

# 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 Accelerated Charter School	Amy Schlueter Principal	aschlueter@srcs.k12.ca.us 707-890-3860

## Plan Summary [2021-22]

### General Information

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

The Santa Rosa Accelerated Charter School serves students who show the interest, ability and promise of succeeding in an academically challenging and specialized setting. Students are provided high interest, standards-based, real-world experiences for learning at the level in which growth proceeds most effectively. Integration of technology and making connections across the disciplines are key elements of the educational experience. These experiences provide students opportunities to become intrinsically motivated, competent and life-long learners.

SRACS students are admitted through the Charter School Lottery Process. SRACS students come from a wide variety of schools and districts around Sonoma County. Of the current 128 students, 31 are designated GATE- 18 in 5th grade and 13 in 6th. 3 students have IEPs and 2 have 504 plans. SRACS has one English Language Learner. Though the English Learner population is small, the student body is quite diverse with many cultures and languages represented.

SRACS is located in Northern California; the community has been greatly impacted by recent fires, and the current pandemic. The social emotional well being of the whole community (students, families, and staff) is a primary focus. SRACS is supported by an involved and active parent group. Community involvement is an important part of the program. Students engage in frequent excursions and host guest speakers from the community to engage in real world experiences.

The SRACS Curriculum revolves around investigating the standards with Depth and Complexity. This approach is based on the work by Sandra Kaplan, USC. Students work together to apply their conceptual understanding of the standards in various and meaningful ways. The lens through which students make meaning of curriculum is an area of focus that is determined by student needs and interest. At SRACS, each child is provided a rigorous challenging curriculum in a safe and affirming environment allowing children to form complex understandings of the subjects, giving them a system to understand new content with depth and complexity. These increased options provide students with enriched educational opportunities far beyond the traditional elementary school setting while simultaneously providing the unique prospect of becoming stewards of their own learning. Program development is based upon collaboration, metacognition, and

connectivity. Students are provided many opportunities for self-reflection and assessment through curriculum that values the learning process equally to that of the finished products. As a result, students develop the critical thinking and metacognitive skills necessary to guide their own learning. Whenever feasible, curriculum is interdisciplinary and provides students with real-world application of their learning.

## Reflections: Successes

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

The Santa Rosa Accelerated Charter school was awarded the status of a National Blue Ribbon School in 2016. SRACS consistently achieves above grade level in all academic areas, has low suspension rates and excellent attendance. In the 2017 Dashboard SRACS was in the green for both English Language Arts and Mathematics. Students scored 65 points above standard in ELA and 58 points above standard in Math. Due to the 2017 Tubbs fire Santa Rosa City Schools was given a dispensation from taking the State assessments in the Spring of 2018. In 2019 SRACS scored 75 points above standard in English Language Arts and 77 points above standard in Math. Due to COVID the state assessments were not given in the spring of 2020 or 2021.

## 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.

As data is gathered this year to assess areas that need improvement due to Distance Learning, programs to support student achievement and monitor progress throughout the year will be implemented. In response to the traumas of the past few years, there is a growing need for more social emotional support and services. Professional development will be an important component of successful implementation of the SEL program.

## LCAP Highlights

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

The SRACS LCAP goals revolve around ensuring a high quality educational experience for all students. In order to achieve the academic component of this goal, teachers must have ongoing professional development and time to collaborate and plan together. Students will

engage in tiered learning activities incorporating Depth and Complexity including excursions into the community and hosting guest speakers. Technology will support individualized learning.

The School culture and climate will be supported at an individual, family and school wide levels. Individual student needs will be assessed and addressed through the Student Study Team process, instructional differentiation for learning styles or special needs and staffing for an instructional aide and counseling services. Social emotional curriculum will support student mental health. Regular communication is a key component of Family and community engagement.

The facilities of the SRACS campus will be supported by the hiring of Highly Qualified staff who are encouraged to develop as pedagogical leaders. The physical environment of the school will be clean, safe and provide a flexible environment conducive to teaching and learning.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

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

Santa Rosa Accelerated Charter School involves as many stakeholders as possible in the ongoing LCAP process. Stakeholders are engaged in this work during SRACS staff meetings, Advisory Council meetings and at Student Faculty Parent Organization (SFPO) meetings. These groups analyze data, identify needs, set goals and discuss ways to measure growth.

