

# 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
Santa Rosa French-American Charter School (SRFACS)	Evelyn Anderson Principal	eanderson@srcs.k12.ca.us (707) 890-3930

## Plan Summary [2021-22]

### General Information

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

The guiding philosophy of the Santa Rosa French-American Charter School (SRFACS) is to provide a standards-based education program taught primarily in the French language and secondarily in American English for students in grades TK through 6th grade. Under charter school law, the school is open to all TK-6th grade students who live in California. The school primarily serves students who live in the Bay Area with the explicit goal of attracting those who have an interest in the French language and culture. In addition, SRFACS builds a community of families who are interested in cultivating global and multi-ethnic perspectives. SRFACS is the first public school to provide this unique education because it proudly offers equitable access to all students.

SRFACS is a free and public educational French Immersion school and it is the only accredited public school of its kind in California. Our accreditation is through L'Agence pour l'Enseignement Français à l'Étranger/Agency for French Education Abroad (AEFE). This accreditation enables students to access any French educational system worldwide. SRFACS is certified to administer the Diplôme d'Études en Langue Française (DELF). Attaining this language diploma allows students to apply for the French citizenship and access to French universities. The DELF is a universal measurement of language aptitude. SRFACS aspires to have all students pass the DELF with a B1 level.

Students at SRFACS excel through a harmonization between the French Ministry of Educational Standards and the California Common Core State Standards. Mastery of the French and English language will give students the cultural confidence needed to become global citizens. Our teachers bring their culture, language, and expertise along with their French teaching credential. Our students' cultural confidence is infused by our many native French-speaking teachers and through various subject content. The arts, physical education, and nutrition are critical elements of French culture.

In order for our students to excel we need a stable team of high caliber teachers. An appropriate team needs to meet the criteria of a French teaching credential and have expertise in French immersion instruction. French standards are structured in 3-year project cycles. Teachers need to be present from the inception to the completion of the school-wide project. This 3-year project aligns with the 3-year LCAP.

Instructional minutes guiding the charter school operation are in line with those required of other California schools. A minimum of 42,000 for TK and Kindergarten, 50,400 minutes per year for 1 - 3rd grade and a minimum of 54,000 minutes for 4th - 6th grade. As with other schools within Santa Rosa City Schools, the academic calendar is determined by agreement between Santa Rosa City Schools and Santa Rosa Teachers Association. SRFACS' bell schedule starts at 8:30 and ends at 2:45 with a 55 minute lunch in order to adhere with the French cultural structure.

In the primary years we need to have our students receive a higher percentage of French language instruction in order to compensate for the two missing years of kindergarten provided in French schools throughout the world. In the upper-grade years our students will progressively receive more English language instruction until they reach 6th grade. In 6th grade instruction is equally divided between French and English language. This enables students to transition back into an American instructional system in middle school. The fundamental objective of this school is to prepare students for an increasingly competitive and global world by providing skills that accompany the learning of a second language. These skills are developed with French as a Second Language support (FSL), our Math as a Second Language support (MSL), and our English Language Learners with Designated English Language curriculum (D-ELD). As a result, SRFACS has a highly diverse student body who are ultimately bilingual and trilingual. The LEA challenge is to meet the needs of all students equitably including our 10% English Learners, 20% Socioeconomically Disadvantaged students, and Homeless students.

## Reflections: Successes

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

The usual sources of data are not available due to pandemic-imposed school closures, but available data shows successes of the program. The California School Dashboard data demonstrates SRFACS' success in engaging students given the green indicator for Chronic Absenteeism. SRFACS chronic absenteeism declined 3% in 2019, the last available year of data. Among the school's EL students, 48.7% demonstrated progress toward English language proficiency. Students who complete the program, including all subgroups, demonstrate French proficiency by passing the DELF exam.

## 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.

Although general indicators show student subgroups have better results than district or State averages, there remains a gap between the subgroups and the general school population. The school project plans for more math support to help make gains in the SBAC math scores in the EL, SED and general student population as well as continued math harmonization with more opportunities for collaboration among the French and English math teachers. Focus on Oral Language Development in both English and French programs. Increased effort in Student Wellness through Tool Box teacher training and implementing a multi-tiered system of support program. Increase counseling hours to have coverage at least two and ideally five days a week by district counselor.

