

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
Glacier High School Charter	Michael Cox Director	mcox@wscsfamily.org (559) 642-1422

Plan Summary [2021-22]

General Information

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

Glacier High School operates a program that has come to be known as “personalized learning”. Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. As a school we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the school works with them as individuals. This methodology, both curricular and instructional, is built around each student’s needs, abilities and interests. All students meet with their teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student’s educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student’s academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student’s needs. The PLP process is a thorough, formal but personal system that meets each student’s academic needs in a very precise, individual, and responsive way.

Enrollment Data for 2020-21:

Our student enrollment is 88 students with a waiting list of approximately 20 students for the 2021-22 SY. Our students reside in the mountain area of Madera County representing Oakhurst, Coarsegold, Bass Lake, Ahwahnee, Raymond, Mariposa, and North Fork. The ethnic make-up mirrors the town from which it draws its students: 3.4% Black or African American, 9.1% American Indian or Alaska Native, 1.1% Asian, 3.4% Other Asian, 1.1% Salvadoran, 1.1% Vietnamese, 1.1% Hispanic or Latino, 3.4% Mexican American, 1.1% Declined to State, and 75% White.

Of this population, 26.1% of total enrollment is Socioeconomically Disadvantaged, 19.3% are Students with Disabilities, 2.3% are Homeless/Foster Youth, and we do not have any English Learners this school year.

Reflections: Successes

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

Glacier High School Charter is proud of what we have accomplished as a 9-12 charter school in Madera County.

Successes Include, but are not limited to:

In response to the Covid-19 emergency and the health and safety mitigation protocols in place during the 2020-21 SY, Glacier High School Charter was essentially able to continue its normal school operation, that of personalized learning through independent study. The core of our program, providing high-quality educational options to students, stayed intact even though a few of our practices changed. The largest change was the offering of Distance Learning classes, open to all 9-12 students throughout the school year in lieu of in-person. A large percentage of our students participated in DL classes.

Glacier High continued providing effective support to all students. Teachers continued to meet the needs of students, together with their parents/guardians, creating effective and successful educational plans for every student. In addition, all students in grades 9-11 participated in Benchmark NWEA MAP Testing at the beginning of the school year, during midyear when warranted, and again at the end of the school year to assess areas of growth and continued areas of need so that we can support the student where they are in achievement.

In reviewing Dashboard Data: SBAC data results in ELA from the 2018-19 SY, we are proud to show that our 11th grade students were 58.8 points above standard, even though No Performance Color given.

Our Suspension Rate has remained in the "blue" (highest level).

Our Graduation Rate shows 86.7% graduated which is a 6.7% increase from the 2017-18 SY, with a "green level."

Under College/Career, we are in the "green level" at 43.3% prepared which was also an increase of 6.2% from the 2017-18 SY.

We are proud of our teachers who received ongoing Professional Development training to help support their instructional delivery in Distance Learning to students. The flexibility that our teachers exhibited adapting to virtual teaching was impressive! All students, including those with diverse learning needs, and their parent/guardian received excellent support and assistance on a frequent and regular basis from Advising Teachers as well as from Support Staff. All students were provided with curriculum, a variety of additional learning materials, and Chromebooks. Our school also tried to keep students engaged in extra-curricular pursuits whenever possible, such as academic competitions, the arts, and virtual "socials."

Overwhelmingly, responses from our school climate surveys given to students and parents were positive. Most parents and students felt the school supported their needs, including educational-related technology needs that enabled students to access and complete distance learning classes. Most parents also rated our school "above average" and "excellent" in how well we communicated to them about school events and procedures.

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.

IDENTIFIED NEEDS:

1. The importance of welcoming back ALL students for in-person instruction, activities, and field trip opportunities.
2. The need to increase support in educational technology.
3. The need to increase stakeholder engagement in more purposeful means.
4. Despite not having any SBAC data results comparing Fall to Spring since 2018-19 SY, we continue to see the need to help students improve in math. Glacier High saw weak performance on the SBAC for math in the 2018-19 SY. We were 67.5 points below standard in math, which was a maintained point value from 2017-18 SY.
5. The need to increase College/Career student preparedness.
6. The need to develop and implement an additional CTE pathway for students.
7. 30% of our student population are high need (unduplicated): 30% of total enrollment is Socioeconomically Disadvantaged, 0% are Homeless or Foster Youth, and 0% are English Learners.