## SRACS Meetings Calendar

These three calendars are coordinated so that they are not on the same week as each other

Staff meetings: (generally the Second Monday of the Month from 2-3:30 alternating in classrooms)

Aug 10th 9:45-11:30 Room 77

Sept 13 - Room 1

Oct 11

Nov 8

Dec 13

Jan 10

Feb 7

March 14

April 11

May 9

SFPO Student Faculty Parent Organization meetings: (generally the last Tuesday of the month-alternating in person & Zoom) @6:30 pm.

In person meeting are held in the library

Aug 31 in person

Sept 28 via zoom

Oct 26 in person

Nov 30 via zoom

Dec 14 in person\* May be cancelled if there is no need

Jan 25 via zoom

Feb 22 in person

March 29 via zoom

April 26 in person

May 31 via zoom

AC Advisory Council Meetings: (generally the third Thursday of the month @3:15pm in person & via zoom

Aug 19- in the Library

Sept 9- in Room 1  
October 21  
Nov 18  
No meeting in Dec  
Jan 20  
Feb 17  
No meeting in March  
April 21  
May 19

#### A summary of the feedback provided by specific stakeholder groups.

There was a great deal of feedback and conversation about the changing needs of the school and community since the last LCAP. Teachers and staff feedback centered around continuing the Gifted and Talented Education methodologies- specifically the multi tiered levels of instruction. Teachers emphasised the importance of ongoing high quality professional development especially the CAG conference.

Many of the technology goals have been achieved and required revising. Communication between all stakeholders was identified as an ongoing need.

All stakeholders are currently focused on the Social Emotional Well being of the students due to the Pandemic and the long term effects of Distance Learning and returning to in person learning. Much of the feedback revolved around services and programs for students struggling with mental health.

Some new feedback that came from the parent group is a desire to increase diversity and inclusivity in the school.

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

The focus of all stakeholders on the Social Emotional Well Being of the students played a key role in Goal #2 school culture and climate- specifically with the staffing of the Counselor and Case manager for Sp. Ed and 504 students.

The Advisory Council is focused on increasing inclusivity and diversity at SRACS which contributed to Goal #2 of family engagement.

Feedback from the Parent Association emphasized the importance of ongoing communication as outlined in Goal #2 of family engagement.

Teacher feedback emphasized the importance of collaboration time and professional development as well as continued use of online resources begun during Distance Learning included in Goal #1

Much of Goal #1 and Goal #3 are directly related to the Charter and are the foundational structures necessary to have in place in order to implement the basic directives of the school.

# Goals and Actions

## Goal

Goal #	Description
1	<p>Students at Santa Rosa Accelerated Charter School (SRACS) will be provided with a coherent, rigorous learning program and will advance to the next grade level prepared to attain mastery in the next grade level standards. Teachers will engage in ongoing Professional Development and Collaboration to support innovative teaching and pedagogical leadership.</p> <p>This goal meets the following priorities: State Priorities</p> <p>2 - State Standards Conditions of Learning - Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners 4 - Pupil Achievement -Performance on standardized tests, share of English learners that become English proficient, 5 - Pupil Engagement -School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates 7 - Equity and Course Access 8 - Other pupil outcomes</p>

An explanation of why the LEA has developed this goal.

As a dependent public charter school focusing on the Advanced Learner Program Services (ALPS), SRACS is committed to providing robust accelerated instruction as specified in the charter. This program is based on research and approaches for challenging all learners to achieve higher level thinking and metacognition.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	CAASPP Data has not been collected for the				The average score for all students including