# LCAP Highlights

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

## Conditions for Success

- Grade Level Team Teacher Collaboration and support to analyze student assessment data and curriculum development.
- Continue funding of a full-time Teacher on Special Assignment(TOSA) to help implement the harmonization of the French and Common Core standards as well as coordinating English Language and French Language as a second language pull out and push in instruction. The TOSA is responsible for the organization and administration of the DELF. The TOSA acts as the liaison to maintain the school accreditation with the AEFÉ.
- Maintain funding for two .75 instructional assistants to work with English Language Learners.
- Create teacher schedules that program in one to two periods for French Language Learners and English Language Learners.
- Data-Driven Decision Making by using Let's Go Learn, Illuminate Benchmark exams, and Writing By Design Grade 2-6 assessment results.
- Continue support for Teacher's Professional Development and Resource acquisition to enhance teaching strategies to meet the needs of our English Language Learners.
- An Oral Language focus where Students will effectively work in pairs or groups in a clearly defined task that requires:
  - Accountability for roles, responsibilities, and completion of task steps/process.
  - Structured academic discourse to critique and justify using evidence in both English and French.
  - Provided 1:1 ratio for Chromebooks for in-class and remote learning
  - Collaboration time between teachers to support harmonized planning and evaluations.

## Student Performance

- Provide a four-week Summer School program for Primary and Upper Elementary students including English Language Learners and SED students.
- With the focus on oral language development, implement the following assessments:

- Harmonization of French and English lessons to support building vocabulary
- Development of focus vocabulary words
- Formative/in-class assessments by grade level span i.e., K-1, 2-3, 4-6
- Audio samples in other subject areas through video/audio recording

#### School Climate

- Provide more opportunities to address student wellness such as the development of the Tool Box Program and school-wide norms of behavior and citizenship
- Provide School Counselor to improve SEL
- Improve communication with all stakeholders to ensure equal access to information and opportunities to provide feedback. (ELAC, PAF, and SAB and faculty)
- Enhance community involvement through various events that aim at Parent Education and communication of the SRFACS Mission and Vision. Created more opportunities for new student/family orientation that aims at explaining our dual immersion program.

## 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.

Santa Rosa French-American Charter School

### Support for Identified Schools

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

## Monitoring and Evaluating Effectiveness

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

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# Stakeholder Engagement

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

SRFACS stakeholder inputs are essential to the development and successful implementation of the LEA's LCAP. Working meetings between educators and parent groups were key to determining the LCAP. Discussions included meetings of the School Leadership Team, School Project collaborative meetings, Parent Association Foundation meetings, English Learner Advisory Committee, and the School Advisory Board. The draft LCAP will be posted on the school website for additional feedback.

A summary of the feedback provided by specific stakeholder groups.

SRFACS benefited from significant and purposeful engagement of stakeholders, including those representing the student groups identified by LCFF. The ELAC meeting of May 13, 2021, Parent Association Foundation meeting on May 6, 2021, School Advisory Board meeting on May 17, 2021, and the Staff meeting on May 19, 2021 all discussed and approved the goals of the revised LCAP and proposed uses of funds. A system of social and emotional support needs to be bolstered as the budget allows. Tutoring for English language learners and struggling students needs to be provided to the extent possible based on the budget.

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

The ELAC, staff and School Advisory Board advocated for maintaining the program's successes through support of the academic program and supports of EL students, specifically, the French TOSA, Instructional Assistant, Library technician, and Family Engagement Facilitator. Social-Emotion supports are critical to student success, especially EL and low-income students. While these supports were considered priorities, there was much concern that LCAP funding was no longer sufficient to provide tutoring for SED students. It was agreed that if available funding became available, tutoring SED students would be a priority.

# Goals and Actions

## Goal

Goal #	Description
1	<p>SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success.</p> <p>Focus Goal: Pupil Achievement: Remove barriers and provide opportunities to further personal and academic success. Increase the number of students meeting/exceeding proficiency on standardized assessments by 2% annually. (CAASP Math, ELA and CELDT/ELPAC)</p>

An explanation of why the LEA has developed this goal.

