

MONTGOMERY CREEK



WOLVERINES

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.

Welcome to Montgomery Creek Elementary School!

Located in the beautiful mountains of rural Northern California, Mountain Union Elementary School District and Montgomery Creek Elementary School serve students from preschool to grade 8. We are a basic aid district, representing a diverse community, rich in the traditions of the outdoors. Our rural location allows our students, staff, and community members to thrive in and explore the beauty of nature. To aid in this exploration, students have access to the latest technologies including individual chromebooks, internet hotspots when needed for home use, a robust selection of digital platforms for intervention, exploration and/or enrichment, interactive classroom digital displays, and a menagerie of insects, amphibians, fish, and other animals living in classroom habitats designed for safe, humane, and successful exploration of the various lifecycles found in nature. Our students work with indigenous leaders from the north state to learn about the technologies and practices of the original peoples of this area and the benefits of these practices in meeting the challenges of today.

Our student population varies in number but usually averages 70 to 75 students. These students are a diverse group with approximately 20% identifying as Native American, 20% identifying as Multi-Ethnic (non Hispanic), 6% Hispanic, 50% Caucasian and 5% unknown. Free and reduced lunch count is approximately 84% of enrolled students. Our students, like most students in the last year, have proven to be resilient, adaptable, and eager to learn in these changing and unpredictable times presented by the COVID-19 pandemic.

Our school staff has excelled in adapting to the unpredictable myriad of challenges they encountered during this pandemic. Learning and teaching modalities of all kinds have been examined, adopted, and customized to meet the unique needs and challenges of our students and community. Methods of assessment have also been re-examined and updated at regular intervals as part of our continuous cycle of improvement - designed to provide our students, parents and teachers the feedback needed for the optimum learning experience. Teachers and staff have incorporated a strong Social Emotional Learning program over the past 3 years focusing on building capacity among staff and students to understand what is needed to provide and engage in an effective learning environment. Growth mindset, emotional intelligence, Masters of the Skills of Independence, GRIT goals, Digital citizenship, self regulation skills, and restorative practices are just a few of the

tools students and staff work on continuously while building a safe and harmonious school environment where learning occurs. Our students enjoy a focus on standards based learning where assessments and report cards are based on attainment and mastery of state standards. Problem based and experiential learning is a core principal our teaching staff continues to pursue. Our staff is aligned in the goal of helping our students prepare for their future by learning to be creative and collaborative thinkers who can work independently when needed.

Our school community is in the process of reinventing our after school program in order to provide a program aligned with school activities, school academic programs, and the extra-curricular desires of the students. Our after school program is currently aligned with the Shasta County Office of Education SHARE program. Program cost increases have been passed on by the SHARE program to parents resulting in a severe decline in enrollment in one of the most important school programs. The school community is diligently working to reduce and/or eliminate the cost to parents for this program and to increase enrollment.

Our school services staff work very hard to ensure: efficient, timely, and safe, transportation is provided to students to and from school in mountain conditions; nutritious and appealing meals and snacks, based on and including scratch recipes are provided daily for students and staff; a clean, functioning, safe, and inviting school atmosphere is maintained and continuously enhanced for our students and community; safe, exciting, inclusive, and enjoyable recess and breaks occur on a regular basis for students; daily intervention and enrichment opportunities are available to students; and many other "behind the scenes" operations that keep the school moving forward. Major projects including solar facilities and a generator are planned for this summer completion. This will reduce the school reliance on PG&E and the effects of PSPS days which have increased school closure days annually.

Montgomery Creek Elementary School and Mountain Union Elementary School District students, staff, and community have proven to be adaptable, resourceful, resilient and loving people focused on making their community a better place - Montgomery Creek School is an exciting place to be!

Reflections: Successes

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

We are proud of the progress that we have made in mathematics and chronic absenteeism. In reviewing the California School Dashboard, we had an increase of 33.2 points in mathematics in 2018-19 which indicates that all of our students are showing growth in this area. While we are excited about that our chronic absenteeism rate declined by 10.9%, we still have much work to do in this area. Our attendance campaign is working and we will continue to target students that are missing a lot of school as we know this is a direct correlation with our academic progress. There has also been a culture shift with our students and staff. We have flooded our students with academic and social supports this past year, refined our assessments and standards practices, had focused professional development on areas of need, and targeted specific students that needed extra support. All of these practices have made a considerable difference in our students progress and we are very confident that the Dashboard for 2019-2020 will show tremendous progress in all indicators.

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.

