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
Kneeland Elementary School District	Greta Turney Superintendent	admin@kneelandsd.org (707) 442-5472

Plan Summary [2021-22]

General Information

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

Kneeland is a Necessary Small School with an enrollment of 30 students, transitional-kindergarten through eighth grade. The three-room school is located in the mountains between Eureka and Arctata which is about a 40 minute drive from either city. The school is at an elevation of 2950 feet and is surrounded by pastures, grassland, and forest. Kneeland School has an outstanding staff consisting of two classroom teachers, and a Resource Specialist and Speech Therapist. In addition, there are three part time Instructional Aides, an administrative assistant, one Bus Driver and a Custodian. Mission: As a focal point of the community, the Kneeland School District is committed to offering each child a quality education founded on values exemplified in rural schools: a close bond among staff, student, parents, and community, and an individualized program meeting the varying needs of all students.

Metrics which do not apply to Kneeland School:

State Priority #4
Share of students who are college and career ready
English learner reclassification rate
Share of students who pass AP exams with 3 or higher
Share of students determined to be prepared for college with the EAP

State Priority #5
High school graduation rates
High School drop out rates

Kneeland has no English Learners, Foster Youth or Homeless students enrolled. Metrics related to these groups are, therefore, not applicable.

The California School Dashboard does not report results for any state indicator due to the small size of the student population and the necessity for confidentiality.

Reflections: Successes

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

Kneeland School District serves a small student population. The California School Dashboard is largely not applicable due to LEA size and the necessity for privacy adherence. Results on DataQuest indicate student performance in English/Language Arts (45.45% Met or Exceeded Standard) approximate to the state average. As these results are based on small numbers meaningful insights for long term planning are limited, as one student's performance is weighted so heavily when calculating percentages. For this reason Kneeland monitors individual student growth from year to year as a more reliable measure of success.

Based on local data, the LEA has successfully navigated through a pandemic to offer safe, full-time, in-person instruction to all students enrolled in the district. The district has had 0 COVID cases on campus or reported by families. The district has successfully maintained health department guidelines for opening up schools to in-person, on campus instruction.

The LEA has more than doubled its enrollment through the implementation of a rigorous academic program in the primary grades' classroom while maintaining the high standards for the upper grade classroom that were established in prior years. The LEA has also identified students with increased needs and has provided solid resource programs including an increase in one-to-one and small group instruction with instructional aides and resource specialists.

The LEA has acquired a larger sized bus in order to provide all students an equal opportunity to access in-person instruction.

The LEA has upgraded the campus to provide students and the community with a re-surfaced sports field on which physical activities can be performed including the use of the field by the California Fire Department and the Kneeland Fire Protection District for training exercises and physical fitness regimen.

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.

The current ELA curriculum in the primary grades classroom has been identified locally to have some weakness and will be modified and upgraded to include a more broad and thorough curriculum program to provide all learners access to a robust English Language Arts program. Performance in mathematics in all grade spans is lower than ELA and curriculum will also be similarly improved.

LCAP Highlights

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

The small size of Kneeland's student population served as a benefit during the pandemic. At a time when many schools had to close and move to distance learning, due to the small cohort size Kneeland was able to modify instructional space and serve students in person. This provided less disruption of learning. As the pandemic begins to dissipate, Kneeland recognizes the importance of the school as a community hub and will focus largely on recreating strong community connections.

Students living in isolated, rural communities, where internet services are limited, benefit greatly from an educational program which provides frequent real-life learning opportunities, such as fieldtrips, and community partnerships.

The 2021-24 LCAP prioritizes community involvement with the intention of increasing community events as soon as is safe and meets the state and local department guidelines.

Kneeland will continue to offer in-person instruction to students in a multi-graded learning environment based on a broad spectrum of study designed to lead to the future success of all students.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

NOTE - There are no bargaining units for certificated or classified staff. As there are no ELs, there is no ELAC.

Stakeholder surveys are distributed in the Spring annually. Feedback opportunities and open discussions for the LEA are provided at Open House in the Spring, and at the beginning of each school year at Back to School Night. Feedback and results are discussed at site council meetings - open to the public, and at LCAP overview meetings prior to adoption at board meetings -- open to the public.

A summary of the feedback provided by specific stakeholder groups.

Data collected from surveys and in-person indicated parents supported the educational program and services provided by Kneeland School:
100% agreed or strongly agreed their children's classroom experiences were preparing them for the next level of education
100% agreed or strongly agreed a nurturing learning environment, and efforts to foster attendance were in place
92% agreed or strongly agreed there were appropriate avenues for parent concerns and 87% believe staff were inclusive and they felt welcome, 75% felt morale was high

Response rates:
95% from families,100% participation rates from students, and 100% participation from staff.

