

# Local Control and 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 [2021-2022]

### General Information

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

Woodland Star is a Waldorf inspired public charter school with 250 students. The school has three kindergartens and grades one through eight. Our community is a diverse population consisting of people who come to the school for Waldorf education and numerous children from the surrounding neighborhoods. The school's population of low income families is approximately 47 percent. The school's ELL population consists of 15 thirty active students and 30 reclassified. Parents are involved with the school through the parent association which is responsible for most of the school festivals, ELAC, Charter Council (our school board), Library Committee, and Gardening Committee. The school has a before school care program and an after school care to help serve the needs of many working families. We have a protocol to identify students with academic needs and serve them with our own independent resource program (SELPA), intervention program, and Schools of Hope. For the EL population we offer designated ELD throughout the grades.

### Reflections: Successes

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

#### General Reflections

Due to COVID-19 dashboard indicators are not fully current, but in reflecting on them, they showed a significant need to continue to address chronic absenteeism especially within our minority groups. These differences were accentuated through 2020-21 as our school remained in distance learning until April of 2021. ELA and Math indicators show a continued need for addressing learning gaps and implementing a data driven assessment program. Our annual stakeholder surveys responses mirror the indicators. Both faculty/staff and parents see the need to address learning gaps and social-emotional needs following the COVID-19 school closures.

# 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.

Dashboard indicators show that our Hispanic community is in the red tier for Chronic Absenteeism between 2019 through Feb 29th 2020 and in the orange overall. WSCS is revising its 19-20 Attendance goal and updating it's plan of action to address this.

Dashboard ELA and Math reports from 2019/20 show a significant decline in all student performance over the 18/19 school year, with the most significant being within our socio-economically disadvantaged and Hispanic students. These performance issues are being addressed in our Learning Loss and Mitigating Deficiencies goal.

# LCAP Highlights

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

2021 goals and actions

1. **Attendance** - targeting subgroups, re-implement attendance policy, office immediate response to absences, immediate policy response to absence, SART
2. **Engagement** - parent education on academic and waldorf curriculum expectations, community understanding of WS leadership and Charter Council Structure, communication plan and schedule, volunteerism
3. **Learning Loss and Mitigating Deficiencies** - tutoring, assessment program for language arts and math, expanded RTI including administrator led literacy strategies to aggressively accelerate learning loss recovery, classroom assistants
4. **Social-Emotional recovery** - Strategic plan to address effects of pandemic distance learning, counseling, restorative justice retraining, cyber civics for grades 5-8, and reinstating in-person festivals and events.

# 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.

DNA

## Support for Identified Schools

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

DNA

### **Monitoring and Evaluating Effectiveness**

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

DNA

# Stakeholder Engagement

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

All stakeholders have been invited to participate in annual surveys to gauge progress, needs, and concerns. Stakeholders are invited to a public meeting to approve the draft. Stakeholder input is also taken into account throughout the school year through community meetings, open board meetings, and committee meetings (Parent Association, Re-opening Committee and Faculty).

A summary of the feedback provided by specific stakeholder groups.

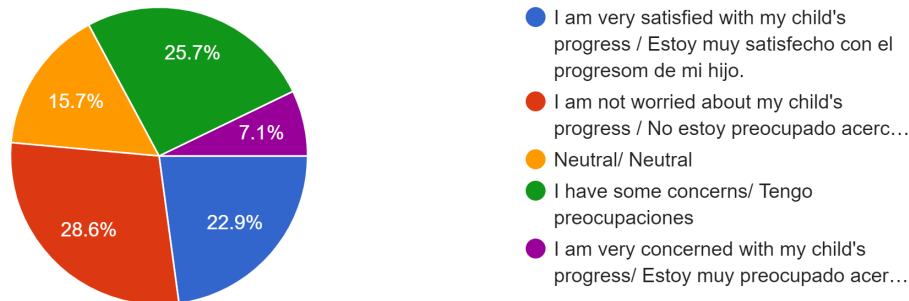
Numerous surveys were administered throughout the school year culminating in 4 surveys to stakeholders. The surveys were administered just before the school reopened in the spring of 2021 after a full year in distance learning mode.