The goal is aligned with the district's mission, vision and priorities based on district-wide data. Students will meet or exceed proficiency on standardized assessments as a measure of academic growth, development of an inquiring mind and increased critical thinking in student subgroups. Previous assessments showed an achievement gap between SED students and the general school population. A weak area for all students was communicating reasoning, thus an emphasis will be placed on student ability to explain his/her answer, especially in Science and Math.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - Mathematics	Most recent available results (2019) showed 31% of SED 5th graders did not meet standards compared with 14% of non-SED students.				Reduce percentage of SED 5th grade students who do not meet standard to 25%
LGL					
CAASPP - ELA	Most recently available data showed 19% of SED grade 3 students did not meet standard compared				Reduce the percentage of SED 3rd grade students who do not meet standard to 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	with 7% of non-SED students				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase programs and services that improve student outcomes	<p>1A: Increase programs and services that increase student learning and agency</p> <p>1B: Foster literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness</p> <p>1C: Support Multilingual Learners and Differently-Abled Learners</p> <p>1D: Provide resources and educational opportunities to families equitably</p> <p>1E: Continue to focus on language acquisition as the core of the school's program.</p> <p>1F: Continue use of adopted on-line resources such as; Math IXL, Raz-Kids and Lexia.</p> <p>1G: Continue to support continuous improvement through data analysis to support data-driven decision making.</p> <p>1H: Continue a grade-level appropriate, school-wide evidence-based writing assessment in grades 3–6 that will be administered three times during the school year in English and French classes. Teachers will collaborate on selecting grade-level appropriate writing prompts to measure student outcomes in two genres. Assessment data will be compared with a goal of at least 50% of the students reaching proficiency by the 3rd writing sample. The writing assessment will be used to prepare the students for the SBA ELA exams; especially our EL learners.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		1I: Provide collaboration opportunities to develop and implement units and projects for each grade level that will link Common Core and French Ministry of Education standards in grades K-6.		
2	Provide academic support of EL, SED and homeless students	<p>2A: Continue Summer School focused on English Learners, Low Income, and struggling students for four weeks.</p> <p>2B: Continue funding two instructional assistants (.75 FTE) to work with the English Language Learners and SED students across grade levels.</p> <p>2C: Continue funding additional library technician hours to support literacy for English Language Learners and SED students school-wide.</p> <p>2D: Increase interventions for struggling readers</p>	\$45,167.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	<p>Broad Goal: Conditions of Learning: SRCS values and supports growth-minded professionals and positive learning environments by:</p> <ul style="list-style-type: none"> <li>• providing educators with current tools and training to support pedagogical leadership and innovation</li> <li>• providing educators with time to create communities of practice</li> <li>• providing safe and clean schools</li> <li>• providing flexible learning environments conducive to teaching and learning</li> </ul>

An explanation of why the LEA has developed this goal.

District-wide concern with retention of personnel and declining enrollment. The January 2021 YouthTruth survey demonstrated a need to significantly improve school culture for the Staff's well-being and professional growth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
YouthTruth survey data from staff survey response to "My school creates a positive work environment."	Score of 3.68 in January 2021				Increase YouthTruth survey score to a score of 4 or better.
January 2021 YouthTruth survey data in response to "My school is cooperative and team-oriented."	Score of 3.86 in January 2021				Increase YouthTruth survey score to a score of 4 or better.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Support teachers in their professional development	<p>2A: Train all new teachers for the implementation of standardized assessments (SBA and Let's Go Learn) and obtain necessary materials for administration of tests as assessments change.</p> <p>2B: Continue to provide the opportunity for teachers to collaborate regarding testing data and create data-considered instruction. Create collaborative opportunities for data analysis and differentiated instruction planning.</p> <p>2C: Enable professional development opportunities for teachers in Common Core State Standards.</p> <p>2D: Continue to provide opportunities for both French and English teachers to participate in the District's FOSS science training to help implement the use of modules K-6.</p> <p>2E: Continue to provide professional development opportunities for teachers such as visits to other Dual Immersion schools in the county and statewide as well as in-house training and workshops off campus. The school leadership team will provide training in analyzing the evidence of student learning through monthly meetings and during two professional development days held at SRFACS.</p> <p>2F: Collaborative conversations</p> <ul style="list-style-type: none"> <li>• Understanding ELD Standards.</li> <li>• Accountability and Data Analysis of student progress.</li> <li>• Shared data with staff and parents.</li> <li>• Learning rounds to monitor teaching practices.</li> <li>• Parent information nights to showcase oral language methodology.</li> <li>• Brochure of the program for Back to School Night</li> </ul>		Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Staff P.D. Collaboration (AEFE Oral Training) and planning time</li> <li>• Two full-day site-based PD days organized by our school.</li> <li>• Purchase instructional resources to support oral language instruction.</li> </ul>		

