

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
Los Gatos Union Elementary School District	Sarah Tellez Assistant Superintendent	stellez@lgusd.org 408-335-2028

Plan Summary [2021-22]

General Information

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

Los Gatos Union School District serves approximately 3,000 students with the goal of: "providing equitable learning opportunities to educate all children to their unique potential by teaching, modeling and supporting the skills, and attitudes that contribute to their development as globally and socially responsible citizens demonstrating stewardship and 'service above self.'" Our student population is 4.5% English Learner (EL) and 4.5% are classified as Low Income; our LCFF Unduplicated Count is 8.23% including foster youth. The majority of our EL students speak Russian or Mandarin. Additional languages include Korean, Spanish, Japanese, Dutch, Turkish, and Hindi. Our student population is made up of several ethnicities with the majority of our students, 65.1%, identifying as White, 19.8% Asian, 6.1% Hispanic, and 6.5% identifying with multiple ethnicities. We serve students from TK-8th grade at five quality schools: four elementary schools and one middle school.

Reflections: Successes

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

According to our most recent data, the "All Students" category on the California School Dashboard showed that Los Gatos Union School District students performed at "very high" levels in both English Language Arts (ELA) and Mathematics. Our students scored an average of 60.7 points above level 3 in ELA and 57.3 points above level 3 in math. Our students "maintained" their "very high" performance in ELA (from the previous year) and math. According to our most recent data, Los Gatos Union School District's English Learners are also progressing at "very high" levels with 85.2% of them making progress towards English language proficiency. Los Gatos Union School District will maintain high levels of student achievement by continuing to provide quality professional development opportunities for all teachers, utilizing (TK-5) district-wide common benchmark assessments in English Language Arts and mathematics to monitor student progress, and providing specific professional development for teachers of English learners.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The most recent California School Dashboard rating for the district was “medium” for “Students with Disabilities” in math performance and “medium” for “Students with Disabilities” in ELA performance, each being two performance levels below the “All Student” group. Overall, our most recent California School Dashboard suspension rating for all students was “low” and declined by 0.8% from the previous year. Our group of “Students with Disabilities” showed “high” levels of suspension rates according to the most recent data on the California School Dashboard. We are continuing to invest in professional development for teachers to better serve our “Students with Disabilities.” We will also continue to work with site administrators to utilize alternative means of correction for students with behavior challenges. Ongoing professional development will assist teachers to improve practices around teaching “Students with Disabilities.” We will continue to invest in targeted support and behavior intervention programs to preventatively maintain the “low” suspension rates for all students and to reduce the suspension rates for our “Students with Disabilities.” The Los Gatos Union School District will address areas of need by continuing to implement curriculum materials in English Language Arts (that include specific components designed for academic intervention), utilizing benchmark assessments in English Language Arts and Mathematics to monitor student progress in grades K-5, implementing annual local surveys to monitor student social-emotional needs, and providing professional development opportunities for teachers in the area of social-emotional learning.

LCAP Highlights

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

Working closely with stakeholders throughout the district to align our Strategic Plan with our LCAP and our School Plans, three goals have been identified to focus on for next three years.

GOAL 1 – Maintain optimal conditions for learning for all students. Actions to support this goal include hiring of qualified staff, implementation of high quality curriculum materials, prioritization of school safety, and maintenance of facilities.

GOAL 2 – Maintain high levels of student achievement. Actions to support the this goal include training and professional development for staff and targeted supports for students.

GOAL 3 – Regularly collect feedback from parents/guardians, staff, and students. Actions to support this goal include monitoring and discussing student data, providing regular opportunities for stakeholders to provide feedback in a variety of ways, and outreach to specific student groups.

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.

Los Gatos Union School District does not currently have any schools identified for CSI.

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.

Stakeholder Engagement

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

During the 2019-2020 school year, the Los Gatos Union School District conducted an extensive process to gather feedback from a broad range of stakeholder groups to inform the district's new strategic plan. The process included meeting with 28 different focus groups (and over 500 individuals) representing staff, students, parents, and community members. In addition to the focus group meetings, the district conducted multiple surveys including specific surveys for teachers, classified staff, parents, and community members to inform the development of the new strategic plan. The LCAP was written to align with the district's new strategic plan and separate process to collect feedback on the LCAP Goals and Actions took place during the 2020-2021 school year. The timeline below summarizes the LCAP feedback process from the 2020-2021 school year.

