

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 |
|-------------------------------------|---------------------------------------|--|
| Kenwood School District | Bob Bales Superintendent/Principal | bbales@kenwoodschool.org 707-833-2500 |

Plan Summary [2021-22]

General Information

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

Kenwood School is the only school in the Kenwood School District, which serves 132 students in Kindergarten through the Sixth grade. The school is located in the town of Kenwood (Sonoma County), which is adjacent to the cities of Sonoma and Santa Rosa, approximately 65 miles north of San Francisco. The community takes great pride in the school, supporting it through a parcel tax and through consistent donations to the Kenwood Education Foundation. Parents value the consistent quality of the educational program, as well as the personal, nurturing aspect of the school's programs.

Mission Statement

Kenwood School provides academic excellence in a child-centered, developmentally appropriate environment which allows students to realize their full potential, both academically and socially. This is accomplished through the guidance of an experienced and dedicated teaching staff, with instructional assistants in every classroom to provide an adult-to-student ratio that is among the lowest in Sonoma County. Kenwood School students receive a well-rounded educational experience through a challenging academic curriculum, as well as enrichment/arts programs that are supported by active parent and community involvement. In this setting, all children are acknowledged and valued by the entire staff, creating expectations for high student achievement and behavior, as well as a sense of personal responsibility to the school and the community.

Vision Statement

Kenwood School is a small, community elementary school committed to the highest standards of academic excellence and social values, where students are provided a foundation for lives of purpose, service and lifelong learning.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, we have utilized the data that was presented on the 2019 Dashboard to identify ways to improve identified areas.

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.

In analyzing our dashboard data, we will address attendance issues that were identified during the 2018-19 school year. We will be focusing our analysis on the issues that affect students arriving late to school. We will address our attendance concerns with in district families when we begin the 2019-20 school year. As we have nearly 60% of our students residing outside of our school district boundaries, we will study the affects of this number of families contributing to our attendance numbers.

LCAP Highlights

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

One of our goals for the upcoming school year is the continued evolution and use of the our school's dedicated "Maker Space" classroom. This room, which was introduced and utilized during the 2017-18 school year, will again serve as the "hub" of our STEAM program for the 2021-22 school year. The room has been equipped with a variety of "maker" materials that are available to all grade levels in our school. Teachers may bring their class in the room for weekly, scheduled dates to receive instruction from our STEAM Coordinator, or teachers are welcome to utilize the room with their class on an "as needed" basis at free times during the week.

Another component from last year's program that we would like to continue and expand on will be the specialized, small group units of study that we called, "Personal Learning Time." This program, which featured eight different adults teaching once a week sessions to 10-1 students in grades 4-6, was well received, as evidenced by our feedback from student surveys. The courses offered during the recent school year included: Kenwood Cafe, Debate, Stop Motion Animation on Ipads, Board Games, Wild About Birds, Beginning Knitting, and Paper Crafts and Handmade Books. For the upcoming school year, we will begin the sessions in September and offer weekly courses for an eight week period. This will again allow intermediate grade students the opportunity to choose from an array of courses that would not be offered during the regular school year.

A new goal for the 2021-22 school year will be to focus on providing leadership opportunities for our intermediate grade students (4-6). We will continue to provide "Mindfulness" training for parents, students and staff during the upcoming school year. We will also be creating "Student Ambassador" positions for our 6th grade students to assist younger students and to address social concerns on the playground.

Based on stakeholder input, we will be focusing on providing an after school Spanish program, as well as a comprehensive Physical Education program for grades K-6.

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.

Kenwood School

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Stakeholder Engagement

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

Due to the COVID-19 pandemic, stakeholder feedback was conducted through electronic means, including community surveys throughout the school year. In-person feedback could not take place due to state and county health guidelines and the lack of parents and guardians coming into onto campus. We examined data from the surveys, as well as feedback we received over the past year. SchoolWise messaging system messages were sent out to solicit feedback from the 2018-19 school year.

A summary of the feedback provided by specific stakeholder groups.

Feedback was extremely limited as stakeholder engagement was minimal due to the pandemic. With approximately 25% responding, it was difficult to determine school needs. Parents were generally very pleased with the "Distance Learning" model provided by the teachers during the pandemic. Parents and staff members expressed interest in addressing Social Emotional support programs upon our return to school in the upcoming school year.