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	last three consecutive years due to local wildfires and the pandemic. SRACS students are scheduled to resume CAASPP testing in the Spring of 2022 and at that time baselines will be determined and desired outcomes will be set for future years.				subgroups will be at or above grade level standards.
CAASPP Math	CAASPP Data has not been collected for the last three consecutive years due to local wildfires and the pandemic. SRACS students are scheduled to resume CAASPP testing in the Spring of 2022 and at that time baselines will be determined and desired outcomes will be set for future years.				The average score for all students including subgroups will be at or above grade level standards.
CAASPP Science Grade 5	CAASPP Data has not been collected for the last three consecutive years due to local wildfires and the pandemic. SRACS students are scheduled to resume CAASPP testing in the				The average score for all students including subgroups will be at or above grade level standards.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Spring of 2022 and at that time baselines will be determined and desired outcomes will be set for future years.				
Let's Go Learn Language Arts	Spring 2021 92.5% at or above Grade Level Average Scores: 5th grade 7.66 6th grade 9.82				The average score for all students including subgroups will be at or above grade level standards.
Let's Go Learn Math	Spring 2021 76% at or above Grade Level Average Scores: 5th grade 5.47 6th grade 6.31				The average score for all students including subgroups will be at or above grade level standards.
Renaissance Language	spring scores-				The average score for all students including subgroups will be at or above grade level standards.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Implementation of Robust Curriculum	<ul style="list-style-type: none"> <li>Students will experience tiered activities to provide challenge at their individual level, including both advanced and at risk groups.</li> <li>The curriculum of depth, complexity, and novelty will be present in all classrooms.</li> </ul>	\$68,247.83	No Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Students will be engaged in critical thinking, creative and complex tasks.</li> <li>Students will have textbooks, curriculum, supplies and materials necessary to engage in the SRACS program.</li> </ul>		
2	Technology	<ul style="list-style-type: none"> <li>Students will have a personal Chromebook.</li> <li>Students will have a personal email account, and access to assignments and resources.</li> <li>Students will have access to online learning programs to support individualized progress on content standards.</li> </ul> <p>Membean- \$1025 IXL- \$1500 Newsela- \$1760</p>	\$4,285.00	No
3	"Real World Experiences"	<ul style="list-style-type: none"> <li>Students will participate in field trips and excursions in the community and surrounding areas</li> <li>6th graders will attend Science Camp</li> <li>Guest Speakers will be invited to present to the students on areas of expertise and experiences</li> </ul> <p>Science Camp Field Trips</p>		No

Action #	Title	Description	Total Funds	Contributing
4	Assessments	<ul style="list-style-type: none"> <li>Teachers will use multiple assessment tools to gauge student progress and to drive instruction.</li> </ul> <p>Renaissance Assessment</p>	\$1,402.80	No
5	Student Academic Support and Enrichment	<ul style="list-style-type: none"> <li>Academic help will be provided for struggling students.</li> <li>Enrichment opportunities will be provided</li> </ul> <p>Homework Help Lego Robotics</p>		
6	Professional Development	<ul style="list-style-type: none"> <li>Provide robust professional development to support every staff member in CC, GATE, and NGSS.</li> <li>Teachers will attend Professional Conferences (CAG) and trainings during the school year</li> <li>Teachers will engage in ongoing professional development over the summer</li> </ul> <p>Teacher Professional Development Travel and Conferences</p>		No
7	Collaboration time	<ul style="list-style-type: none"> <li>Weekly collaboration time built into the SRACS bell schedule.-</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Teachers will work in grade level and content area teams to create a coherent SRACS program.</li> </ul>		

## 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>Santa Rosa Accelerated Charter School will provide a safe, welcoming and inclusive climate for all students and their families.</p> <p>This goal meets the following priorities:</p> <p>3- Parental Involvement- Efforts to seek parent input in decision making, promotion of parent participation</p> <p>5 - Pupil Engagement -School attendance rates, chronic absenteeism rates,          6- School Climate Engagement -Pupil suspension rates, pupil expulsion rates,          7 - Equity and Course Access          8 - Other pupil outcomes</p>

An explanation of why the LEA has developed this goal.