Two surveys were administered to capture responses from students in grades k-5 and another for middle school students. We were pleased to learn that nearly 91% of respondents heading to middle or high school feel generally well prepared. However, they reported slightly less confidence in some academic areas, particularly in math. On a scale of 1-5 (1=disagree and 5=agree) 8th graders in response to the statement, "I feel confident in my math skills," 66% reported a 4 or 5 indicating self-confidence in math, but conversely 33.3% report a 3 or less in confidence. Of those same students, 45% rated their ability to manage time well as a 3 or less. While there was overall satisfaction, MS students would like to see improvement in the school's after school activities such as sports.

1. Parents reported a great deal of appreciation for all the faculty and staff were able to provide throughout the year in the pandemic and distance learning. Nevertheless, they reported lukewarm satisfaction in most academic areas. Where asked,

Given the current learning environment, how do you feel your child is doing academically in general? Dado el entorno de aprendizaje actual, ¿... está yendo académicamente a su hijo en general?

70 responses



Parents also indicated concerns over the social emotional well-being of their children. 46% were neutral, held concerns, or were very concerned in regards to the statement, “The school is proactive and offers adequate social-emotional support for it's students when they struggle with personal or social issues.”

While appreciation was shared for the communication coming from the school, parents also indicated a lack of understanding of the school's governance and the work of the governing board.

Faculty and staff are concerned (61%) about students' academic progress. These feelings were reflected in most academic areas, with an average of 33% reporting neutral feelings, and 50% reporting 3's in the area of math alone.

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

Goals 2, 3, and 4 are all in direct alignment with stakeholder responses.

Goal 2: Parents feel less informed about our governing board and governance of the school. Parents commented on a feeling of disconnection from the school community, and a desire to increase the frequency and quality of parent/teacher evening meetings. Parents had lower satisfaction with the school's emphasis on reducing media exposure at home. Staff generally had a neutral understanding of the work of the governing board. Staff comment, “...there is room for growth on the aspect of bridging the cultural difference gap within the community ...” Students made numerous comments about maximizing play space and increasing opportunities for after school sports and activities.

Goal 3: All stakeholders have voiced concerns regarding learning loss following the COVID-19 pandemic.

Goal 4: In February 2021, 40% of parents felt neutrally or below when asked “On a social and emotional level, how is your child doing?” Annual surveys indicate that 29% of Faculty and Staff and 54% of our parents felt neutrally or below about adequate social-emotional support being offered. Student surveys indicate 55% felt neutral or below about their social confidence.

# Goals and Actions

## Goal 1

<b>Goal #1</b>	<b>Improving Attendance</b>
<b>[Goal # 1]</b>	Reduce chronic absenteeism to 8% or lower.

An explanation of why the LEA has developed this goal.

WSCS made significant progress towards its 19/20 LCAP attendance improvement goal, but due to the COVID-19 pandemic, continuing to address chronic absenteeism is necessary. Chronic absenteeism significantly affects access to adequate learning opportunities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard- All Students	13.7% Chronically Absent	8% or lower Chronically Absent	[Insert outcome here]	[Insert outcome here]	[Respond here]
CA School Dashboard- Hispanic	21.2% Chronically Absent	8% or lower Chronically Absent	[Insert outcome here]	[Insert outcome here]	[Respond here]
CA School Dashboard- Socioeconomically Disadvantaged	18.4% Chronically Absent	8% or lower Chronically Absent	[Insert outcome here]	[Insert outcome here]	[Respond here]

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Policy implementation	Woodland Star Attendance Policy will be reviewed, updated, and communicated to all stakeholders to ensure a realistic implementation. Implementation of an automated attendance communication and reporting system will be included in the policy review. Establish and	\$2,500	N

		communicate SART committee before school begins with the added responsibility of monitoring successes and incentive implementation.		
2	Staff Development	Teachers and office staff will be trained before school begins on: <ul style="list-style-type: none"> <li>• Using new Parent Square attendance communication system</li> <li>• SART team roles and responsibilities</li> <li>• New attendance procedure training (teachers and assistants).</li> <li>• Incentive calendar</li> </ul>		N
3	Communication plan	Communicate new highlights of updated attendance policy and action plan before school begins via multiple communications before school begins and repeated regularly. The entire community should be aware of of the goal and working toward success. Teachers, parents, students and staff will be fully informed and/or trained on the school attendance system, incentives for excellent attendance, and consequences of truancy.	[\$ 0.00]	N
4	Incentive	Develop a monthly incentive program for classes and individual students who meet absence and tardy goals. To promote healthy behaviors, in designing the program clear designation between excused and unexcused absences will be made for incentives.	\$500	N

## Goal Analysis [2019-20]

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.