Specifically stakeholder input noted and valued:
An excellent staff who readily takes on myriad roles in order to facilitate the best possible educational experience for students
Teachers and staff who are engaged and strong, warm and caring
Staff to parent communication
A sense of community
Welcoming and inclusive environment due to staff engagement and genuine care for student wellbeing and growth
Efforts to ensure all children feel safe and included
Small class sizes
School board has strong leadership.
Hands-on learning.
Many creative projects. Science fair is emphasized. Fun, project-based learning

Ideas for possible additional offerings:
Encouraging reading
An electric fireplace in the library.
Free or discounted Lunch option
Spanish language education or music instruction.

Sports of some kind (Disc Golf)
More financial assistance from the state of CA

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

Stakeholder input valued continuing current programs and services. Additionally, interest was expressed in developing a more robust primary grades program, with an emphasis on reading. The LCAP has been designed to prioritize implementation of academic programs that will increase student successes in all areas of study, focusing on primary grades and targeted learners with specific needs.
Goal 1, Actions 1, 3, 7, and 8 directly relate to stakeholder input through employing trained certificated staff to promote robust educational programs, the employment of trained instructional aides to provide one-to-one and small group supports, the acquisition of state standard materials, and the implementation of monthly field trips to accent real-life learning opportunities for all students.

Goals and Actions

Goal

Goal #	Description
1	All students and specifically those with unique needs, will receive a high quality instructional program in all subjects, based on state standards, designed to prepare them for success in high school and the world beyond.

An explanation of why the LEA has developed this goal.

Based on previous assessments, academic supports need to be fortified to promote successful outcomes showing growth for all learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 CAASPP performance in ELA	45.45% of students tested in 2018-19 scored at or above level 3 in English Language Arts				80%
2 CAASPP performance in Math	9.09% of students tested scored at or above level 3 in Mathematics.				70%
3 District Assessments for English Language Arts	Between Fall and Spring, 100% of students tested showed growth on district approved, grade level assessments in English Language Arts				100% will score higher on state standardized and local assessments than the year prior.
4 District Assessments for mathematics	Between Fall and Spring, 100% of students tested				100% will score higher on state standardized and local

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	showed growth on district approved, grade level assessments in mathematics.				assessments than the year prior.
5 Class schedules and report cards documenting a broad course of study	100% of students, including SWD, are enrolled in a broad course of study which includes all required subjects, PE, visual arts, dramatic arts, and outdoor education.				Maintain 100%
6 Individualized Education Plans (IEP)	100% of students with disabilities participated in standards-aligned programs as indicated in their IEPs				Maintain 100%
7 Board Resolution, SARC, IM inventory and purchase records	100% of students, including SWD, have access to standards-aligned instructional materials				100%
8 Personnel records and SARC	100% of teachers are properly credentialed and assigned				Maintain 100%
9 State PE testing	84% of students fall in the Healthy Fitness Zone for State PE Testing				95%
10 Participation records for other	100% of students in grades 4--				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
events demonstrating student successes	8 participated in the District Science Fair				
State science assessment results as reported in CA Dashboard	Establish baseline of % at or above standard in 2021-22				Achieve performance equivalent to Green status on Dashboard
LCAP actions provide listing of services for unduplicated students (high needs) and for SWD	Programs are in place for all high needs students and SWD				All
Implementation of CSS shown in curriculum materials, teacher lesson plans, classroom observations	All classrooms, including those with SWD, have fully implemented CSS in all subjects.				Maintain fully implemented

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teachers	Employ and properly assign qualified teachers with appropriate credentials	$97,525.00	No
2	Special Ed	Employ Special Education Teacher for students with Special education needs. Employ Speech Teacher for students with Speech and Language needs	$22,197.00	No
3	Instructional Aides	Employ Classified Instructional Aide(s) to provide additional assistance for student	$55,164.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning. Classified instructional aides will be used for additional one on one assistance for students with unique needs and small groups.		
4	Technology	Provide all students with access to high speed internet and maintain a one-to-one ratio of devices in order to meet equity standards, targeting low-income students, students with special needs, foster and homeless youth, and students identified with learning loss. Maintain a level of technology equipment and support services appropriate for student learning, distance learning if needed and CAASP annual testing.	$1,800.00	Yes
5	Library services	Maintain Library Contract with HCOE as a resource for teachers for instructional materials and support	$200.00	No
6	Network services	Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district	$1,651.00	No
7	Instructional Materials	Maintain CSS instruction by purchasing curriculum and consumables for My Math, California Math and Language Arts, and other board approved instructional materials when needed	$13,342.00	No
8	Fieldtrips	Provide fieldtrips to enrich education in core subjects.	$3,750.00	Yes
9	Classroom Services	Provide materials/supplies to facilitate classroom learning and provide resources to students.	$1,743.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students will have access to safe and well-maintained facilities and welcoming learning environments, supported by positive behavior intervention practices.