Student well being: The SRACS Community has endured many traumatic events in the past few years, including multiple fires, Distance and Hybrid Learning due to COVID. The social and emotional well being of students is a primary focus. Student SEL will be monitored and addressed as needed. Family engagement: SRACS will provide frequent communication regarding involvement opportunities and current news with families and the community. SRACS will reach out to the community at large to promote the program to all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Data	During the 20-21 school year- From August-March we were in Distance Learning and had 98%-99% ADA				98% ADA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	In March when we returned for Hybrid we at 84% ADA				
Incidents of Discipline	<p>20-21 School Year- 0 suspensions</p> <p>In the 2020-2021 School year, students were at home in Distance Learning from August to March. There were minor incidents of students needing to learn zoom etiquette and appropriate postings in Google classroom. In the final trimester, students returned to school in a Hybrid model. During this time there were very few discipline problems. This was not typical of our discipline incidents during a normal school year- so our "baseline" will need to be set in the 21-22 school year.</p>				<p>0 suspensions-</p> <p>Our goal is for Restorative Processes to address all disciplinary needs resulting in zero suspensions.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation Data	<p>Due to COVID, parent participation was extremely limited in the 20-21 school year. In the Fall of 2020, SRCS engaged in a Needs Assessment Survey to determine family welfare in terms of food/ housing, emotional support, and technology needs- SRACS had a 98% participation the survey.</p> <p>Number of Volunteers: There are over 100 volunteer positions posted on the website. We utilized very few volunteers this year.</p> <p>Parent Organization Officers:</p>				100% membership in our Parent Organization.
Youth Truth Survey Data	<p>5th grade score:</p> <p>6th grade score:</p> <p>Parent-Student-Staff-</p>				Would like to improve data in a particular area

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey Data					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Personnel to support SEL of students	<ul style="list-style-type: none"> <li>• SRACS will contract with RVMS to supply counseling support.</li> <li>• SRACS will contract with other counseling services as needed.</li> <li>• SRACS will contract with RVMS for a case manager for students w/ IEPs &amp; 504s</li> <li>• A lead teacher will be designated</li> </ul> <p>Staffing: Counselor ~\$6000 Staffing: Sp. Ed Lead Teacher- stipend</p>	\$6,000.00	No Yes
2	Programs to support SEL of students	<ul style="list-style-type: none"> <li>• SRACS will use programs such as Toolbox, The BEST Program and Restorative Justice to promote school wide positive behavior.</li> <li>• Teachers will continually work to create school-wide activities that foster teamwork, friendship and the understanding of others.</li> <li>• Staff will work in a proactive manner to ensure every student feels welcome and safe.</li> <li>• Classroom activities will support a safe school climate.</li> </ul> <p>Purchase of SEL programs Training for staff in SEL programs</p>		No



Action #	Title	Description	Total Funds	Contributing
		Assemblies		
3	Communication to encourage Family Engagement and Community Involvement	<p>School wide: SRACS will engage in regular communication with all stakeholders including</p> <ul style="list-style-type: none"> <li>• Weekly update of school website</li> <li>• Weekly Parent Newsletter</li> <li>• Weekly update of Staff Bulletin</li> <li>• Monthly meetings with SFPO, AC, and staff.</li> </ul> <p>Classroom: Teachers will keep parents informed of important events and updates as needed.</p>		No
4	Increase diversity and inclusivity at SRACS	-Explore community resources to engage more lower income and second language families		

## Goal Analysis [2021-22]

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

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

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**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	<p>The facilities of the SRACS campus will be supported by the hiring of Highly Qualified teachers and staff who have access to current tools and resources. The physical environment of the school will be clean, safe, and provide a flexible environment conducive to teaching and learning.</p> <p>This goal meets the following priorities: State Priorities Need to select</p> <ul style="list-style-type: none"> <li>1- Basic Conditions of Learning- High quality teachers, access to materials, facilities in good repair</li> <li>2 - State Standards Conditions of Learning - Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners</li> <li>3- Parental Involvement- Efforts to seek parent input in decision making, promotion of parent participation</li> <li>4 - Pupil Achievement -Performance on standardized tests, share of English learners that become English proficient,</li> <li>5 - Pupil Engagement -School attendance rates, chronic absenteeism rates,</li> <li>6- School Climate Engagement -Pupil suspension rates, pupil expulsion rates,</li> <li>7 - Equity and Course Access</li> <li>8 - Other pupil outcomes</li> </ul>

An explanation of why the LEA has developed this goal.