While we are proud of the progress we have made, we still have a great need to reduce our chronic absenteeism rate as we currently have 29.1% of our population chronically absent. We will continue to make a concerted effort to target students that miss more than 10% of school and educate our families of the importance of attending school. We believe there is a direct correlation of academic achievement and chronically absent students. Our suspension rate indicator and English language arts academic indicator show a RED performance indicator. We have spent a significant amount of time targeting the socioeconomically disadvantaged students in chronic absenteeism, suspension and academics. This past year, we refined systems and implemented specific support for our socioeconomically disadvantaged students and believe we will see dramatic growth in all areas when the 2019-20 Dashboard results are released. We do not show any significant performance gaps among student groups. There will be a continues focus on learning loss recovery, SEL, and the resumption of normal and enhanced school/student/ community/parent engagement activities. The lack of adequate social and digital infrastructure has put a new emphasis on the importance of public/private partnerships and partnerships among public entities. We are working on various opportunities in coordination with other stakeholders in the area and district to secure reliable broadband services to our students and community. Other lessons learned are confirmation of the importance of the SEL program we have instituted and the need for continuous evaluation and improvement of this program. The importance of benchmark, summative, and formative data collection at predetermined intervals in order to impact learning was made clear and confirmed. Sharing assessment data with parents and students often, (keeping digital grade books updated, formative assessment feedback, weekly progress check ins) in order to help students develop and refine learning goals and to check on progress was made clear. Through the distance learning process, many of our students became more involved in planning and taking responsibility for their own learning and we wish to continue to capitalize on this development. A second "Critical Opportunity" will focus on the importance of keeping parents and students informed of their learning via assessments, unit plans with clearly stated goals, updated grade books, and regular individual discussions with students on progress.

LCAP Highlights

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

After much thought and consideration from stakeholders, we refined actions and services within our plan. We would like to showcase the following areas:

Science Technology Engineering and Mathematics (STEM)

A new library that is inviting

Attendance campaign

Parent engagement activities

Multi-Tiered System of Support

Positive Behavior Intervention and Supports/SEL program definition and articulation

The Skills of Independence

Professional development based on our data

Small class sizes with lots of one-on-one support for students
Physical Education/Music
Full time Principal
Athletics

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.

Mt. Union Elementary School is eligible for Additional Targeted Support and Improvement (ATSI) with our socioeconomically disadvantaged students.

Support for Identified Schools

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

We are a single school district and have put specific actions and services in our 2020-2023 plan to support our socioeconomically disadvantaged students. Because we are a tiny school district, we do not have School Site Council or School Plan for Student Achievement in place. Instead, we have a Local Control Accountability Plan Committee and staff meetings that are used to seek feedback from our stakeholders to make improvements within our Local Control Accountability Plan.

Monitoring and Evaluating Effectiveness

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

We will monitor and evaluate our plan on a monthly basis at our Governing Board meetings and through our staff meetings. We will also use our weekly Professional Learning Communities and collaboration time to target students specific areas of need based on our local data and students Individualized Education Plan goals. Additionally, our Title I funds will be directed to support our most at-risk students and our Title II funds will go to support staff development in closing the achievement gap.

Stakeholder Engagement

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

Staff, parents, students, and the School Board have collaborated through formal brainstorm sessions to address the unique challenges of the school resulting in the following key focus features of the LCAP:

State Priority 1: Insuring the school facilities are well maintained and safe as well as housing the needed physical resources for programs. Insuring all students have full access to curriculum materials and highly qualified teachers.

State Priority 2: Insuring all curriculum and instruction is standards aligned. Supporting teachers with professional development that helps them grow and teach effectively. Providing supplemental materials in the English language arts and math program.

State Priority 3: Provide resources and opportunities that help parents be active participants in helping their child(ren) successfully learn standards and develop the skills to manage their learning. Specific opportunities for parent involvement include Back to School Night, Preschool Raising a Readers workshops, Open House, parent/teacher conferences, classroom volunteers, and family event nights. Home to school communication includes but is not limited to school newsletter, classroom newsletters, school website, etc. Parents are encouraged to be part of the decision making process through Parent Club, LCAP Committee meetings, School Site Council, and attending Governing Board meetings.

State Priority 4: Utilizing state assessment data, local assessments, and classroom-based assessment data to monitor student performance, develop intervention services for students, and inform instructional practices for continued student academic growth.

State Priority 5: Build within students a strong desire to be at school as they are motivated by a positive environment, a meaningful curriculum, and extra curricular activities that support learning goals.

State Priority 6: Incorporate leadership principles which helps students learn and use the effective habits in managing themselves and the way they work with others. Assisting students in developing leadership skills that apply to themselves, school, and the greater community. Helping students develop the skills needed to build a positive and confident self-concept for themselves and others. Survey students, parents and teachers on the sense of safety and school connectedness.