We followed and implemented the 2019-20 plan until the COVID-19 school closure in March 2020. The standard for attendance changed significantly due to state guidelines. Attendance was required, but could take the form of synchronous distance learning participation and/or asynchronous distance learning attendance. In order to accomplish this, distributed technology to all students that needed it in order to participate in distance learning. Attendance was tracked in accordance with local and state guidance.

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

No direct expenses were budgeted for this goal. Indirect expenses included Administration and office personnel salaries.

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

Due to the COVID-19 school closures, dashboard data is available to substantiate our progress, the school made reasonable progress until March 13th, 2020. On September 11, 2019 the governing board adopted the revised Attendance Policy. This policy was communicated to all stakeholders including families, faculty, and staff. Office/attendance personnel began closely monitoring and responding to unexcused absences and a Student Attendance Review Team (SART) was formally implemented.

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.

Changes to the goal are based on:

- Identifying the need to streamline communications to and from the office regarding absences, eliminating most delays in responding to attendance issues.
- Personnel changes within Intervention and Administration staff in the 2021-22 school year.
- The need to re-create good attendance habits following the COVID-19 pandemic.
- The desire to reward good attendance to encourage stakeholder participation.

## Goal 2

	<b>Increase stakeholder engagement</b>
<b>[Goal # 2]</b>	Improve stakeholder engagement

An explanation of why the LEA has developed this goal.

Student, parent, teacher, and staff education on:

- The vision and mission of the school,
- Common Core academic standards
- Waldorf curriculum expectations
- School Governance
- Stakeholder participation
- Communication plan and schedule related to community events and tasks

Annual survey results of parents, staff, and students indicated:



- Parents feel less informed about our governing board and governance of the school
- Parents commented a feeling of disconnection from the school community, and a desire to increase the frequency and quality of parent/teacher evening meetings
- Parents had lower satisfaction on the school’s emphasis on reducing media exposure at home
- Staff generally had a neutral understanding of the work of the governing board
- Staff comment, “...there is room for growth on the aspect of bridging the cultural difference gap within the community ...”
- Students made numerous comments about maximizing play space and increasing opportunities for after school sports and activities

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Survey of Parents- Charter Council Outreach	51% neutral or below	Increase to no more than 31% neutral or below	[Insert outcome here]	[Insert outcome here]	[Respond here]
Annual Survey of Staff/Faculty- Charter Council Outreach	47% neutral or below	Increase to no more than 27% neutral or below			
Annual Survey of Parents- Parent Meetings	36% neutral or below	Increase to no more than 15% neutral or below			
Class meetings parent attendance	To be established by taking the average of the first two parent meetings offered in the 21/22 school year.	75% or above participation by one or more parent in all parent meetings	[Insert outcome here]	[Insert outcome here]	[Respond here]

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Charter Council outreach	<ol style="list-style-type: none"> <li>1. Charter Council updates from the board in the school newsletter.</li> <li>2. Board member participation and attendance in all major school events (assemblies and festivals).</li> </ol>	[\$ 0.00]	N

		<ol style="list-style-type: none"> <li>3. Board member visits to SVUSD board meetings, at least 3 per year.</li> <li>4. Periodic board communications to all staff</li> </ol>		
2	Understanding of School Governance	<ol style="list-style-type: none"> <li>1. Website updated to better explain the school governance and</li> <li>2. Website directory of key contacts</li> <li>3. New Parent Orientation before summer break</li> <li>4. Annual orientation meeting for all stakeholders</li> </ol>		N
3	Understanding of Curriculum expectations and Methodology	<ol style="list-style-type: none"> <li>1. Teachers participate in annual Waldorf Curriculum and instruction training for any new grade being taught</li> <li>2. No less than 6 parent evenings with bilingual support conducted by class teachers to discuss child development, Waldorf curriculum, Common Core standards, student work, and class community business. RSVPs and attendance tracking required at each meeting and a notetaker will be designated to support those who may not be able to attend.</li> <li>3. Provide 2-3 parent education events for all parents</li> <li>4. Update website curriculum page to reflect Common Core skill expectations and continuum for ELA and mathematics through the grades.</li> <li>5. Use three methods of bilingually communicated explanations of Waldorf curriculum blocks and Common Core standards (ex. class parent evening with handouts and translated notes posted after the meeting on parent portal.</li> </ol>	[\$ 0.00]	N
4	Train office staff to fulfill admin outreach needs	<p>Train office staff (bilingual assistant) to update website to fulfill informational and policy needs of office, admin, and board.</p> <p>Create an Admin community communication plan and schedule.</p>	\$ 500	N

## Goal Analysis [2019-20]

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.