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

The LCAP will focus on providing Social Emotional Learning opportunities for all grade levels. Teachers and support staff will be meeting with the new Superintendent/Principal in August to develop specific strategies for implementation. 73% of our parents indicated a desire to return to in-person instruction during the current school year.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Provide a physically and emotionally safe learning environment for all students in order to increase student academics and engagement in learning |

An explanation of why the LEA has developed this goal.

We developed this goal to ensure that our students were provided a safe environment to create an opportunity for optimum learning conditions at Kenwood School. Feeling safe while at school provides better learning opportunities and social emotional health. Kenwood School feels that there are a variety of ways to help students feel safe while at school and in class.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------------|---|----------------|----------------|----------------|---|
| Facilities Inspection Tool | 2019-20 "Good" Rating | | | | Will continue to maintain a "Good" rating each year |
| Parent Safety Survey participation | 2019-20 Parent Survey Participation on survey was 25% of the parents. 94% of the parents strongly agree or agree that Kenwood School is a safe place for their child | | | | We will increase Parent Participation on Parent Surveys from 15% to 30% Will maintain a high percentage of 95% or more, of parent agreement that Kenwood School is a safe place for their children |
| Suspension Rate | Due to Distance Learning during the 2020-21 school year, | | | | Will continue to maintain a low |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| | <p>we chose to look at data suspension data from the 2019-20 school year.</p> <p>In 2019-20 the suspension rate was .02% (3 days) and .01% (1 day)</p> | | | | suspension rate of .02% or below |
| Expulsion Rate | 0% Expulsion Rate | | | | Will continue to maintain a 0% expulsion rate |
| E-Rate | Participation in the E-Rate program to provide infrastructure to school network | | | | Will continue to maintain and update systems as measured by 100% connectivity through out the school |
| Staff participating in professional development for Digital Citizenship | 100% of teachers in intermediate grades participated in Digital Citizenship training | | | | Will continue 100% teacher participation in Digital Citizenship training |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------|---|--------------|--------------|
| 1 | Condition of facilities | Determine the time frame for implementation of facilities master plan projects. | | No |
| 2 | Maintenance of facilities | Maintain Maintenance and Custodial Staff | \$187,047.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 3 | Community Feedback | Continue to administer Parent/Family or Student School Climate Survey alternately to receive community feedback on safety of the school to maintain percentage of parents, students and staff who agree that Kenwood School is a safe environment | | No |
| 4 | Parent Education and Emotional Climate | Continue Parent Education and Toolbox programs and modify as needed . Focus on "mindfulness" program in 2021-22 | \$500.00 | No |
| 5 | Maintenance of Technology | Maintain IT Coordinator Position | \$2,666.00 | No |
| 6 | Internet Access for unduplicated students | Open wireless network before and after school Monday through Friday to provide internet access for Low Income and English Learner families who do not have access at home | | Yes |
| 7 | Student Social and Emotional Health | Maintain School Counselor position | \$57,568.00 | No |
| 8 | Playground Safety | Maintain Yard Supervision position | \$12,193.00 | No |
| 9 | Access to Technology | Replace Chromebooks and Admin CPUs per rotation plan | \$5,000.00 | No |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | Increased Parent engagement for all families as measured by parent surveys, volunteers both at school and participation in Kenwood Education Foundation and Kenwood School Association as well as participation in community events. |

An explanation of why the LEA has developed this goal.