LCAP Highlights

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

Highlights include, but are not limited to:

- Celebrating our 19th year in education as a CA Public Charter School
- Our enrollment has stayed strong with Teacher-Student ratio at capacity
- A wider selection of A-G Courses are taught onsite, rather than only as an Independent Study model to provide further student support
- All students have access to the Next Generation Science Standards curriculum in Biology and Chemistry
- Resources are in place for any EL and Special Education students
- Improving student academic achievement, College/Career preparedness, and Student and Stakeholder Engagement are at the forefront of the 2021-22 LCAP

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

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.

The following groups participated in surveys and/or feedback sessions, of meaningful stakeholder input for the understanding of needs and solutions to make informed decisions:

School Administrators

Teachers

Classified Staff

Western Sierra Charter Schools Board made up of parents, community members, and teachers

Parents/Guardians and students who are in close communication with teachers, classified support staff, and administrative personnel

LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Stakeholder engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis and WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement.

A summary of the feedback provided by specific stakeholder groups.

Student and Parent Feedback: Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.

Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities.

Outreach to students and parents/guardians was extensive and frequent, even though much of the 2020-21 school year meant that formal and informal progress monitoring meetings, (in pre-Covid years conducted in-person), were often held virtually on Zoom and included communications via Parent Square, phone calls, and email.

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

Key takeaways from our stakeholders influenced Glacier's Local Control and Accountability Plan's Goals and Actions. These included:

1. Improving our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning.
2. Increasing the percentage of students who are "prepared" for College/Career.
3. Improving student engagement, with particular attention to students feeling a positive connection within our school and in the greater community.

4. Providing more opportunities for stakeholder engagement in our school community to benefit all students.

Goals and Actions

Goal

Goal #	Description
1	All students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will prepare them for success in college and the workplace.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 12 Actions that we plan to accomplish during 2021-22 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services) SARC	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.				A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.
Local Indicator (Priority 2-Implementation of State Academic Standards)	A. The implementation of state adopted academic content and performance				A. The implementation of state adopted academic content and performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: Benchmark NWEA Test Results	standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2018 to Spring 2019. All students in grades 9-11 made above average growth in math compared to the same grades across the U.S. on NWEA In reading, 9th and 10th grade students made above average growth in reading while 11th grade students showed below average growth.				standards for all students B. Demonstrated student improvement in math and reading on NWEA.
State Indicator (Priority 4-Pupil Achievement) CA Dashboard Fall 2019 CAASPP Results CA Dashboard Fall 2019 College/Career Results Local Indicator (Priority 6-School Climate)	Smarter Balanced Summative Assessments for math and ELA in 2019: All Students: 58.8 points above Standard in ELA All Students: 67.5 points below Standard in Math For CA Dashboard 2019 College/Career Indicator:				1. We will see an improvement in the percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for math and ELA 2. Improvement in the percentage of students meeting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>43.3% of our students met "prepared," an increase of 6.2% from 2018.</p> <p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021: 74% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning.</p>				<p>"Prepared" for C/C on the CA Dashboard.</p> <p>3. We will see a 10% improvement of the student survey question asking if our school provided them with the knowledge and support for future College/Career academic goals and planning.</p>
<p>Local Indicator (Priority 6-School Climate)</p>	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021: 79% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 88% of students responded that the</p>				<p>We will see a 5-10% improvement of student responses to these 3 survey questions of academic advising, textbook and learning material needs, and technology support.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school provided them with textbooks and learning materials to meet their educational needs. 85% of students responded that the school supported their educational-related technology needs.				
Local Indicator (Priority 7-Course Access)	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study.				All students will have access to a broad course of study in all required subject areas that prepare them for college and careers.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Resuming On-Site Instruction	Resume on-site instruction and learning opportunities for students corollary to our instructional offerings prior to Covid-19 required limitations.	\$98,047.07	No
2	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.	\$98,047.07	No
3	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, curriculum, technology, etc. This plan will be built around the student's needs and will be monitored and adapted throughout the school year as needed.	\$245,117.68	No