State Priority 7: Provide a broad course of study that helps students integrate 21st Century skills; STEM related concepts, effective integration of technology resources, and activities that help students make connections with real-life applications. Providing intervention services to students who are struggling to meet standards through classroom Tier I, Tier II , Tier III supports.

State Priority 8: Other student outcomes-Provide opportunities for students to be involved through community service projects, Student Council, athletics, STEM activities, reading and math focus days, etc. Supporting standards through effective integration of STEM activities at

all grade levels. Providing supplemental and extracurricular activities (field trips, math and reading events, music program, etc.) that help students develop talents and make meaningful connections with real-life applications.

Year-round: Weekly discussions with faculty during Collaboration Meetings on district goals and actions based on state and local data.

Year-round: Individual meetings with classified staff and principal to identify areas of concern for their students. Goal setting aligns with district LCAP goals.

Year-round: Monthly presentation to the Board of LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.

Fall: Annual presentation provided to the Governing Board at the regular meeting on California Assessment for Student Performance and Progress (CAASPP) results.

Quarterly: Presentation provided to the Governing Board at the regular meeting on school wide intervention programs Student Academic Intervention Program.

Spring: Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators.

Year-round: Monthly meeting with the support staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan.

Winter and Spring: Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process.

Quarterly and as needed: Parent Engagement presentation on California Assessment for Student Performance and Progress (CAASPP) results and CA School Dashboard results, STAR Assessment results, LCP update , COVID plans, School re-opening plans, Public Health meetings, Learning Loss Mitigation.

Winter and Spring: Discussion with Budget Committee on stakeholder meeting- input, revision, summary, Budget Overview for Parents (BOP) and the LCAP annual analysis.

Fall and Spring: Parent Engagement presentation and Governing Board presentation on staff professional development that supports both goals in the LCAP.

Quarterly: Parent Engagement presentation on draft LCAP development process

Spring: Presentation to the Bargaining Units of the draft LCAP- input, revision, and summary

Winter and Spring: Presentation to the Governing Board at the regular meeting on stakeholder input meetings - input, revision, and summary

Spring: Presentation to parent engagement on draft and final LCAP - input, revision, and summary

Spring: Staff Stakeholder Meeting for feedback on LCAP

Spring: Bargaining Unit stakeholder meeting to receive feedback on draft LCAP

Spring: Parent, staff and student survey data to inform the local indicators and LCAP development.

June 16, 2020: Public Hearing of the LCAP Annual Update, Budget Overview Parent Summary, LCAP, and budget at a regularly scheduled board meeting

June 23, 2020: LCAP Annual Update, Budget Overview for Parents, LCAP, and budget adopted at a special board meeting

Annual Update: Throughout the 2019-2020 school year, the District communicated with stakeholders regarding the implementation of LCAP strategies and the progress towards goals. In order to evaluate the effectiveness of the LCAP, the District presented student achievement data to all stakeholders, including schoolwide performance tasks and local assessment results in math and literacy. All stakeholder groups

were presented data on CAASPP assessments as well as California School Dashboard data. The District presented data on all required state metrics.

All stakeholder groups provided input regarding goals, metrics, actions and the district prioritized the suggestions based on identified areas of need.

A summary of the feedback provided by specific stakeholder groups.

Draft Goals and summary of proposed LCAP changes presented and input solicited from the following groups:

- * School Board- positive response to suggestions recommended by administration, staff, and families. Particular emphasis on physical infrastructure plans. (Solar, Modernization)
- * School Site Council/LCAP Committee- professional development for staff, getting students back to in person learning, focusing on suspension and chronic absenteeism with realization that the student population is so small, one student can skew the numbers so every student truly counts!
- * Bargaining Unit/Faculty- Professional development and opportunities to collaborate with professionals/peers. Continued focus on assessments/gradebooks/planning and the gift of time to accomplish these goals in standards based reporting
- * Classified - continue to improve physical infrastructure/focus on SEL and positive behavior/ increase or return to extra curricular and social activities around the school
- * Parent Club- N/A
- * Student Council - N/A
- * Parent, staff and student surveys- overall great satisfaction with school and relationships. Student safety, physical infrastructure. positive relationships were key contributions
- * SELPA- Mod to severe facilities are in great need

Stakeholders had a significant role in providing feedback and refining our plan for 2020-2023. After reviewing local and state data and our current actions, services and goals in our draft plan, stakeholders brainstormed areas of strength and concern in each of the eight state priorities. We prioritized the areas that stakeholders suggested and developed the final plan. We brought back the final plan to all of our stakeholders for further feedback. Finally, our LCAP Committee and Governing Board approved the plan 2020-2023. We believe this comprehensive plan provides a road map for our district in the coming years and will adjust the plan as necessary to support continuous improvement.