An explanation of why the LEA has developed this goal.

In prior years, LEA has received positive marks on the FIT and Safety inspections. LEA intends to continue successful practices which have led to those results. The LEA maintains a high level of participation from its community members and parents and is one of only two community entities. The LEA intends to remain an integral community focus through community and parent based events and endeavors to maintain high levels of parent and community attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT)	Inspection shows facilities in GOOD repair				Maintain GOOD rating
Student suspension rates	Student suspension rates 0%				Maintain 0%
Middle School dropout rate	Middle school dropout rate of 0%				Maintain 0%
Student expulsion rate	Student expulsion rate of 0%				Maintain 0%
District developed student survey	Student surveys have an average rating of Good on school climate				Maintain average of Good
Professional development records	All district staff participate				Maintain 100% participation in PD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(registration, expenditures, meeting agendas) on topics identified as of need by staff	d in professional development with a focus on positive behavior intervention				
Required records for IEPs and 504 meetings for Students with Disabilities	100% of parents participated in IEPs and 504 meetings for SWD				Maintain 100%
Summaries of parent, student and staff district-developed surveys on school safety and connectedness	82% of families felt school was safe, 83% felt connected to and welcome at school. 88% of students felt safe, 75% felt included (connected). 100% of staff felt safe and connected. (2020-21)				Maintain 85% or above from both safety and connectedness for all 3 groups
Sign-in sheets or minutes from School Site Council meetings and LCAP development meetings demonstrating participation in school decision making	23% of parents participated in SSC and LCAP development meetings (2020-21)				50%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities safety and maintenance	Provide safe and well maintained facilities by employing Custodial staff and landscaping staff. Custodial staff will be responsible for maintaining school cleanliness at a level which meets county guidelines during COVID and supports a welcome learning environment. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.	$37,749.00	No
2	Professional Learning	Provide professional development with a focus on positive behavior intervention and/or other topics identified as needed by staff. Staff will participate in professional learning such as Responsive classroom, 2nd Step and or PBIS. BSTA support for beginning teachers	$3,779.00	No
3	Nutritious food	The district will provide nutritious food to all low- income students	$1,200.00	Yes
4	Administrative leadership	Employ administrator to oversee the physical upkeep of the district, manage the workflow of the staff, and see that best practices are used for educating students and creating a positive working environment for students and staff. Administrator also serves as Foster Youth and Homeless liaison should any students with these needs enroll in the district in the future.	$34,833.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Maintain or improve a high level of parent, student, and community involvement.

An explanation of why the LEA has developed this goal.

LEA has a high level of involvement by parents, stakeholders, and community members which promotes successful relationships and a strong sense of community. The LEA prides itself on being one of only two community hubs and intends to maintain its strong standing in the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 Parent Survey	3.36 Overall Satisfaction score (4pt scale)				3.75 points(4 pt scale) overall satisfaction score
2 Student surveys on school climate and connectedness	100% of students participated in surveys conducted each trimester				Maintain 100%
3 ADA rate	95% attendance rate at the end of the 2018-2019 school year (annual).				Maintain 95% ADA or higher
4 Chronic absenteeism rate	The district currently has a chronic absentee rate of 0%				Maintain rate below 5%
5 Parent attendance at parent- teacher conferences	100% of families participated in parent teacher conferences				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6 Records of parent volunteer activities in each classroom, including parents of students with disabilities	50% of parents, including parents of students with disabilities, participated in classroom activities				60% once permitted by CDC and health department guidelines -- post pandemic
7 Booster Club activities	100% of families, including parents of students with disabilities, supported at least one CPTO sponsored event				Maintain 100%
8 Partnering with local organizations	The school partnered with three local organizations				Maintain partnerships with 3 organizations

Actions

Action #	Title	Description	Total Funds	Contributing
1	Secretarial support	Maintain employment of District Secretary to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events though the volunteer fire department, 4-H, and the Astronomers of Humboldt	$16,959.00	No
2	Transportation	The district will provide transportation for any interested students to Freshwater school for access to after school care and to facilitate family/school interaction and support. An increase in the area served	$39,035.00	No

Action #	Title	Description	Total Funds	Contributing
		is anticipated mid year in 2021-22. Costs will potentially be increased when this begins.		