- Los Gatos Union School District administrative team (3/1/21)
- Middle School Curriculum, Instruction, and Assessment Leadership Team (3/4/21)
- Los Gatos Union School District Board of Trustees (at public meeting 3/11/21)
- Elementary Curriculum, Instruction, and Assessment Leadership Team (3/11/21)
- District English Language Advisory Council (3/18/21)
- Superintendent's Resource Council (Parent advisory group that includes members of all Home and School Club councils 4/23/21)
- Fisher School Advisory Council (4/28/21)
- SELPA Consultation (5/12/21)
- Los Gatos Union School District Board of Trustees (5/20/21)

A summary of the feedback provided by specific stakeholder groups.

The feedback received from the stakeholder engagement process that led to the development of the district's new strategic can be captured in the following 6 categories.

- Student Wellness and Social-Emotional Learning
- STEAM and Social Innovation
- Community and Global Citizenship
- Academic Excellence and Project-Based Learning
- Staff Professional Development and Growth
- Sound Finance and Infrastructure

Los Gatos Union School District's LCAP has been written to align with the new strategic plan. Through the LCAP stakeholder engagement process the objectives of the strategic plan were affirmed. Two specific actions relating to the new strategic plan were added to the LCAP as a result of the stakeholder engagement process. The two specific items were brought up by multiple stakeholder groups and actions to promote equity/inclusivity efforts in LGUSD as well as professional development opportunities to support project-based learning were added

to the LCAP as a result.

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

The stakeholder engagement process affirmed that many of the strategies in the previous LCAP were considered successful, supported by data, and carried over to the new plan. There were two major additions to the LCAP based on the stakeholder input that was gathered. The first addition included adding professional development opportunities for teachers to support Project-Based Learning. The second addition included supporting equity and inclusivity efforts in Los Gatos Union School District. Both of these additions were direct results of stakeholder input gathered from the community, staff, and parents.

Goals and Actions

Goal

Goal #	Description
1	Maintain optimal conditions for learning for all students.

An explanation of why the LEA has developed this goal.

This has been an area of strength for LGUSD in previous years and we would like this to continue.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers that are fully credentialed and appropriately assigned to the subject or grade level they are teaching.	100% of LGUSD teachers are fully credentialed and appropriately assigned to the subject or grade level they are teaching.				100% of LGUSD teachers fully credentialed and appropriately assigned to the subject or grade level they are teaching.
Provide standards-aligned instructional materials for all students in all subject areas.	100% of LGUSD students have access to standards-aligned instructional materials in every subject area.				100% of LGUSD students have access to standards-aligned instructional materials in every subject area.
Facilities Inspection Tool	All schools are in "Good Repair" using the CDE's Facilities Inspection Tool.				All schools are in "Good Repair" using the CDE's Facilities Inspection Tool.
Professional development opportunities for implementation of	All teachers are provided with multiple professional development opportunities to assist				All teachers are provided with multiple professional development opportunities to assist

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
state standards and SEL for all teachers.	with the implementation of state standards and SEL each year (this includes professional development opportunities for ELD to support ELs).				with the implementation of state standards and SEL each year (this includes professional development opportunities for professional development for ELD to support ELs).
Variety of course access options for all students.	All students have access to music, art, and PE classes each year.				All students have access to music, art, and PE and STEAM classes each year.
Visitor screening practices at all school sites.	Daves Ave. piloted Raptor Tech as a visitor screening tool.				New visitor screening practices utilized at all school sites.
Number of art lessons provided by credentialed art teacher in grades TK-5.	Four art lessons provided by credentialed art teacher in each classroom each school year.				At least eight art lessons provided by credentialed art teacher in each classroom each school year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hiring of New Teaching Staff	The Human Resources Department will continue to ensure that all new hires in LGUSD are fully credentialed and appropriately assigned to the subject or grade level they are teaching. All LGUSD students will continue to receive rigorous instruction from highly qualified teachers.	\$22,535,585.00	No