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

After reviewing the data, we identified areas of concern with the following student groups: Socioeconomically Disadvantaged Students in suspension, chronic absenteeism, and the academic indicators.

New actions have been placed in the plan to support these areas of concern. Additionally, goals were refined for the 2020-2023 plan based on stakeholder input. Stakeholders suggested that we try to get students back in school as soon as possible, work to get students activities and extracurricular programs in place as soon as possible, and work to identify areas of learning loss and address those deficiencies ASAP.

Goals and Actions

Goal

Goal #	Description
1	The district will focus on establishing positive relationships with students, families and staff; will protect relationships even through difficult conversations; and focus on annual growth and catch up growth for students in the areas of academics, social emotional, behavioral, physical, and cultural needs.

An explanation of why the LEA has developed this goal.

CAASPP results and the CA Dashboard indicate the students in the MUESD are some of the lowest achieving in the county. For ELA, this has been a multi-year trend and for other areas such as math, suspension and Chronic Absenteeism, the results fluctuate year to year. We currently use formative assessments to target students that need extra support. Additionally, we are in the process of reflecting on our systems and refining what is working and eliminating what is not working. We have spent a considerable amount of time shifting our resources this past year to focus on academics, especially with writing in the content areas and social emotional learning. We are beginning to see real changes in our culture and students and will continue to implement the changes in our actions and services from this past year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Learner Progress Indicators Proficiency	We currently have 0 English learners.				75% students are English proficient
CA School Dashboard English Learner Progress Indicators Reclassification	We currently have 0 English learners.				75% English learners reclassified
CA School Dashboard Academic Indicator-Mathematics	YELLOW performance level				BLUE performance level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	50.8 points below standard (2018-2019 data, no data for 2019-2020 due to Covid-19)				10 points above standard
CA School Dashboard Academic Indicator-English language arts	RED performance level 72.4 points below standard (2018-2019 data, no data for 2019-2020 due to Covid-19)				BLUE performance level 10 points above standard
Smarter Balanced Assessments Mathematics	2018-19 Smarter Balanced Assessments Mathematics 32% of students are at or above standards				Smarter Balanced Assessments Mathematics 60% of students are at or above standards
Smarter Balanced Assessments English language arts	2018-19 Smarter Balanced Assessments English language arts 28% of students are at or above standards				Smarter Balanced Assessments English language arts 60% of students are at or above standards
Local Indicator Other Student Outcomes Local Assessments	2021 Star Reading data: 42% of students are at or above district benchmark				Star Reading/Star Math 60% of students are at or above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021 Star Math data: 35% of students are at or above district benchmark				
Local Indicator Other Student Outcomes Local Assessments	New indicator: Baseline to be established in Fall 2021				DIBELS 65% of students are at or above standard Kinder Fluency- 65% 1st Grade Fluency- 65% 2nd Grade Fluency- 65% 3rd Grade Fluency- 65 % 4th Grade Fluency- 65%
Local Indicator Unduplicated Students	100% of Unduplicated Students have access to programs and services.				100% of Unduplicated Students have access to programs and services.
Local Indicator Student with Exceptional Needs	100% of Students with Exceptional Needs have access to programs and services.				100% of Students with Exceptional Needs have access to programs and services.
Local Indicator Parent Input	100% of parents, including unduplicated				100% of parents, including unduplicated

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent Club.				pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent Club.
Local Indicator English Learner Access	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.				100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Special Education	<p>Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards.</p> <p>Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need.</p> <p>Special Education students will be both challenged and supported by their regular ed teacher and any other support staff.</p>	\$108,360.00	No

