

# 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
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## Plan Summary [2021-22]

### General Information

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

Lincoln Street was created in 1985 in response to a need for an Independent Study program in Tehama county. First located in Gerber, the school originally served Kindergarten through 12th grade. Students included pregnant teens, expelled/suspended students, group home students and homeschooling families. In 1990, the school moved to Red Bluff and was housed in the Tehama County Department of Education warehouse/bus shed. Nine years later, Lincoln Street School moved again, this time to the TCDE building on Lincoln Street and for the first time Lincoln Street School became a fully independent study school.

Since its establishment, Lincoln Street School has been a model of how personalized learning can improve student achievement. In recent years, the school has achieved a base API as high as 870. During 2009-10, Lincoln Street School was recognized by the California Department of Education and the California Consortium of Independent Study as an exemplary Independent Study School.

In June of 2014, Lincoln Street School moved into a newly constructed state-of-the-art school building located on TCDE property adjacent to the TCDE main building. Beginning in the 2014-2015 school year, Lincoln Street operated as a charter school under the Tehama County Department of Education. TCDE fully supports the educational services Lincoln Street provides to the community and is committed to the success of the school.

Lincoln Street currently serves just under 100 TK to 8th grade students. Its mission is "...to inspire students, empower parents, and promote a life-long love for learning by creating an environment where academic success is personalized and achievable for all children." We do this by empowering parents as they work with credentialed teachers to teach, monitor progress and implement programs that enrich, challenge and inspire students to embrace personalized academic success. Over the last few years, Lincoln Street has added a Family Success Liaison which assists families in making sure their basic needs are met in addition to any other struggles they may be facing. This position has been crucial since the COVID-19 Pandemic and spearheaded our whole child/whole family support to education.

During the 2017-18 school year, Lincoln Street staff worked on their first charter renewal through Tehama County Department of Education. On February 14th, the Tehama County Board of Education approved the Lincoln Street charter through June, 2023.

## Reflections: Successes

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

During 2019-20, Lincoln Street School achieved the following:

- ~ Even during the COVID-19 school closures, the majority of our families continued on in their curriculum.
- ~ successful implementation of HSS curriculum for grades K-8
- ~ Enrichment clubs for all students provided opportunities for socialization and leadership skills

During 2020-2021, Lincoln Street School achieved the following:

- ~ Purchased and Implemented Character Strong social emotional curriculum
- ~ Staff provided virtual academic (ELA) and enrichment groups
- ~ Staff provided one-on-one tutoring (Math and ELA) as needed
- ~ Provided consistent support to families by not having any school closures
- ~ Increased participation in our local NWEA Measures of Academic Progress

## 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.

Based off of our local assessments, middle school students need more academic support/direct instruction in both math and ELA. Staff was able to provide instructional groups in ELA and individual math tutoring, but we would like to extend it to more students and offer flexibility in access.

After the pandemic, the need for social emotional support was expressed and we purchased curriculum to be utilized with students and families. We will continue to purchase this online SEL curriculum and implement the characteristics throughout the school year. Parent chats were highly favorable and it was requested that the weekly chats continued in upcoming years.

## LCAP Highlights

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

Lincoln Street is proud that they were able to provide continuous student and family support pre/post COVID-19 school closures. Even with the school closures, most of our Lincoln Street families were able to continue on when the majority of the country was at a standstill. We had one of our highest numbers of returning students during this time.

Staff worked diligently on delivering frequent and clear communication.

Staff embraced the idea of flexibility for each other and our families. We quickly adjusted our schedules as needed to meet the needs of staff. Staff provided virtual options and became masters at thinking outside of the box.

We were able to deliver our NWEA Measures of Academic Progress quicker. This allowed staff to identify areas that may need additional support based on results.

We had an increase in our families utilizing our community resources in regard to housing, food, employment and mental health.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

N/A

### **Support for Identified Schools**

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

N/A

### **Monitoring and Evaluating Effectiveness**

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

N/A

# Stakeholder Engagement

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

Lincoln Street Staff take a collaborative approach to our LCAP. Staff reviewed goals and discussed our progress on those goals, as well as updating new goal. Meetings were held on 4/01/21, 4/14/21, and 4/23/21. All staff were invited, along with our Chief Business Officer and TCDE's Director of Continuous Improvement.

Previous LCAP goals were discussed at the Parent Advisory Committee on 03/15/2021. Successes and challenges were noted. On 04/19/2021, parents and staff proposed new goals and discussed how we were going to measure them.