New goal for 2021-22 school year.

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

DNA

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

DNA

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.

DNA

### Goal 3

<b>Goal #3</b>	<b>Learning Loss Recovery</b>
<b>[Goal # 3]</b>	The school will work to recover lost student academic learning due to COVID-19 shelter-in-place so that students have returned to grade level literacy and mathematics by the end of 2023.

An explanation of why the LEA has developed this goal.

All stakeholders have voiced concerns regarding learning loss following the COVID-19 pandemic.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Verified Data Collection	Collect in August 2021	¾ grade level improvement between August and	[Insert outcome here]	[Insert outcome here]	[Respond here]

		April for each student.			
State Measure - SBAC	Spring 2021	60% at or above grade level standard for all students.	[Insert outcome here]	[Insert outcome here]	[Respond here]
School Rubrics -	November, March, and June	Full grade level progress for all students between November and June	[Insert outcome here]	[Insert outcome here]	[Respond here]

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Intervention Services	Increase Interventionist position from a .6 to 1 FTE	\$ 41,865.43	Y
2	Implement data driven Math and ELA assessment program	Research, purchase, and implement a data driven Math and ELA assessment program. Assessments will be performed no fewer than 3 times annually (August, November and April) to gauge and track student progress and deficiencies.	\$5,000	Y
3	In class aid support	In class, academic aids for all grades through the 2021/22 school year for small group and one-on-one learning supports. Minimum of .5 fte per classroom, with additional allocated for classes with higher percentages of at risk and/or struggling students.	\$ 138,880.24	Y
4	Implement a formal academic afterschool, in person tutoring program	Under the guidance of the Interventionist, provide small group and/or one-on-one academic tutoring services to grades 3-8 separate from the aftercare program.	\$ 24,699.78	Y

## Goal Analysis [2019-20]

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.

No data was collected after the fall of 2019 due to shelter-in-place other attendance and assignment completion. The learning environment impacted our ability to administer our adopted assessments. No other assessments and training appropriate for the environment were available for distance learning.

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

None

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

ELD, Student Services and Intervention meetings have been successful in coordinating services in the 20/21 school year. Student tracking and communication between class teachers and support staff has also been successful, but needs further expansion. WSCS offered free and subsidized aftercare for EL students needing a safe learning environment in the 19/20 school year, but no care was available for 20/21. In its place, free, one-on-one and leveled small group after school tutoring (via zoom) was provided. Annual surveys showed that 57% of parents whose students received tutoring services were satisfied or above with these supports. Academic results are pending based on COVID-19 restrictions.

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.

WSCS will be implementing a data driven assessment program for grades 1-8. The identified program will be uncomplicated to administer with as much automation in assessment and tracking as possible. All grade levels will use the same program so assessments are consistent throughout their academic years. In response to the COVID-19 pandemic, additional support in the Intervention program will be a key mitigating factor. This position will continue to work closely with Special Education, ELD, Administration, Class Teachers and Classroom aids to fully integrate services and needs. The Interventionist will also be tasked with bringing additional supports in an academic after school tutoring program and coordinating between support services to increase services to our struggling students.

## Goal 4

Goal #4	Address Social-Emotional Health
[Goal # 4]	Increase stakeholder satisfaction with respect to social emotional well-being and improve the school's ability to address discrimination and bullying.

An explanation of why the LEA has developed this goal.

The interpersonal disconnect following the COVID-19 pandemic is a significant hurdle towards academic success.

Our parent survey from 2/12/21 on returning to in-person instruction indicated that 40% of parents felt neutrally or below when asked “On a social and emotional level, how is your child doing?” Annual surveys indicate that 29% of Faculty and Staff and 54% of our parents felt neutrally or below about adequate social-emotional support being offered. Additionally, student surveys indicate 55% felt neutral or below about their social confidence.