Action #	Title	Description	Total Funds	Contributing
2	Curriculum Adoptions	Adopt new curriculum materials to support teaching of NGSS standards in grades TK-5.	\$530,000.00	No
3	School Site Safety Measures	Pilot the use of technology to screen visitors entering school sites. Monitoring campus visitors will increase the safety measure in place to protect LGUSD students.	\$50,000.00	No
4	SEL Professional Development	Provide professional development opportunities for all staff to support SEL. Topics may include, building a learner's mindset, bullying prevention, and trauma informed instruction. This will contribute to safe learning environments for students.	\$10,000.00	No
5	Enrichment Opportunities for Students	Increase the number of art lessons (taught by a credentialed art teacher) for all TK-5 students.	\$140,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Maintain high levels of student achievement.

An explanation of why the LEA has developed this goal.

This has been an area of strength for LGUSD in previous years and we would like this to continue.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC and CAST Data	<p>ELA-78% of all students meeting or exceeding standards in 2019</p> <p>Math-77% of all students meeting or exceeding standards in 2019</p> <p>Science-64% of all students meeting or exceeding standards in 2019</p> <p>Students with Disabilities</p> <p>ELA-34.52% of students with disabilities meeting or exceeding standards in 2019</p> <p>Math-33.53% of students with</p>				<p>At least 78% of students meeting or exceeding standards in ELA, 77% in math, and 75% in science.</p> <p>At least 35% of students with disabilities meeting or exceeding standards in ELA and Math.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disabilities meeting or exceeding standards in 2019				
ELPAC	85.2% of EL students making progress towards English language proficiency in 2019.				At least 85% of EL students making progress towards English language proficiency.
EL Reclassification Rate	More than 90% of EL students were reclassified to fully English proficient within three years in 2018-19.				Reclassify at least 90% of ELs within 3 years.

Actions

Action #	Title	Description	Total Funds	Contributing
1	NGSS Professional Development	Provide Professional Development in the implementation of new science curriculum materials to support the teaching of NGSS standards in grades TK-5.	\$60,000.00	No
2	Elementary ELD Teacher	Designated and integrated ELD instruction will be provided by TK-5 classroom teachers with support from an additional English language teacher supporting all elementary school sites.	\$140,000.00	Yes
3	Middle School ELD Teacher	Provide sheltered ELD instruction from a credentialed teacher for middle school ELs.	\$29,997.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	History Professional Development	Provide Professional Development for the rollout of new curriculum materials for Fisher Middle School History Department.	\$10,000.00	No
5	Project-Based Learning Professional Development	Provide Professional Development opportunities to support Project-Based Learning for all LGUSD teachers.	\$221,000.00	No
6	Yearly Collaborative Data Reviews	Release grade level teams and math/literacy specialists at each elementary school site to review common assessment data for all students (including students with disabilities). Meetings to be facilitated by school site principal. Conduct the "Kid by Kid" process a least twice a year with every elementary grade level team at each site (reviewing assessment data for each student in the grade level). Use the common assessment data to identify students needing additional support. Collaboratively develop support plans and/or next steps for each student in a given area.	\$17,600.00	No
7	Elementary Literacy and Math Specialists	Provide Literacy and Math Specialist support at each elementary school site to provide targeted academic interventions for any students (including students with disabilities) needing additional support in math and/or literacy.	\$689,739.00	Yes
8	TK-8 Student Support Aides	Additional classified staff to support small group instruction in math and ELA.	\$150,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Maintain and improve school climate and student engagement by providing appropriate support services and regularly collect feedback from parents/guardians, staff, and students.

An explanation of why the LEA has developed this goal.