On April 22, 2021 TCDE SELPA Consultation was conducted with the SELPA Administrator and staff representatives to consider our special populations.

At our Governance Meeting on 05/13/21, we shared our proposed goals and metrics. Feedback was taken into consideration, prior to the Public Hearing on June 10, 2021.

Feedback from the Public Hearing was considered prior to the approval of the LCAP at our Governance Meeting on June 17, 2021.

A summary of the feedback provided by specific stakeholder groups.

Staff and parents expressed an appreciation for being included on these decisions. Concerns about missing social interactions was noted by staff and parents. In addition, appreciation was expressed for the extras that were put into place (ie., food bank, meal donation, chats)

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

Staff and parents noted that there was a need for additional instruction provided by a credentialed teacher, especially in the older grades. Staff will work into their schedule time to offer in-person and virtual classes for these groups. Staff will also be developing skills based assessments to help focus in on specific areas of need.

With the stress of the pandemic, our families needed additional support this year. COVID has caused more isolation and feedback showed that parent chats and SEL groups helped the school community stay connected. Lincoln Street School's Family Success Liaison will continue to offer weekly options for parents and students. She will also utilize her community resources as needed to ensure families are able to provide and environment that is beneficial to learning.

Feedback from staff and parents helped modify Goal 3 from a college and career focus to a whole-child approach to learning.

Staff, Parents, and Students expressed the need for clubs and other socialization opportunities. Staff will work at re-establishing clubs and other enrichment opportunities.

# Goals and Actions

## Goal

Goal #	Description
1	Lincoln Street School will provide a family-centered, individualized academic program to enrolled students that will ensure high academic and social achievement.

An explanation of why the LEA has developed this goal.

As an independent study charter school, teaching and instruction is provided by the parent/guardian in partnership with a credentialed teacher. Parents are responsible for the daily instruction and supervising teachers are responsible in assigning, monitoring, and assessing the overall work and learning progress. State approved curriculum is adopted and closely aligned with our local public schools.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student attendance Attendance rates will meet or exceed 95%	2019-2020 = 98.49%				Student attendance Attendance rates will meet or exceed 95%
SBAC Participation rate Participation rate to remain at 95% or higher  SBAC performance scores to maintain or improved % of students meeting or exceeding standards for ELA and Math	2019 Participation Rate = 100% ELA = 39.13% Met/Exceed 13.2 points below standard Math = 23.19% Met/Exceed 70.5 points below standard				SBAC Participation rate to remain at 95% or higher ELA = 10 points below standard MATH = 65 points below standard
Local Assessments	Measures of Academic Progress				Measures of Academic Progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Individualized academic assessment results that demonstrate student by student growth in ELA and Math; staff will track by student	<p>ELA = 73.16% met/exceeded projected growth</p> <p>Math = 50.92% met/exceeded projected growth</p> <p>Lexia CORE5 = 63% at or above grade level</p> <p>Fluency = 57% meeting or exceeding grade level norms</p>				<p>ELA at 70+% Math at 60+%</p> <p>Lexia CORE5 = 65+% at or above grade level</p> <p>Fluency = 60% meeting or exceeding grade level norms</p>
School Accountability Report Card	<p>Facilities in Exemplary Condition</p> <p>0 Suspensions</p> <p>0 Expulsions</p> <p>Williams-Act Compliant</p>				<p>Facilities to remain in Good+ status</p> <p>Suspensions/Expulsions remain at 0</p> <p>Williams Act Compliant</p>
Implementation of CCSS/NGSS/ELD/History-Social Science Standards	<p>Purchase K-2 NGSS curriculum for 2021-2022 school year</p>				<p>Full school-wide implementation of NGSS curriculum</p>
Chronic Absenteeism Lincoln Street will refer students with attendance problems for SARB investigation Students enrolling with a SARB contract will be monitored for attendance by staff	<p>2019 Absentee Rate - 14.6%</p> <p>2020 Absentee Rate - NA</p> <p>2020-2021 Non-Compliance Letter 1- 8 sent</p>				<p>Absentee Rate Under 10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Non-Compliance Letter 2- 3 sent Non-Compliance Letter 3- 2 sent				
English proficiency rate Reclassification rate	2020-2021 One student enrolled, but left prior to summative ELPAC.				Maintain/Increase English proficiency and Reclassification rate