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# Goals and Actions

## Goal

Goal #	Description
3	<p>SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged.</p> <p>Broad Goal: Engagement and School Climate: Develop and care for the mental, emotional, and physical health of our students and whole school community. Create a strong foundation and adherence to charter document by building social-emotional well-being, global mindset, and personal responsibility.</p>

An explanation of why the LEA has developed this goal.

SRCS in general, and SRFACS students and staff specifically, have been significantly impacted by the local wildfires and global pandemic, making SEL a critical broad goal. Providing students with a sense of belonging and safety is fundamental to supporting their academic success. A school-wide community focus on mental and emotional well-being will help students, parents and educators recover and build resiliency. Developing a strong community will support student well-being. Student understanding of their community, the environment and other cultures of the world builds a connection that makes education relevant to the student. In the YouthTruth survey of January 2021, a lower percentile of SRFACS students reported feeling content about life than students district-wide.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce student and parent urgent calls with School Counselor	631 contacts in 2020-2021 SY to 5/5/21				Reduction in urgent contacts so that the Counselor spends 50% of her/his time giving SEL lessons.
Increase students reporting contentment with their life	January 2021 YouthTruth survey found SRFACS students were below SRCS level and below 25th percentile in self-reported contentment.				Greater than 50% of students report contentment with their life.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase attendance at ELAC meetings	Three consistent members				Ten consistent members at monthly meetings.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Build student well-being through school-wide connections	<p>3A: Provide Jump Start program in late July to build connection between students and school and teach/reinforce school norms and rules.</p> <p>3B: Consider findings of YouthTruth annual surveys and make improvements as needed.</p> <p>3C Have School Counselor available to students at least two days each week.</p> <p>3D: Support the development of students’ social-emotional skills by providing TOOLBOX training for all staff members. TOSA and French lead teachers will provide translation and follow-up training.</p> <p>3E: Continue funding Family Engagement Facilitator to engage Spanish-speaking families and build connection with EL community</p> <p>3F: Continue to adhere to charter document and parent involvement provision. Gather data on total volunteer hours per year to measure growth.</p> <p>3G: Create educational opportunities for parents – including before school year to share information about dual language schools. In August, hold an orientation for new and returning families, students, and staff.</p> <p>3H: Create and maintain school website with links to the SRFACS parent website. Continue parent link messages and monthly parent newsletter to establish stronger communication. Update school</p>	\$76,372.00	Yes

Action #	Title	Description	Total Funds	Contributing
		brochures and handouts for prospective families. Update student/parent handbook to address new procedures and rules.		

## Goal Analysis [2021-22]

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# Goals and Actions

## Goal

Goal #	Description
4	Maintenance Goal: Pupil Outcomes: Creation of strong scope and sequence curricular model for all grades that adheres to the model for dual immersion K-6 which aligns with California Common Core State Standards as well French Ministry of Education Standards to support the mastery of language.

An explanation of why the LEA has developed this goal.