SRACS is a small school located on a larger school's campus. Due to the small size it is necessary to share teachers and facilities. Specialized Instructors and resources are necessary to support SRACS academic goals and programs as outlined in the charter.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Vacancies with the goal to be fully staffed	During the 20-21 school year- we were fully staffed with no vacancies.				All positions fully staffed with no vacancies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	During the 21-22 school year, we have vacancies for a .75 Instructional Assistant and a .20 Math/Sci 6th grade teacher.				
Fully Furnished Classrooms	All four "homeroom" classrooms are currently furnished with student desks and chairs Teacher desk and chair white boards storage space				
FIT Report	waiting for FIT report from Erik Oden				
Technology	1:1 devices for students desktop laptop printer				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing of teachers and support staff	<ul style="list-style-type: none"> <li>Recruit and retain quality staff.</li> </ul>	\$14,400.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Instructional aide that supports all four classrooms.</li> <li>• Art Teacher ~\$8400</li> <li>• Music Teacher ~\$6000</li> </ul>		
2	Classroom Technology	<ul style="list-style-type: none"> <li>• Each classroom is equipped with an ELMO, LCD projector, teacher computer, large screen monitor, wi-fi access, and a printer.</li> <li>• Lessons often incorporate the use of a wide range of technology, including probe-ware, software, and AV equipment.</li> </ul> <p>Technology purchases</p>		
3	Classroom Materials and Resources	<ul style="list-style-type: none"> <li>• Teachers will have access to required resources and materials needed to deliver instruction. \$2500 Office Depot</li> </ul> <p>Instructional Resources Furniture &amp; Equipment</p>	\$2,500.00	
4	Flexible environment conducive to teaching and learning	<ul style="list-style-type: none"> <li>• All teachers will have access to classroom spaces to store equipment and conduct lessons.</li> <li>• SRACS students and teachers will utilize outdoor spaces such as fields and lunch areas</li> </ul> <p>Furniture &amp; Equipment</p>		

Action #	Title	Description	Total Funds	Contributing
		Outdoor tables		
5	SRACS office	Office supplies 1000 Docutrax 250	\$1,250.00	
6	Safety Equipment	walkie talkies 300 each		

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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
2.96%	21,554.00

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.

We have used LCAP funding to continue funding our Counseling consultant. We continue to improve upon school wide implementation of social emotional/Character education program. Providing students with emotional well being academic supports and counseling. In order to address the emotional and academic needs of foster youth, English learners and Low income students, it is necessary to maintain this position

We have used LCAP funding to continue funding our Classified instructional assistant. She helps support and scaffold the instruction for our students and provides support in the classroom.

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

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## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$18,167.80	\$73,219.83		\$6,698.00	\$98,085.63

Totals:	Total Personnel	Total Non-personnel
Totals:	\$47,722.83	\$50,362.80

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All English Learners Low Income	Implementation of Robust Curriculum	\$9,755.00	\$51,794.83		\$6,698.00	\$68,247.83
1	2	All	Technology	\$3,260.00	\$1,025.00			\$4,285.00
1	3	All	"Real World Experiences"					
1	4	All	Assessments	\$1,402.80				\$1,402.80
1	5		Student Academic Support and Enrichment					
1	6	All	Professional Development					
1	7		Collaboration time					
2	1	All English Learners Foster Youth Low Income	Personnel to support SEL of students		\$6,000.00			\$6,000.00
2	2	All	Programs to support SEL of students					
2	3	All	Communication to encourage Family Engagement and Community Involvement					
2	4		Increase diversity and inclusivity at SRACS					
3	1	All	Staffing of teachers and support staff		\$14,400.00			\$14,400.00
3	2		Classroom Technology					
3	3		Classroom Materials and Resources	\$2,500.00				\$2,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4		Flexible environment conducive to teaching and learning					
3	5		SRACS office	\$1,250.00				\$1,250.00
3	6		Safety Equipment					

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$9,755.00	\$74,247.83
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$9,755.00	\$74,247.83

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Implementation of Robust Curriculum	Schoolwide	English Learners Low Income		\$9,755.00	\$68,247.83
2	1	Personnel to support SEL of students	Schoolwide	English Learners Foster Youth Low Income			\$6,000.00

Annual Update Table Year 1 [2021-22]

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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