Parent and community participation has been a vital part of the success of our school for many years. With nearly 60% of our families opting to join our school district from areas outside of our district boundaries, it is important that families are actively engaged in our organizations that support our school to promote the financial health of the district, as well as to provide access for families to assimilate into the culture of Kenwood School.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| Participation in the Parent School Climate Survey | 2016-17 37% (46 responses) of families responded to the Parent School Climate Survey 95% felt that their student's emotional needs were being met resulting in feeling safe at school | | | | Will increase family responses to a minimum of 40% participation rate Will continue to maintain a 95% satisfactory rate from parents in regards to their student's social emotional needs and feeling safe at school |
| Volunteerism by parents, guardians | An average of 6 people volunteered | | | | Will maintain a high level of daily |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------|--|----------------|----------------|----------------|--|
| and community members | each day per the volunteer log. | | | | volunteers as noted in the Volunteer Log |
| Parent Engagement at Community Events | In 2016-17 an average if 40% of families were in attendance at school events throughout the year | | | | Will increase family participation in school events to 50% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1 | Parent participation on Climate Survey | Maintain and update School website, make frequent All Call announcements from the School Wise system, and use the Principal's Message to remind parents to take the School Climate Survey | \$2,500.00 | No |
| 2 | Volunteers | Using volunteers to support classroom teachers, school programs and Kenwood School Association to provide meaningful learning opportunities for all students | | No |
| 3 | School Events | By conducting outreach through various means such as newsletters, All Call communication through School Wise and community relationships, we will increase participation at school wide events | | No |
| 4 | English Language Coordinator outreach | Continue EL Coordinator time to contact each family as needed to provide access to all surveys and forums to non-English speaking families. | | Yes |
| 5 | Foreign Language | Continue to pursue after school foreign language programs | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------|---|-------------|--------------|
| 6 | Translator | Continue to provide translations as needed for all school parent events | | Yes |

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Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 3 | Increase the number of students meeting or exceeding standards in both English Language Arts and Mathematics, by 5% by 2023-24 school year, as measured by annual CAASPP results and Local Assessment Data, including at risk youth, foster youth, social economically disadvantaged and English language learners. |

An explanation of why the LEA has developed this goal.

Our primary focus for all of our students is to strive towards our goal of having every child performing on or above grade level in our core subjects of mathematics and reading/language arts. We will work collaboratively, utilizing resources from classroom teachers, classroom teaching assistants and reading/intervention/RSP specialists to identify students who need additional support and to provide a program that meets the diverse academic needs of all students, with a focus on unduplicated pupils.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| Accelerated Reader Grades 1-6 | Students will be assessed at least twice per year to determine academic progress in Accelerated Reader in grades 1-6. | | | | Continue scheduled assessments of all 1-6 students to determine progress in reading and comprehension |
| English Language Arts standards based on CAASPP testing | 70% of all students including English Language Learners, Low Income Students and Foster Youths, met or exceed English Language Arts standards on CAASPP testing during the 2018-19 school year | | | | Student CAASPP scores will meet or exceed 75% meeting or exceeding standards |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| Mathematics standards based on CAASPP testing | 65% of all students including English Language Learners, Low Income Students and Foster Youths, met or exceed Mathematics standards on CAASPP testing during the 2018-19 school year | | | | Student CAASPP scores will meet or exceed 70% meeting or exceeding standards |
| Teacher Misassignments per CTCC | Teacher Misassignments were 0% in 2020-21 | | | | Maintain 100% highly qualified teaching assignments |
| ELPAC reclassification rate to indicate ELs that have become English proficient. | ELPAC reclassification rate was 50% | | | | Maintain a ELPAC reclassification rate of 50% or above |
| Maintain access to Core Curriculum Aligned Materials through the adoption of current core curriculum | Maintained access to Core Curriculum Aligned Materials | | | | Adopt new state adopted curriculum on a regular basis in order to maintain access to Core Curriculum |
| Implementation of content and performance standards for all students, including ELs, will be at 100% as measured by observation and review of lesson plans | Implemented content and performance standards for all students, including ELs, was at 100% as measured by observation and review of lesson plans | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| Attendance rate and Absenteeism per attendance records | Maintained attendance rate of 95% in 2019-20 Maintained Chronic Absenteeism 1% or below attendance records during the 2019-20 school year | | | | Maintain a 95% or above attendance rate and less than a 1% chronic absenteeism rate |
| DIBELS Grades K-2 for Reading/Language Arts | 75% of all students including English Language Learners, Low Income Students and Foster Youths, exceeded grade level standards in Reading as measured by DIBELS in 2018-19 | | | | increase grade level achievement on DIBELS assessments from 75% to 80% |
| STAR Reading Benchmark Rate | 76% of students in grades 3-6 were At or Above Benchmark in 2020-21 | | | | 80% of all students, including English Language Learners, Low Income Students and Foster Youths,, will score At or Above Benchmark |
| STAR Math Benchmark Rate | 69% of students in grades 3-6 were At or Above Benchmark in 2020-21 | | | | 75% of all students. including English Language Learners, Low Income students and Foster Youth, will score At or Above Benchmark |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|---|--------------|--------------|
| 1 | Collaborative Curriculum Development | Curriculum Advisory Committee will continue to explore available science curriculum with final selection process taking place in the next school year. | | No |
| 2 | EL Coordinator | Continue EL coordinator working with classroom teachers to collaborate on intervention strategies and language acquisition strategies - Maintain or increase CELDT reclassification rate of 15% | \$1,211.00 | Yes |
| 3 | Intervention Teacher | Continue Intervention Specialist to improve achievement in Math and Language Arts - both one on one and in small groups | \$21,649.00 | Yes |
| 4 | Reading Teacher | Continue program for Reading Teacher working with small groups to improve reading skills | \$20,261.00 | Yes |
| 5 | Highly Qualified Teaching Staff | Maintain Highly Qualified Teachers | \$912,032.00 | No |
| 6 | Classroom Instructional Assistants | Maintain level of Instructional Assistants staff for classroom support | \$84,424.00 | No |
| 7 | Resource Specialist (RSP) Teacher | Maintain level of Pupil services for students not meeting grade level standards including support for students with disabilities | \$134,534.00 | No |
| 8 | Free and Reduced Lunch Subsidy | District subsidizes Free and Reduced Lunches for all eligible students | \$7,000.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 4 | Students will be engaged in their education and understand their connection to their community |