Action #	Title	Description	Total Funds	Contributing
		The general ed teacher will meet weekly with special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.)		
2	English Learners	<p>We do not currently have an EL students.</p> <p>Using the English Learner Road Map as our guide, we will provide our English Learners with the following:</p> <p>Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD.</p> <p>Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.</p> <p>Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.</p> <p>English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services.</p> <p>Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.</p> <p>Parents will be encouraged to participate in their child's education. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Integrated language development, content learning, and hands-on opportunities will be provided to all English Learners.</p> <p>English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum</p> <p>English learner students will be monitored for annual progress.</p> <p>English learner progress for any English language learner students will be monitored and maintained to enable ELLs access to the English Language Arts/English Language Development State Standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>English Learner students are provided with both designated and integrated support within the school day.</p> <p>We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond.</p> <p>We also support English learners to be knowledgeable about English and utilize language as a resource for communicating and learning.</p> <p>We provide tiered intervention for students not progressing in the ELD standards and modify instruction based on student needs.</p> <p>We provide professional learning opportunities for our staff to ensure they understand how to support English language learners in the classroom and allow for universal access. The professional development activities enable district administrators, after school/extended day program directors and staff to work together to effectively enrich and augment regular day learning experiences related to the CA ELD Standards for English learners.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Teachers also work in grade-level teams, in order to understand the ELD Standards and how they are aligned to the CA CCSS for ELA/Literacy. They regularly collaborate during professional learning community time to improve student literacy and English language development across the content areas. Teachers continue to assess existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA ELD Standards aligned lessons.</p> <p>Finally, we see parents as critical partners in their child's education and provide parent outreach with our English Learner families on an ongoing basis.</p>		
3	Foster Youth and Homeless Youth	<p>We do not currently have any foster youth.</p> <p>We provide the following support for Foster and Homeless Youth:</p> <p>Coordinate with the case worker and attendance staff.</p> <p>Ensure that transportation is not a barrier.</p> <p>Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance.</p> <p>Help them to find a quiet and supportive place to work and study.</p> <p>Develop "success plans" with goals, steps, services, and accountability.</p> <p>Intervene early when they are missing a lot of school.</p> <p>Provide them with community resources such as:</p> <p>Clothes closets</p> <p>Food banks</p> <p>Health clinics</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Laundry services Shower facilities Hygiene kits</p> <p>Provide training to teachers to create a calm and quiet management style and provide quiet reminders of appropriate behavior. Teachers create a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust. Teachers also provide students with the opportunity to take time out for themselves when they are frustrated, angry, or sad. Moreover, teachers provide structure in the classroom by keeping a consistent schedule and clear rules.</p> <p>Annually train our classified and certificated staff to have an understanding of homelessness.</p> <p>Refer students to tutoring, after-school intervention activities, etc.</p> <p>Coordinate with the Homeless and Foster Youth liaison in the district.</p> <p>Reach out to homeless families on a continuous basis.</p> <p>Make sure that the student is enrolled in free and reduced meal program.</p> <p>Assign students a “buddy” to help them learn their way around school.</p> <p>Give the student necessary school supplies, to take home.</p> <p>Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, tutoring, etc.).</p> <p>We do not penalize Homeless Youth and Foster Youth students for arriving late to school.</p> <p>Keep some nutritional snacks for those students who might need additional nutrition.</p>		

Action #	Title	Description	Total Funds	Contributing
		Finally, we see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.		
4	Professional Development/Curriculum	As part of Superintendent's regular duties will monitor that all teachers are fully credentialed and properly assigned. California Standards will be purchased. Teachers will participate in professional development based on identified area of need. Books and supplies-Curriculum adoption Services and other operating expenditures-professional development (Base) Services and other operating expenditures-professional development (Title II) Services and other operating expenditures- Leading Learning Network fees/consortium fees	\$13,400.00	No
5	Data and Assessments	K-8 mathematics and English language arts academic data will be generated on a scheduled basis. Maintain Renaissance for mathematics and English language arts assessment to identify students who need extra support. Maintain Assessment Facilitator for local and state testing. Salary and benefits-Assessment Facilitator Books and supplies-Intervention materials Salary and benefits- Physical Education Aide	\$33,356.00	Yes
6	Interventions	Academic interventions will be implemented and monitored through the use of the data generated.	\$46,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Teachers and Principal will meet, analyze data on a student by student basis, write an intervention plan and schedule reviews. Resource Teacher will use data to construct targeted interventions for Special Populations and chronically low scoring students. Early release days will be maintained.		
7	Class Size Reduction	Class sizes will remain small and well supported. Maintain a fifth & sixth teacher to keep class sizes small. During core instruction for each multi-grade classroom, paraprofessionals in resource center to aid in group and individualized instruction. Certificated salaries and benefits-additional teacher to reduce class sizes. Classified salary and benefits-Paraprofessional time to aid in individualized instruction and intervention. (Title I)	\$198,275.00	No
8	Goal Setting	Student achievement goals will be based on data generated Students will conference with teachers to understand data and help set their own goals. Parents will be invited to conference with teachers and students to understand data and help set goals.	\$1,000.00	Yes
9	Attendance Campaign	Increase attendance. Audit of current attendance system. Set benchmarks that cause actions as per goals. Attendance Support Person will be assigned, and parent support will be offered. Specific students will be targeted for intervention.	\$16,417.00	

