8	Indirect Costs	Contract with BCOE for Indirect Costs including the Con App	$7,955.00	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
37.44%	$157,862.00

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 actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Bangor Elementary School be effective in meeting the LCAP goals and the identified needs of the unduplicated student groups. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness but were created to improve or increase services for foster youth English learners, and low income students. These actions are detailed below:
Goal 1.1- Purchase Aeries Analytics- By purchasing Aeries Analytics we will be able to increase communication with families and research shows that involved parents improves student outcomes. We are also able to collect student academic and behavioral data to assist in providing tiered interventions.
Goal 1.2 - Maintain Credentialed Teacher for Class Size Reduction- By provided an additional teacher to reduce class sizes we expect to see our foster youth, English Learners and our low income students thrive due to the increased amount of one to one attention this action provides.
Goal 1.3- Professional Development for All Faculty and staff- By providing faculty and staff with Professional Development on high leverage practices and social emotional learning we are able to meet the needs of our unduplicated students as well as all students.
Goal 1.6- Providing Incentives for Students- To encourage positive behavior and attendance we will provide incentives to all unduplicated students.
Goal 1.8- Intervention and Tutoring- By providing intervention and tutoring beyond the school day, we expect to see great gains in academic outcomes from our unduplicated students.

Goal 2.1- Provide Aeries Training to Faculty and Staff- By providing training to faculty and staff we will be able to utilize our student data system to its fullest and monitor student outcomes.
Goal 2.5- Providing Snacks in afterschool- Many of our unduplicated students suffer from food shortages and by providing meals and snacks we ensure basic needs are met.
Goal 2.7- Activities for Families- By providing engaging activities for families we will improve student outcomes.

The research to justify these goals and actions are as follows:
Goal 1.1, 2.1- Purchase Aeries to develop Intervention Programs
"RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions" (Batsche et al., 2005).

Goal 1.2- Class Size Reduction
"Small Classes in the Early Grades, Academic Achievement, and Graduating From High School. Journal of Educational Psychology. "For all students combined, 4 years of a small class in K–3 were associated with a significant increase in the likelihood of graduating from high school; the odds of graduating after having attended small classes for 4 years were increased by about 80.0%. Furthermore, the impact of attending a small class was especially noteworthy for students from low-income homes. Three years or more of small classes affected the graduation rates of low-SES students, increasing the odds of graduating by about 67.0% for 3 years and more than doubling the odds for 4 years." Finn, J. D., et. al. (2005).

Goal 1.3- Professional Development
"Professional development for teachers is a key mechanism for improving classroom instruction and student achievement." (Ball & Cohen, 1999; Cohen & Hill, 2000; Corcoran, Shields, & Zucker, 1998; Darling-Hammond & McLaughlin, 1995; Elmore, 1997; Little, 1993; National Commission on Teaching and America's Future, 1996).

Goal 1.6 Providing Student Incentives
Promoting the greatest student motivation possible is extremely important for every teacher in grades K-12, especially in today's educational climate, where schools are continuously under pressure to improve test scores, responsibility, and accountability." (Baranek, 1996)

Goal 1.8 Tutoring and Intervention
"Tutoring, as a supplement to classroom teaching, is generally considered the most powerful form of instruction for increasing underachieving students' reading achievement" (Burns, Senesac, & Symington, 2004).

Goal 2.5- Providing Snacks
"Basic needs not being met, such as chronic hunger, can impact the development of a child physically and cognitively with lifelong consequences." (Cook & Jeng, 2009).

Goal 2.7- Activities to engage Families
"The Harvard Family Research Project concluded that parental involvement is associated with higher student achievement. They found that student success was higher in a variety of areas including standardized test scores, grades and teacher ratings. Students are also more

likely to enroll in higher-level programs, pass their classes, attend school regularly, have better social skills and move onto post-secondary education." (Harvard, 2010)

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

By providing for the basic needs of our unduplicated students, purchasing a student data system that will enable us to track and monitor student outcomes resulting in the development of intervention programs, providing student incentives, providing additional tutoring, maintaining small class sizes allowing for more one to one interaction and support, we expect the achievement gap seen in our unduplicated pupils to lessen and student outcomes improve. In addition, we are providing our faculty and staff with professional development designed to address the barriers to learning often experienced by our unduplicated students which will improve student achievement. This is how we are improving or increasing our services by more than 37.44% for our foster youth and low income students by allocating $163,444.00 towards actions principally directed towards our unduplicated pupils.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$220,344.00			$65,558.00	$285,902.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$168,012.00	$117,890.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Purchase Aeries Analytics	$15,000.00				$15,000.00
1	2	English Learners Foster Youth Low Income	Maintain Credentialed Teacher for class size reduction	$113,294.00				$113,294.00
1	3	English Learners Foster Youth Low Income	Professional Development for Faculty and Staff	$7,000.00				$7,000.00
1	4	All	Hiring and Maintaining Preschool Teacher				$23,000.00	$23,000.00
1	5	All	Hire and Maintain Paraprofessionals				$12,718.00	$12,718.00
1	6	English Learners Foster Youth Low Income	Student Incentives	$2,850.00				$2,850.00
1	7	All	Technology ITS	$20,000.00				$20,000.00
1	8	English Learners Foster Youth Low Income	Tutoring /Intervention	$12,000.00				$12,000.00
1	9	All	Supplemental Curriculum and Programs				$12,466.00	$12,466.00
1	10	All	Purchase Technology				$4,919.00	$4,919.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Provide Training Aeries Analytics	$10,000.00				$10,000.00
2	2	All	Administer Local Climate Survey					
2	3	All	Conduct FIT Survey					
2	4	All	Provide transportation	$36,900.00				$36,900.00
2	5	All	Providing all students with meals				$3,000.00	$3,000.00
2	6	English Learners Foster Youth Low Income	Parent Liaison	$1,500.00			$1,500.00	$3,000.00
2	7	English Learners Foster Youth Low Income	Family and Parent Involvement	$1,800.00				$1,800.00
2	8	All	Indirect Costs				$7,955.00	$7,955.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$163,444.00	$164,944.00
LEA-wide Total:	$163,444.00	$164,944.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$18,150.00	$19,650.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Purchase Aeries Analytics	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
1	2	Maintain Credentialed Teacher for class size reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,294.00	$113,294.00
1	3	Professional Development for Faculty and Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	$7,000.00
1	6	Student Incentives	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,850.00	$2,850.00
1	8	Tutoring /Intervention	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$12,000.00	$12,000.00
2	1	Provide Training Aeries Analytics	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
2	6	Parent Liaison	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$3,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	Family and Parent Involvement	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,800.00	$1,800.00

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:

  - 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:

- 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.