An explanation of why the LEA has developed this goal.

The community and staff recognize the importance of having our students understand and participate in community service. This has long been a hallmark of our Kenwood School experience.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|---|
| <p>Classroom teachers monitor and report service hours of 3rd, 4th, 5th and 6th grade students that complete at least 5 hours of pre-approved community service.</p> <p>Monitoring of attendance rate per daily attendance in Schoolwise Attendance system</p> <p>Analysis of tardy rate per daily attendance in Schoolwise Attendance system</p> <p>Maintain 100% of students including</p> | <p>All 3rd, 4th, 5th and 6th grade students completed at least 5 hours of pre-approved community service</p> <p>Attendance rate was 95% in 2016-17</p> <ul style="list-style-type: none"> Tardy rate was less than 1% 100% of students including | | | | Maintain a minimum of 80% of students in grades 4-6 meeting the standard for participation as measured by sign in sheets at events. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|-----------------------------|
| <p>English Language Learners, Low Income Students and Foster Youths have access to all required areas of studies per classroom teacher identified needs for each classroom</p> <p>Maintain 30 minutes per week per class in each enrichment program peer master schedule ensuring all classes have sufficient enrichment opportunities.</p> | <p>English Language Learners, Low Income Students and Foster Youths had access to all required areas of studies</p> <p>All Students, including English Learners, Foster Youth and Low Income students, had 30 minutes per week per class in each enrichment program</p> | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------|---|--------------|--------------|
| 1 | Community Service | Continue to work with local organizations (ie. Rotary, Kiwanis, Fire Dept., etc) to develop volunteer opportunities for community members such as lunch time clubs, after school tutoring for all 3rd, 4th, 5th and 6th grade students will complete at least 5 hours of pre-approved community service | | No |
| 2 | Enrichment programs | Continue enrichment programs Art, PE, Garden and Music sponsored primarily by the Kenwood Education Foundation | \$112,941.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 3 | STEAM Program (Science, Technology, Engineering, Art and Math) | Continue to implement STEAM/Maker enrichment sessions in all grade levels on a weekly basis. Evaluate program to date. Students with exceptional needs will have access to a broad course of study. | \$30,656.00 | No |
| 4 | Support to Foster Youths | Provide transportation services to foster youth residing at the Valley of the Moon Children's Shelter | \$500.00 | Yes |

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Goals and Actions

Goal

| Goal # | Description |
|--------|-------------|
| 5 | |

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

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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 |
| 3.74% | \$49,810 |

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.

\$1,211 Kenwood School District provides and English Language Learner Program Coordinator to administer testing for English Language Learners as well as to act as translator and liaison to families of English Learners

\$21,649 The Intervention Teacher serves students including English Language Learners, Low Income and Foster Youth that are falling below basic on District benchmark assessments.

\$20,261 The Reading Teacher serves students including English Language Learners, Low Income and Foster Youth that are identified by classroom teaching staff as needing additional support in reading and language arts standards.

\$7,000 Kenwood School District does not participate in the National School Lunch Program so all funding for students receiving lunches that are eligible for Free and Reduced Priced meals are subsidized by the district.