Action #	Title	Description	Total Funds	Contributing
		<p>Unexcused absences and tardiness will be logged, assessed and a comparison of the prior year's baseline will be established and published.</p> <p>Stakeholders will be surveyed and provide input on how to improve attendance.</p> <p>Parents will be shared resources on the importance of attending school.</p> <p>Attendance Clerk-Partial salary and benefits</p>		
10	Music Program	<p>District will contract for a weekly music program to increase student engagement.</p> <p>District will participate in Shasta County Sports League.</p> <p>Classified personnel salary and benefits-music instructor.</p> <p>Contracted time and mileage-music instructor.</p> <p>Books and supplies-repair and maintain musical instruments and purchase of materials.</p>	\$27,241.00	
11	Social Emotional Learning	<p>2/5 days on site daily to function as a resource for things such as: creating effective/engaging classroom environments, build capacity in staff for empathy, understanding and to model appropriate interactions with students, create an atmosphere of trust and respect for different perspectives, backgrounds and culture, facilitate effective lesson design and explicit direct instruction, be on call as a substitute teacher as positions are sometimes difficult to fill, and other items as necessary.</p>	\$25,587.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Parent Engagement	<p>Increase parent volunteering. School parent engagement team will brainstorm and strategize actions that will increase parent volunteerism. Hold school activities that draw parent involvement and engagement. Field trips- such as Lake Briton and Burney Falls or Shasta Dam Harvest Festival Cinco de Mayo 8th Grade Trip Starship Enterprise Parent BBQ with Foothill High School Band</p> <p>Maintain weekly bulletin that will include articles and advertisements designed to increase parent volunteerism and engagement. Place LCAP Update items on parent engagement and Board Meeting monthly agendas to seek stakeholder engagement. Services and other operating expenditures-field trip fees and events. Books and supplies-school activities and meeting supplies. Staff time to create bulletins and communication with stakeholders. Services and other operating expenditures-fuel for field trips.</p>	\$6,000.00	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.

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	Provide facilities that are safe, well-maintained, and in good repair. Be fiscally responsible stewards of the public funds we receive through positive certifications in the budget cycle, receiving no significant audit findings and settling negotiations. Compare expenditures to District Priorities and ensure that we have a highly trained and competent staff, follow professional development opportunities with staff surveys and sharing out of best practices learned.

An explanation of why the LEA has developed this goal.

Parent stakeholders have voiced the desire to keep facilities clean, toxic free, and supportive of learning conditions. FIT scores indicated that facilities were in poor repair the past few years and we are trying to bring the facilities up to par.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Facilities Inspection Tool	95% of facilities in good repair.				100% of facilities in good repair.
Local Indicator Parent Surveys	85% of parents indicated they felt facilities were in good to excellent condition.				95% of parents indicated they felt facilities were in good to excellent condition.
Local Indicator Expulsion Rate	0.13% expulsion rate				0% expulsion rate
CA School Dashboard Suspension Rate Indicator	GREEN performance level 2.3% suspended at least once				BLUE performance level 1% suspended at least once

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Middle School Drop-Out Rate	0% middle school drop out rate				0% middle school drop out rate
Local Indicator Attendance Rate	85%				96% attendance rate
Local Indicator Implementation of State Standard	100% of teachers surveyed indicate that they have implemented State Standards in the subject areas taught				100% teachers surveyed indicate that they have implemented State Standards in the subject areas taught
Local Indicator Student Survey	85% student approval rate of school safety and conditions				95% approval rate
Local Indicator Chronic Absenteeism	14.86%				5%
Local Indicator Teacher Credentialing	100% credential teachers				100% credential teachers
Local Indicator Standards aligned materials	100% standards aligned materials				100% standards aligned materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Quarterly Reports	100% students have access to instructional materials.				100% students have access to instructional materials.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	Monitor ratings on Facilities Inspection Tool (FIT) and maintain facilities at "good" Services and other operating expenditures-contracted contractor to inspect and consult on facility projects.	\$2,000.00	No
2	Credentialing	As part of Superintendent's regular duties to monitor that all teachers are fully credentialed and properly assigned.		No
3				No
4	School Climate	Maintain surveys on safety and school connectedness. Students will participate in cultural and bullying presentations assemblies. Services and other operating expenditures-professional development	\$2,000.00	Yes
5	Social Emotional Learning	Behavioral management and instructional materials will be purchased. Social emotional learning software and curriculum will be purchased annually and used to screen all students and assign curriculum.	\$5,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	

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

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
4	

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

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
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

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
34.41%	198,796

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.