This maintenance goal supports the school's theory of action to provide rigorous, enriching education through the mastery of English and French languages. The program has historically demonstrated positive results that should be continued and build upon. While 4.4% of EL students have been reclassified in the 2020-2021 school year, past years' results were higher and should improve with in-person learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain reclassification rate	At least 4% of EL students reclassified annually				15% of EL students are reclassified
DELFF	90% of 6th grade student pass the DELFF				100% of 6th grade students pass the DELFF

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement evidence-based instruction to achieve measurable outcomes in language acquisition.	1A: Continue to focus on language acquisition as the core of the school's program.  1B: Expand co-teaching opportunities. <ul style="list-style-type: none"> <li>Continue to provide professional development opportunities for teachers such as visits to other Dual Immersion schools in the county and statewide as well as in-house training and</li> </ul>	\$50,038.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>workshops off campus. The school leadership team will provide training in analyzing the evidence of student learning through monthly meetings and during two professional development days held at SRFACS.</p> <ul style="list-style-type: none"> <li>• Continue to support continuous improvement through data analysis to support data-driven decision making.</li> <li>• Continue a grade-level appropriate, school-wide evidence-based writing assessment in grades 3-6 that will be administered three times during the school year in English and French classes. Teachers will collaborate on selecting grade-level appropriate writing prompts to measure student outcomes in two genres. Assessment data will be compared with a goal of at least 50% of the students reaching proficiency by the 3rd writing sample. The writing assessment will be used to prepare the students for the SBA ELA exams; especially our EL learners.</li> </ul> <p>1C: Continue the TOSA position (1.0 FTE) to coordinate parent outreach/communication, harmonization of the French Ministry of Education, and CA Common Core standards, and after-school academic support.</p> <p>1D: Maintain IMT hours of 4.0/day to assist in better curriculum management of our dual English and French programs.</p> <p>1E: Provide collaboration opportunities to develop and implement units and projects for each grade level that will link Common Core and French Ministry of Education standards in grades K-6.</p>		

## Goal Analysis [2021-22]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.29%	185,992

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.

Instructional assistants and additional library technician hours will provide supports to unduplicated students with a priority of increasing their academic outcomes as evidenced by CAASP and LGL scores.

Teacher professional development will include training to consider student survey and test score results to guide their instruction with an understanding that addressing the needs of unduplicated students benefits the whole school.

School-wide community building through SEL and Spanish language outreach creates an inclusive school environment for English learners, Foster youth and low-income students.

Evidence-based instruction will support continuous focus on those students most in need of support and reinforcement while pursuing a rigorous, globally-minded curriculum.

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

SRFACS will EL and low-income students with more focused supports in order to:

- reduce gaps in measured performance outcomes
- lower needed social and emotional supports; and
- improve student response scores in our annual survey

The SRFACS LCAP goals will provide a more positive learning environment for unduplicated students. Educators will gain professional growth in serving struggling students who may not have equitable supports at home or prior to coming to our school. We will develop

stronger systems for identifying and addressing social-emotional needs of low-income and English learner students. Our school has extremely broad social-economic demographics. Students vary vastly in out-of-school supports such as tutoring or parental assistance with homework. We need to implement actions within the school day that reduce those discrepancies. SRFACS will build systems for gathering and analyzing data to inform instructional practices and social-emotional learning opportunities. Deeper analysis of academic measures along with needs for counseling and student survey responses will help refine our actions in order to improve services for low-income students, English learners and foster youth.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$171,577.00				\$171,577.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$171,577.00	

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Increase programs and services that improve student outcomes					
1	2	English Learners Foster Youth Low Income	Provide academic support of EL, SED and homeless students	\$45,167.00				\$45,167.00
2	1	English Learners Foster Youth Low Income	Support teachers in their professional development					
3	1	English Learners Foster Youth Low Income	Build student well-being through school-wide connections	\$76,372.00				\$76,372.00
4	1	English Learners Foster Youth Low Income	Implement evidence-based instruction to achieve measurable outcomes in language acquisition.	\$50,038.00				\$50,038.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$171,577.00	\$171,577.00
<b>LEA-wide Total:</b>	\$95,205.00	\$95,205.00
<b>Limited Total:</b>	\$76,372.00	\$76,372.00
<b>Schoolwide Total:</b>	\$171,577.00	\$171,577.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Increase programs and services that improve student outcomes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS		
1	2	Provide academic support of EL, SED and homeless students	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$45,167.00	\$45,167.00
2	1	Support teachers in their professional development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS		
3	1	Build student well-being through school-wide connections	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$76,372.00	\$76,372.00
4	1	Implement evidence-based instruction to achieve measurable outcomes in language acquisition.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$50,038.00	\$50,038.00

**Annual Update Table Year 1 [2021-22]**

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

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

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

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

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

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

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.