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

Teachers have worked with specialists (reading and intervention) to provide services, as needed for all unduplicated pupils, beyond the regular curriculum. More adjustments may be made as we continue to analyze needs for each student.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|----------------|-------------------|--------------|---------------|----------------|
| \$1,444,457.00 | | \$148,225.00 | | \$1,592,682.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$1,556,080.00 | \$36,602.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1 | All | Condition of facilities | | | | | |
| 1 | 2 | All | Maintenance of facilities | \$187,047.00 | | | | \$187,047.00 |
| 1 | 3 | All | Community Feedback | | | | | |
| 1 | 4 | All | Parent Education and Emotional Climate | \$500.00 | | | | \$500.00 |
| 1 | 5 | All | Maintenance of Technology | \$2,666.00 | | | | \$2,666.00 |
| 1 | 6 | English Learners Foster Youth Low Income | Internet Access for unduplicated students | | | | | |
| 1 | 7 | All | Student Social and Emotional Health | \$28,784.00 | | \$28,784.00 | | \$57,568.00 |
| 1 | 8 | All | Playground Safety | \$12,193.00 | | | | \$12,193.00 |
| 1 | 9 | All | Access to Technology | | | \$5,000.00 | | \$5,000.00 |
| 2 | 1 | All | Parent participation on Climate Survey | \$2,500.00 | | | | \$2,500.00 |
| 2 | 2 | All | Volunteers | | | | | |
| 2 | 3 | All | School Events | | | | | |
| 2 | 4 | English Learners Foster Youth Low Income | English Language Coordinator outreach | | | | | |
| 2 | 5 | All | Foreign Language | | | | | |
| 2 | 6 | English Learners Foster Youth Low Income | Translator | | | | | |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|--------------|-------------------|--------------|---------------|--------------|
| 3 | 1 | All | Collaborative Curriculum Development | | | | | |
| 3 | 2 | English Learners | EL Coordinator | \$1,211.00 | | | | \$1,211.00 |
| 3 | 3 | English Learners Foster Youth Low Income | Intervention Teacher | \$21,649.00 | | | | \$21,649.00 |
| 3 | 4 | English Learners Foster Youth Low Income | Reading Teacher | \$20,261.00 | | | | \$20,261.00 |
| 3 | 5 | All | Highly Qualified Teaching Staff | \$912,032.00 | | | | \$912,032.00 |
| 3 | 6 | All | Classroom Instructional Assistants | \$84,424.00 | | | | \$84,424.00 |
| 3 | 7 | All Students with Disabilities | Resource Specialist (RSP) Teacher | \$134,534.00 | | | | \$134,534.00 |
| 3 | 8 | Foster Youth Low Income | Free and Reduced Lunch Subsidy | \$7,000.00 | | | | \$7,000.00 |
| 4 | 1 | All | Community Service | | | | | |
| 4 | 2 | All | Enrichment programs | | | \$112,941.00 | | \$112,941.00 |
| 4 | 3 | All | STEAM Program (Science, Technology, Engineering, Art and Math) | \$29,156.00 | | \$1,500.00 | | \$30,656.00 |
| 4 | 4 | Foster Youth | Support to Foster Youths | \$500.00 | | | | \$500.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|-------------|
| Total: | \$50,621.00 | \$50,621.00 |
| LEA-wide Total: | \$50,621.00 | \$50,621.00 |
| 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 | 6 | Internet Access for unduplicated students | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 2 | 4 | English Language Coordinator outreach | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 2 | 6 | Translator | Schoolwide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 2 | EL Coordinator | LEA-wide | English Learners | | \$1,211.00 | \$1,211.00 |
| 3 | 3 | Intervention Teacher | LEA-wide | English Learners Foster Youth Low Income | | \$21,649.00 | \$21,649.00 |
| 3 | 4 | Reading Teacher | LEA-wide | English Learners Foster Youth Low Income | | \$20,261.00 | \$20,261.00 |
| 3 | 8 | Free and Reduced Lunch Subsidy | LEA-wide | Foster Youth Low Income | All Schools | \$7,000.00 | \$7,000.00 |
| 4 | 2 | Enrichment programs | | | All Schools | | \$112,941.00 |
| 4 | 4 | Support to Foster Youths | LEA-wide | Foster Youth | All Schools | \$500.00 | \$500.00 |

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

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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.