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
6.56%	17467

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:
Action 3: Instructional Aides: Instructional Aide time has been increased as appropriate for the increase in LEA enrollment . The instructional aides are able to support students with specific needs with direct, one-to-one instruction or small group instruction , prioritizing the specific needs of foster/homeless youth, low-income students, and students identified as having learning loss. The LEA does not currently have any English Learners

Action 4: Technological devices will be purchased to maintain a 1:1 ratio for students to devices. High-Speed internet will be purchased and offered at the school through in-person instruction, but also in the parking lot and at a community learning hub in the LEA library for anyone in need of connectivity.

Action 8: Fieldtrips: As the COVID pandemic begins to ebb, the LEA will implement monthly field trips and presentations to increase access to real-life learning experiences throughout the county. Considering unique learning pathways for students with specific needs, these field trip opportunities will provide foster/homeless youth, low-income students, and students identified as having learning loss with learning opportunities above and beyond the classroom. The LEA does not currently have any English Learners

Goal 2:
Action 3: Nutritious food: The LEA provides all students with food when needed, but does provide free lunches daily to eligible students, prioritizing the specific needs of foster/homeless youth, low-income students, and students identified as having learning loss. The LEA does not currently have any English Learners.

Action 2: Transportation: The LEA has purchased a larger bus that will facilitate transportation for all students, prioritizing foster/homeless youth, low-income students, and students with specific needs. The larger bus will be put into service at the beginning of the 2021-2022 school year. The larger bus will allow the LEA to have one route spanning from Eureka and Arcata to Kneeland in one bus run, but the bus will incorporate increased maintenance and running costs. The transportation opportunity helps to overcome transportation obstacles for low income families, and families of foster youth and homeless families who otherwise struggle to maintain acceptable attendance rates.

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

The leading challenge for the LEA's low income students is transportation. In order to increase the LEA's attendance rate while alleviating the burden of transportation from the families of targeted students, the LEA has acquired a larger bus to provide transportation to and from the school for all students, prioritizing those students with specific needs, foster/homeless youth, and low-income students. The purchase of the larger bus occurred at the end of the 2020-2021 school year and will be put into service for the 2021-2022 school year, which will increase costs to the district for maintenance and quotidian operational requirements. The increase in transportation services will increase identified students' successes through more regular attendance.

The continued purchase of technology to maintain a one-to-one ratio for students to technology will surmount the inequity for those students who do not have access to technology at home or individually. This specifically supports students who are low-income, and identified as having specific learning needs above what their family can provide. High speed internet will also be provided to in-person students, but also to students who lack connectivity at their residence. The LEA has established a learning hub for low income students, homeless/foster youth, and students identified with learning loss. The learning hub will also be provided to any students who do not have access to internet at their residence.

The increase in instructional aide time facilitates direct, one-to-one, and small group supports those students identified as having learning loss, low-income students and students with IEPs. The addition of these instructional supports will greatly improve student successes.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$224,596.00	$60,888.00	$9,939.00	$35,504.00	$330,927.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$283,505.00	$47,422.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teachers	$65,763.00	$8,048.00		$23,714.00	$97,525.00
1	2	Students with Disabilities	Special Ed		$10,407.00		$11,790.00	$22,197.00
1	3	Foster Youth Low Income	Instructional Aides	$55,164.00				$55,164.00
1	4	Foster Youth Low Income	Technology	$1,800.00				$1,800.00
1	5	All	Library services	$200.00				$200.00
1	6	All	Network services		$1,651.00			$1,651.00
1	7	All	Instructional Materials	$5,395.00	$547.00	$7,400.00		$13,342.00
1	8	Foster Youth Low Income	Fieldtrips	$1,850.00		$1,900.00		$3,750.00
1	9	All	Classroom Services	$1,104.00		$639.00		$1,743.00
2	1	All	Facilities safety and maintenance	$37,749.00				$37,749.00
2	2	All	Professional Learning	$3,779.00				$3,779.00
2	3	Foster Youth Low Income	Nutritious food		$1,200.00			$1,200.00
2	4	All	Administrative leadership	$34,833.00				$34,833.00
3	1	All	Secretarial support	$16,959.00				$16,959.00
3	2	All	Transportation		$39,035.00			$39,035.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$58,814.00	$61,914.00
LEA-wide Total:	$58,814.00	$61,914.00
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	**3**	Instructional Aides	LEA-wide	Foster Youth Low Income	All Schools	$55,164.00	$55,164.00
1	**4**	Technology	LEA-wide	Foster Youth Low Income	All Schools	$1,800.00	$1,800.00
1	**8**	Fieldtrips	LEA-wide	Foster Youth Low Income	All Schools	$1,850.00	$3,750.00
2	**3**	Nutritious food	LEA-wide	Foster Youth Low Income			$1,200.00

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

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)).

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 **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:

- o **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.

- o **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.

- o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.