With a student population of 95% socioeconomically disadvantaged, we believe these funds, all actions and services will be provided on an LEA-wide basis in our single school district. The concentration and supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of supplemental and concentration funds, the following information was considered:

- * Review of the CA School Dashboard student group report to identify which student groups need additional support
- * Current local and state metrics with actions and services in place
- * History of success with actions and services in district programs
- * Refinement of district programs to improve services to students
- * Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of social emotional learning professional learning and support, early intervention in reading and math, ensuring that students have access to electives, and one-on-one support are the most effective uses of the concentration and supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students.

We believe in providing and differentiating services and supports for each of our students. After much consideration, by our stakeholder groups, we identified actions and services that are principally directed to increase and improve services for our unduplicated population on a districtwide level. We believe these actions and services are the most effective in meeting our LCAP goals for unduplicated pupils.

- * Interventions
- * Professional Learning Communities-Identify students that are struggling/excelling and provide the necessary interventions to support their growth
- * Counseling
- * Parent engagement
- * Professional development-Explicit Direct Instruction, mathematics strategies, engagement strategies, training on childhood trauma and poverty, and social-emotional skills.
- * One-on-one support with instructional assistants
- * Homeless/Foster Youth Coordinator
- * Attendance Clerk and attendance campaign
- * School Attendance meetings for chronically absent students
- * Transportation (encroachment)
- * Field Trips
- * After School Tutoring
- * After School activities
- * Provide communication about the week and upcoming events
- * Provide incentives and accolades
- * Kindergarten Readiness
- * Student Study Team
- * Physical Education Aides
- * Classified Instructional Aides
- * Support Staff
- * College/Career Lessons
- * Preschool
- * Behaviorists
- * Additional teacher to reduce class sizes.
- * Goal setting meetings

Intervention-daily intervention and extension time offered for all students in literacy and mathematics. Response to Interventions-k-8-Instructional Aides and teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California. Will be able to provide instructional services to our identified low-performing students. Teachers will also be able to collaborate with our grade level teachers to ensure that students are receiving appropriate intervention services, making adequate progress, and are able to participate in the classroom as much as possible.

Professional Learning Communities-teachers meet regularly with academic coaches and administration to identify students needing extra support both academically and socially. Students are provided with targeted interventions based on data analysis and teacher observation.

Counseling-The Counselor is instrumental in providing support to our most vulnerable population. We believe the extra support increases student engagement and provides the skills necessary for students to make better choices and provide them with the social and emotional support to be successful in and out of school. These services will be improved and increased in this LCAP as we continue to grow our Social Emotional Practices and Tier 1, 2, and 3 behavior and academic supports. This extra support allows students to succeed both socially and academically. A Harvard study shows the Counselor effects on educational attainment are similar in magnitude to teachers' effects, but they flow through improved information and direct assistance, rather than through improved cognitive or non-cognitive skills. Counselor effectiveness is most important for low-achieving and low-income students, perhaps because these students are most likely to lack other sources of information and assistance. Good counselors tend to improve all measures of educational attainment but some specialize in improving high school behavior while others specialize in increasing selective college attendance. Improving access to effective counseling may be a promising way to increase educational attainment and close socioeconomic gaps in education.

Parent Engagement- We will also use our School Counselor, Foster Youth/Homeless Coordinator, and Principal to bridge and connect families with local community resources and provide collaborative parent engagement nights. These nights and resources assist parents in understanding how to support their students both academically and socially.

Professional Development-We will also continue to provide professional development and support to our certificated teachers and classified staff to incorporate formative assessments to target student's needs, Engagement Strategies, Best Instructional Practices, and Social Emotional Learning. This additional support will help students, especially those students identified as not performing at grade level, many of whom are from our targeted socioeconomically disadvantaged student group.

Instructional Aides and teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California.

Homeless/Foster Youth Liaison-The Liaison will provide one-on-one support for our Foster/Homeless Youth. They will check in regularly with our Foster/Homeless Youth to ensure they have the necessary support to be successful in school. The Liaison will also connect the Foster Youth students to a trusted adult on campus so that they may have support from multiple caring adults. Furthermore, the Liaison will connect Foster/Homeless Youth and their families to necessary resources, support and programs like After School, extra curricular activities, etc.

Food Services-To ensure that the basic needs of our low income students are met, we will also be subsidizing the cost of both breakfast and lunch meals for low income students that qualify for reduced school meals. This service will ensure that these students will have their basic needs met so that they can be able to engage and be available for learning in the classroom.