Action #	Title	Description	Total Funds	Contributing
4	Providing Class Offerings	The school will provide necessary high quality, on-site and virtual classes in core and enrichment academic areas.	\$245,117.68	No
5	Teacher Professional Development	Provide training for teachers to increase their effectiveness in monitoring and communicating student engagement with online learning in order to facilitate a higher rate of pupil success.	\$19,609.42	No
6	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	\$49,023.54	No
7	Differentiating Instruction	Evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data.	\$98,047.07	Yes
8	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	\$49,023.54	No
9	Administration to Assess Student Needs	Administrative meetings and other administrative training devoted to assessing & refining our staff professional development planning and process and to identify critical areas of student needs.	\$49,023.54	No
10	College/Career Readiness Guidance	Provide all grade levels with grade appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness means as measured and reported on the CA Dashboard percentage of graduating students.	\$9,804.71	No

Action #	Title	Description	Total Funds	Contributing
11	CTE Course Guidance	Guide, monitor, & encourage student enrollment in & completion of CTE courses.	\$9,804.71	No
12	Developing Additional CTE Pathway	Research and develop an additional CTE pathway with the intent that all or most students would complete that pathway prior to graduation. (Perhaps around Dave Ramsey personal finance, Avid study success, Goal setting vision casting - GRIT Life Skills CTE Pathway)	\$9,804.71	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	All students will be provided a safe, clean, secure and healthy school with opportunities for student engagement within a positive school climate.

An explanation of why the LEA has developed this goal.

We believe that ensuring a safe, clean, secure, and healthy school enhances student engagement and leads to a positive school climate. State and Local Indicator Metrics will be used to support the 5 Actions associated with this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services)	School facilities are maintained in good repair.				School facilities are maintained in good repair.
State Indicator (Priority 5-Student Engagement)	CA Dashboard Priority 5 for Pupil Attendance and Chronic Absenteeism rates.				Maintain Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results: 98% of students rated school is clean and in good condition; rated sense of safety at 71% and School				We will see a 15% improvement of student surveys for sense of safety and school connectedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Connectedness at 66%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	\$19,549.18	No
2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	\$13,325.28	No
3	Addressing Safety Measures	Address all critical safety issues in a timely manner.	\$1,941.33	No
4	Building Modifications	Plan & perform building modifications to better serve our school's mission as needed.		No
5	Community-Based Family Resources	Research, develop and publish a list of community-based support services as a resource for students and families in need of various mental health needs related to their schooling.	\$1,941.33	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	School will provide opportunities for all stakeholders (parents, students, staff, community members, and organizations) to participate in all aspects of the educational environment to support and enhance student success.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. All students work cooperatively with credentialed teachers and their parent/guardian to create customized instructional learning plans to enhance student success. In addition, parents, staff, and community members hold positions on our WSCS Board. Hence, the purpose of this goal is to increase the level and engagement of all our stakeholders. Local Indicator Metric of Priority 3-Parent Involvement will be used to support the 7 Actions that we plan to accomplish during 2021-22 SY.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 3-Parent Involvement) on CA Dashboard self-reflection tool - Parent Survey March 2021	<p>A. Engaging parents in decision-making March 2021 Parent Survey Results: 89% of parents rated that our school supports their needs as parent/guardian teacher</p> <p>B. Promoting parent participation in programs that meet the needs of students March 2021 Parent Survey Results: 76% of parents rated feeling welcomed, valued, and</p>				Continue to work towards improved parent involvement measures of participation in decision-making for the education of their student; working collaboratively with staff; participation on our governing board; and participation in advisory meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	connected in our school community.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Workshops	Provide parent training and workshops to support student achievement and their roll as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)	\$4,573.79	No
2	Stakeholder Event Opportunities	Provide events for stakeholders that facilitate opportunities for contribution, school improvement, and personal interaction. (For example: Back To School Event, various ASB Events, Community Mock Interviews)	\$4,573.79	No
3	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters.	\$4,573.79	No
4	Stakeholder Feedback	Provide opportunities for input and feedback from all stakeholders on aspects of our school program, safety, and culture to enhance student success.	\$914.75	No