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain Lincoln Street staffing, materials/supplies and facilities at prior year levels.	<ul style="list-style-type: none"> <li>Salaries and benefits</li> <li>Materials/supplies/textbooks</li> <li>Software licenses</li> <li>Rent/maintenance</li> <li>Tech support services</li> <li>Fiscal and administrative oversight by TCDE</li> </ul>	\$648,860.00	No
2	Special Education services will be provided based upon student identified needs.		\$31,862.00	No
3	Provide opportunities and resources for student academic intervention	Diagnostic assessment in ELA and Math (NWEA) Intervention instruction Online	\$3,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Provide quality professional development for Lincoln Street staff.	Topics addressed included: CCSS/ELD/NGSS/History-Social Science implementation New curriculum implementation Technology integration to instruction Charter, Independent Study School conferences Data collection, management and analysis Parent engagement	\$4,555.00	No
5	Purchase additional textbooks, supplemental supplies and resources as indicated by student enrollment and replacement needs.		\$750.00	No
6	Maintained an additional 0.5 FTE teacher (part-time) based upon enrollment needs.		\$50,290.00	No
7	MOU with TCDE department for SARB investigations and follow-up support services.		\$1,120.00	No
8	Purchase skills based assessment and progress monitoring for math.	Skills based math assessment to identify any gaps in learning.	\$3,500.00	Yes
9	Purchase virtual meeting equipment for delivering instructional lessons.	Camera and microphone to be utilized to provide additional instruction and supplemental support.	\$2,400.00	Yes



## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Lincoln Street School will provide a strong, family-centered alternative education program with opportunities for parent/guardian decision-making and parent learning to support the instructional program.

An explanation of why the LEA has developed this goal.

Lincoln Street is an independent study school based on a home schooling model. By providing additional support and pedagogy instruction to the parents, our hope is that parents can provide a more enriching learning environment to their children resulting in higher student learning outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Parent Survey	Parent Survey- 64% satisfied with relevance and quality of parent clubs Desired Topics for Future- Academic (46.7%) Organization Lesson Preparation (40%) Useful Resources (40%) Social (33.3%)				70% Satisfied with relevance and quality of parent club. Topics of Focus assessed yearly
Parent Club Evaluations - Satisfactory or Above	Implement Strengths Assessment to create goals (pre/post).				70% of parents met their goal based on their Strengths Assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School committee participation	Governance - 1 representative Parent Advisory Committee - 2 participants				Maintain a parent representative on Governance- 1 Parent Advisory Committee participants increase to 4
Parent Trainings	Parent Survey- 88% of parents feel comfortable teaching our curriculum  33% would like more curriculum training				Pre/Post Self Reflections continue to show growth.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide frequent and positive communication between school and home (face-to-face interaction, phone, email, web-site, etc.). Monitor parent/guardian satisfaction using a survey.	Parent Engagement	\$5,360.00	No
2	Continue to provide training/workshops for parents/guardians.	Topics to be addressed will align with family-identified areas of interest/need, as identified in parent surveys, student data and staff observation.	\$9,620.00	No

Action #	Title	Description	Total Funds	Contributing
		Make use of local consultants (TCDE, community, experienced Lincoln Street parents) as presenters. Parent curriculum boot camp will be provided prior to the start of school to do an in-depth dive into the curriculum and organizational planning.		
3	Purchase student planners.	Student planners will help structure the instructional week.	\$931.00	No
4	Purchase materials and supplies for parent committee meetings.		\$500.00	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
3	Lincoln Street School will incorporate resources and skills to address the whole-child into the instructional program.

An explanation of why the LEA has developed this goal.

By fostering the whole child approach to learning, it will incorporate social, emotional, mental, and trauma needs to be addressed. By providing support for these needs, progress on their learning goals will be able to take place. In addition, providing whole family support and needs will aid in the overall education of the child.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Nights	2020-2021 Offered 3 times				Offered every other month
Enrichment Club- Participation	2020-2021 TK-2nd (18.8%) 3rd-5th (30%) 6th-8th (20%)				Continue to offer a variety of opportunities. Maintain Participation rates above 30% of students
SEL Competency Growth	Establish/Implement Pre/Post Reflections  2020-2021 Avg. Student Self Assessment on Competency (3.36 out of 5)				Growth shown between Pre and Post Assessments