Attendance Campaign and Attendance Meetings-We will target our unduplicated student groups that need support in attending school. The school will meet with the parents and student to address any concerns or barriers preventing students from attending school. School-wide attendance campaigns will be used to encourage all students to attend school as we know attendance and academics are directly linked.

Transportation-Encroachment to support our unduplicated students. Without home to school transportation some of our most vulnerable students would not attend school on a regular basis as their families do not have the resources to transport them to and from school.

Field trips-provide exposure of new learning within our community and outside our community. Provides enrichment activities to support learning and socialization.

After School Tutoring-Provided to all student but is principally directed at supporting our unduplicated pupils. Tutoring provides one on one support for students struggling in math or literacy. The program also allows for a safe place for students to complete their work instead of going home to an empty house (if their parents are working).

After School activities-provides a safe place for students to socialize and learn new skills.

Communication-effectively communicate through a variety of platforms with our most at-risk student populations. May include email, social media, home visits, community events, newsletters, robo calls, text, flyers, family education nights, etc. May also include Monday Memo from Superintendent and Principals to staff.

Incentive/Accolades-provide students and staff with incentives and accolades about good things taking place.

Kindergarten Readiness-This program provides a jump start for parents of unduplicated students. The assessments, information and resources provide specific information for each child in order for parents and teachers to target students in math, literacy, fine/gross motors skills and social skills. This program also provide for parent engagement and bridges school to home communication and services.

Physical Education Paraprofessionals-This program allows teachers to implement interventions and targeted our most at-risk student populations with math and English language arts.

Classified Instructional Aides-This program provides one on one support for students to differentiated instruction and provide interventions for our most at-risk students.

Support Staff-Our support staff have proven to be instrumental in providing support to students district-wide. Their services are especially beneficial to students in our targeted student group of low income students because they are able to engage and provide one-on-one support to them. Without their services, it would stretch our already small staff. We believe this will maximize student learning in the classroom and provide them with the much needed emotional and academic services.

College/Career Lessons-exposes students to goal setting, growth mindset, colleges, careers, and soft skills. Steps for planning for student's futures.

Preschool-will prepare our unduplicated students to meet the standards and school expectations.

Behaviorists all provide the Tier 2 and 3 supports for our most vulnerable student populations. This extra support allows students to succeed both socially and academically.

Additional teacher to reduce class sizes.

Goal setting meetings- Meeting held with student, teachers and parents to goal set based on students behavior and academic needs.

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

Services and actions are increased by 34.1% to support our foster youth, English learners and low-income students. Programs have been greatly increased to offer a higher student to adult ratio to serve our most at-risk students. Although our student population has fluctuated, we continue to offer the necessary social, emotional and academic supports for our students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$264,184.00	\$130,015.00		\$91,472.00	\$485,671.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$451,621.00	\$34,050.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Students with Disabilities	Special Education		\$108,360.00			\$108,360.00
1	2	English Learners	English Learners					
1	3	Foster Youth	Foster Youth and Homeless Youth					
1	4	All	Professional Development/Curriculum		\$12,500.00		\$900.00	\$13,400.00
1	5	English Learners Foster Youth Low Income	Data and Assessments	\$33,356.00				\$33,356.00
1	6	English Learners Foster Youth Low Income	Interventions	\$21,720.00			\$24,815.00	\$46,535.00
1	7	All At-risk	Class Size Reduction	\$148,950.00	\$9,155.00		\$40,170.00	\$198,275.00
1	8	English Learners Foster Youth Low Income	Goal Setting	\$1,000.00				\$1,000.00
1	9		Attendance Campaign	\$16,417.00				\$16,417.00
1	10		Music Program	\$27,241.00				\$27,241.00
1	11	English Learners Foster Youth Low Income	Social Emotional Learning				\$25,587.00	\$25,587.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	Parent Engagement	\$6,000.00				\$6,000.00
2	1	All	Facilities	\$2,000.00				\$2,000.00
2	2	All	Credentialing					
2	3	All						
2	4	English Learners Foster Youth Low Income	School Climate	\$2,000.00				\$2,000.00
2	5	English Learners Foster Youth Low Income	Social Emotional Learning	\$5,500.00				\$5,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$69,576.00	\$119,978.00
LEA-wide Total:	\$69,576.00	\$119,978.00
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	2	English Learners	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	3	Foster Youth and Homeless Youth	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		
1	5	Data and Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,356.00	\$33,356.00
1	6	Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,720.00	\$46,535.00
1	8	Goal Setting	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
1	11	Social Emotional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$25,587.00
1	12	Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	\$6,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	5	Social Emotional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,500.00	\$5,500.00

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

[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.

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.