Action #	Title	Description	Total Funds	Contributing
5	Stakeholder Engagement	Develop, as needed, advisory groups and opportunities for stakeholder engagement. Existing and future advisory groups could focus on issues such as: Technology development Professional development for staff School Safety LCAP goals Community impact and increased diversity	\$1,829.52	No
6	Developing Community Partners	Provide “Get to Know Us” Open House opportunities for community businesses, leaders and organizations for the purpose of developing partnerships with these groups.	\$914.75	No
7	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and food bank service)	\$914.75	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
5.70%	55466

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.

Glacier High School uses all LCFF funding in a "school wide" manner. All students in Glacier High School receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students are provided all educational resources supplemental or otherwise relative to what their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.

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

The detrimental impact of the Covid-19 shut down this last year has been born uniquely by Glacier's "Unduplicated" students. Therefore, we have prioritized providing high quality, student centered, in-person instruction and tutoring for our students who need it the most. For our "Unduplicated" students we will evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data. Please see Goal 1, Action 7.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$904,943.00	\$91,696.00	\$38,884.00		\$1,035,523.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$794,478.00	\$241,045.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Resuming On-Site Instruction	\$84,989.07	\$9,169.60	\$3,888.40		\$98,047.07
1	2	All	Monitoring Personalized Learning Plans	\$84,989.07	\$9,169.60	\$3,888.40		\$98,047.07
1	3	All	Customized Personalized Learning Plans	\$212,472.68	\$22,924.00	\$9,721.00		\$245,117.68
1	4	All	Providing Class Offerings	\$212,472.68	\$22,924.00	\$9,721.00		\$245,117.68
1	5	All	Teacher Professional Development	\$16,997.82	\$1,833.92	\$777.68		\$19,609.42
1	6	All	Administer Academic Assessments	\$42,494.54	\$4,584.80	\$1,944.20		\$49,023.54
1	7	English Learners Foster Youth Low Income	Differentiating Instruction	\$84,989.07	\$9,169.60	\$3,888.40		\$98,047.07
1	8	All	Ongoing Staff Development	\$42,494.54	\$4,584.80	\$1,944.20		\$49,023.54
1	9	All	Administration to Assess Student Needs	\$42,494.54	\$4,584.80	\$1,944.20		\$49,023.54
1	10	All	College/Career Readiness Guidance	\$8,498.91	\$916.96	\$388.84		\$9,804.71
1	11	All	CTE Course Guidance	\$8,498.91	\$916.96	\$388.84		\$9,804.71
1	12	All	Developing Additional CTE Pathway	\$8,498.91	\$916.96	\$388.84		\$9,804.71
2	1	All	Janitorial Service	\$19,549.18				\$19,549.18
2	2	All	Building Grounds Maintenance	\$13,325.28				\$13,325.28
2	3	All	Addressing Safety Measures	\$1,941.33				\$1,941.33
2	4	All	Building Modifications					
2	5	All	Community-Based Family Resources	\$1,941.33				\$1,941.33

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Parent Workshops	\$4,573.79				\$4,573.79
3	2	All	Stakeholder Event Opportunities	\$4,573.79				\$4,573.79
3	3	All	Communication	\$4,573.79				\$4,573.79
3	4	All	Stakeholder Feedback	\$914.75				\$914.75
3	5	All	Stakeholder Engagement	\$1,829.52				\$1,829.52
3	6	All	Developing Community Partners	\$914.75				\$914.75
3	7	All	Community Engagement Opportunities for Students	\$914.75				\$914.75

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$84,989.07	\$98,047.07
LEA-wide Total:	\$84,989.07	\$98,047.07
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Differentiating Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,989.07	\$98,047.07

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

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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.