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Additional support to students and families will be provided by the Family Success Liaison.	Family Success Liaison will help families access community resources to aid with meeting their basic needs.	\$49,339.00	Yes
2	Purchase Social Emotional Learning curriculum.		\$5,748.00	Yes
3	Offer enrichment activities that support the development of the whole child.	Field trips, clubs, family nights	\$3,028.00	Yes
4	Purchase technology equipment to meet the needs of 21st Century learners.	Chromebooks Robotics	\$3,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.03%	170,192

**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.

Averaging 75% low-income students, staff looks at the needs of our students through a broad lens. The district and its stakeholders believe the most effective use of LCFF funds is to improve the educational program for all students through a district/school-wide service model rather than a targeted model. This is due to the individualized features of curriculum and instructional delivery by Lincoln Street parents/families. Additionally, the individualized features provided by Lincoln Street School allow teachers to target services to unduplicated students and families. All students benefit from this customized delivery of services.

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

By purchasing Diagnostic Assessments, Interventions and additional online resources, provides the supervising teachers data and resources to best differentiate the instruction to the individual needs to each student. The new skills based math assessment will allow supervising teachers to pinpoint exact needs with grade level equivalencies.

Utilizing our Family Success Liaison, families are connected with food banks, employment agencies, housing, and support for daily living so they are able to focus on providing a quality education for their child.

By purchasing a Social Emotional Learning Curriculum, staff are able to develop connections with the students while providing them with tools for dealing with a magnitude of situations.

Through our enrichment programs, students get equal access to opportunities and trades that they may be able to incorporate into their lives.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$747,502.00	\$76,486.00			\$823,988.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$702,564.00	\$121,424.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Maintain Lincoln Street staffing, materials/supplies and facilities at prior year levels.	\$641,410.00	\$7,450.00			\$648,860.00
1	2	Students with Disabilities	Special Education services will be provided based upon student identified needs.	\$31,862.00				\$31,862.00
1	3	English Learners Foster Youth Low Income	Provide opportunities and resources for student academic intervention	\$3,125.00				\$3,125.00
1	4	All	Provide quality professional development for Lincoln Street staff.	\$4,555.00				\$4,555.00
1	5	All	Purchase additional textbooks, supplemental supplies and resources as indicated by student enrollment and replacement needs.		\$750.00			\$750.00
1	6	All	Maintained an additional 0.5 FTE teacher (part-time) based upon enrollment needs.	\$4,878.00	\$45,412.00			\$50,290.00
1	7	All	MOU with TCDE department for SARB investigations and follow-up support services.	\$1,120.00				\$1,120.00
1	8	English Learners Foster Youth Low Income	Purchase skills based assessment and progress monitoring for math.	\$3,500.00				\$3,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Purchase virtual meeting equipment for delivering instructional lessons.		\$2,400.00			\$2,400.00
2	1	All	Provide frequent and positive communication between school and home (face-to-face interaction, phone, email, web-site, etc.). Monitor parent/guardian satisfaction using a survey.	\$5,360.00				\$5,360.00
2	2	All	Continue to provide training/workshops for parents/guardians.	\$500.00	\$9,120.00			\$9,620.00
2	3	All	Purchase student planners.		\$931.00			\$931.00
2	4	All	Purchase materials and supplies for parent committee meetings.	\$500.00				\$500.00
3	1	English Learners Foster Youth Low Income	Additional support to students and families will be provided by the Family Success Liaison.	\$49,339.00				\$49,339.00
3	2	English Learners Foster Youth Low Income	Purchase Social Emotional Learning curriculum.		\$5,748.00			\$5,748.00
3	3	English Learners Foster Youth Low Income	Offer enrichment activities that support the development of the whole child.	\$1,353.00	\$1,675.00			\$3,028.00
3	4	All	Purchase technology equipment to meet the needs of 21st Century learners.		\$3,000.00			\$3,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$57,317.00	\$67,140.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$57,317.00	\$67,140.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Provide opportunities and resources for student academic intervention	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,125.00	\$3,125.00
1	8	Purchase skills based assessment and progress monitoring for math.	Schoolwide	English Learners Foster Youth Low Income		\$3,500.00	\$3,500.00
1	9	Purchase virtual meeting equipment for delivering instructional lessons.	Schoolwide	English Learners Foster Youth Low Income			\$2,400.00
3	1	Additional support to students and families will be provided by the Family Success Liaison.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$49,339.00	\$49,339.00
3	2	Purchase Social Emotional Learning curriculum.	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$5,748.00
3	3	Offer enrichment activities that support the development of the whole child.	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,353.00	\$3,028.00

**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
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.