When parents were asked, “The school provides a safe learning environment for students, free of racial discrimination, gender identity discrimination, and harassment,” nearly 34% indicated a 1 (strongly disagree), 2 (disagree), or 3 (neutral). As a school we have started training our staff on restorative justice to address conflict and bullying issues, but there is much more we can and should do. Additionally, we see a greater need to address diversity, equity, and inclusion so that our faculty and staff gain a new perspective on racial, gender, and cultural differences and are well equipped to address issues that arise related to these topics in the classroom and advocate for students accordingly.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Survey of Parents	54% percent report 3 or less on a scale of 1-5 (1=disagree, 5=agree when asked, “The school is proactive and offers adequate social-emotional support for it’s students when they struggle with personal or social issues.”	35% neutral or less on a scale of 1-5 (1=disagree, 5=agree when asked, “The school is proactive and offers adequate social-emotional support for it’s students when they struggle with personal or social issues.”	[Insert outcome here]	[Insert outcome here]	[Respond here]
Annual Survey of teachers	29% Neutral when asked “The school is proactive and offers adequate social-emotional support for it’s students when they	20% Neutral or less when asked “The school is proactive and offers adequate social-emotional support for it’s students when they	[Insert outcome here]	[Insert outcome here]	[Respond here]

	struggle with personal or social issues.”	struggle with personal or social issues.”			
Annual Student Survey of 8th Graders	33% report 3 or less on a scale of 1-5 (1=disagree, 5=agree when asked, “I feel confident socially.”	21.5% report 3 or less on a scale of 1-5 (1=disagree, 5=agree when asked, “I	[Insert outcome here]	[Insert outcome here]	[Respond here]

## Actions

Action #	Title	Description	Total Funds	Contributing
1	General Education Counseling	Offer social-emotional support services for the general student population and those identified through the intervention program as needing additional support. Train parents, faculty, staff and students on how to access social-emotional support services. Support staff and faculty on identifying emotional support needs.	\$12,007.86	Y
2	Return of in-person festival life	Offer in-person, social opportunities for students, families, faculty and staff.		N
3	Cyber Civics Curriculum	Implement Cyber Civics online curriculum for 5-8th grades	\$500	N
4	Restorative Justice Training	Review and continuation of Restorative Justice training	[\$ 0.00]	N

## Goal Analysis [2019-20]

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.

This is a revised/combined goal from 2019-20. Previous goals were to implement restorative justice as part of creating a safe environment and a separate goal was to increase counseling services. Both goals were carried out as planned, but need continuation and revision based

on current needs and stakeholder input. Stakeholder input also indicates a need for social opportunities for students, faculty, families and staff.

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

Budgeted expenditures for increased counseling services was \$8750 and actual was \$13,216.34. No budget was assigned to Restorative Justice implementation and expenditures were \$7,900 including staff and faculty time.

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

Each of the actions from these goals made significant progress, but our stakeholder feedback shows that both of these actions need to be continued to offset the effects of the COVID-19 school closure.

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.

Increasing outreach and training around how to receive supports are necessary.

**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 [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.1%	\$155,425

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.

Goal 1 - All Actions: The CA School Dashboard indicates that our Hispanic students are in the red, while all students and economically disadvantaged students are represented in the orange for chronic absenteeism. This is a barrier to learning at all levels. Action 4 creates a positive incentive for all students to make an effort to attend school regularly.

Goal 2 - All Actions: This goal is primarily based on stakeholder engagement responses. Action 3 and 4 increases bilingual services to help increase engagement within our ELD families.

Goal 3 - Action 1: Increases services for all students and allows for additional coordination between the Interventionist and other support services. Action 2: Increases services for all students and allows us to identify, track, and offer supports to students who are performing below grade level. Action 3: Allows one-on-one and small group instruction for all students. Classes with higher numbers of ELD and academically struggling students will be allocated higher assistant FTE. Action 4: After school tutoring for all students at no cost to families removing barriers to additional learning supports. This program will be integrated with our Intervention, Special Education, and ELD programs.

Goal 4 - Action 1: Social Emotional support for all students, coordinated through the Intervention program. Many of our economically disadvantaged and ELD students would not have access to emotional supports otherwise. Action 2-4: All students.

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

While all of our Goals and Actions are aimed to serve all of our students. WSCS believes that the academic progress within our highest risk students (foster youth, English Learners and Low-income) has been stunted the most as a result of COVID-19. As we move forward we will continue to evaluate, track, and increase services to these students in the least restrictive environment. Total LCAP budgeted expenditures improving services is \$222,453.



# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

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

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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



### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

## **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## **Expenditure Tables**

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.



- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.