This has been an area of strength in previous years in LGUSD and we would like this to continue.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/Guardian Surveys	2019 Strategic Planning Survey				At least one yearly parent survey to collect feedback regarding progress towards district strategic plan implementation.
DELAC Meetings	Three DELAC meetings during 2019-20 school year.				Continue to hold at least three DELAC meetings per school year.
Attendance rates	2019-20-96.25%				Maintain an attendance rate of at least 95%
CA Chronic Absenteeism Rate	Overall "blue" rating on 2019-20 CA School Dashboard for chronic absenteeism.				Maintain an overall rating of "blue" or "green" on CA School Dashboard for chronic absenteeism.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rates	0 Middle School Dropouts				0 Middle School Dropouts
Suspension Rates	Overall "green" rating on 2019-20 CA School Dashboard for chronic suspension rates.				Maintain an overall rating of "blue" or "green" on CA School Dashboard for suspension rates.
Expulsion Rates	0 expulsions for 2019-20 school year.				Have zero expulsions.
School Climate Survey	In fall 2020, 51% of elementary students stated that they felt connected to their school and 31% of middle school students stated that they felt connected to their school.				Maintain at least 85% of elementary students saying that they feel connected and/or accepted at their school and 75% of middle school students saying that they feel connected and/or accepted at their school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/Guardian Feedback Survey	Gather input on progress towards implementation of strategic plan from parents/guardians, staff, and students.	\$10,000.00	No
2	DELAC Meetings	Hold 3 DELAC meetings to gather input regarding the LCAP, help new families learn about Los Gatos Schools, and to share resources to help parents best support their student(s).	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Attendance Rate Review	Annual review of attendance rate data with school site administrators. Implement strategies to improve school attendance rate data at each site as needed. Cost included in regular staff salaries Goal 1. Action 1	\$0.00	No
4	Chronic Absenteeism Rate Review	Annual review of chronic absenteeism rate data with school site administrators. Individually follow up with chronically absent students to develop attendance plans as needed. Included in regular salaries. No additional costs.	\$0.00	No
5	Suspension Rate Review	Annual review of suspension rate data with school site administrators. Apply alternative means of correction and restorative practices when possible. Included in regular salaries no additional costs.	\$0.00	No
6	School Climate Survey Data Review	Annual review of school climate survey data with school site administrators. Teacher, administrator, or counselor follow up with students as needed (as dictated by student responses). Included in regular salaries no additional costs.	\$0.00	No
7	Restorative Justice Practices at Fisher Middle School	Continue to implement Restorative Justice practices at Fisher Middle School. This will include additional training for administrators and counselors to address student behavioral needs and lower suspension rates (specifically for students with disabilities).	\$10,000.00	No
8	Equity and Inclusivity	Promote equity and inclusivity practices at all campuses. This includes professional development opportunities for staff, community conversations and/or book studies, as well as training of an Equity Action Team with representatives from all school sites. This will support learning environments to improve academic outcomes for all students (including students with disabilities).	\$85,000.00	No

Action #	Title	Description	Total Funds	Contributing
9	Counseling	Hire one additional counselor to support student social and emotional needs.	\$150,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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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.

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
1.81%	448031

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.

Los Gatos Union School District has four actions that contribute towards increasing and improving services for English learners, foster youth, and low-income students.

Under Goal #2, Action #7 provides elementary math and literacy specialists to support all elementary students. Elementary students that are identified as needing additional support to reach grade level standards in math or ELA receive additional targeted instruction from a specialist. Although these services can be provided for any student, they are principally directed to support the needs of English learners, foster youth, and low-income students. Math and literacy specialists have received training in utilizing strategies and been provided with supplemental instructional materials that are evidence-based and effective for academic intervention.

Also under goal #2, Action #8 provides student support aides (classified staff) in TK/Kindergarten classrooms. These aides allow for more small-group and targeted instruction to support individual student needs. Although these services can be provided for any student, they are principally directed to support the needs of English learners, foster youth, and low-income students. Increasing small-group direct instruction is an evidence-based practice to boost student learning.

Also under goal #2, Action #9 provides counselors to support all LGUSD students with their social and emotional needs. Elementary students that are identified as needing additional social or emotional support receive additional targeted intervention from a counselor. Although these services can be provided for any student, they are principally directed to support the needs of English learners, foster youth, and low-income students. Many students struggle with academics because of social or emotional challenges and evidence support utilizing counselors to help students reach academic goals.

Under Goal #3, Action #2 provides time for at least three District English Language Advisory Council meetings. Parents of English learners are invited to DELAC meetings regularly to learn about the district, network with each other, and receive resources to support their students. These services are only provided for families of English learners. Creating welcoming school communities are considered an evidence-based practice to improve school climates.

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

The resources are spent on EL and math specialists \$539,739, dedicated EL staff in elementary school \$140,000 and middle schools \$29,997. In addition for 21-22 we have added student support aides \$150,000, additional counseling \$150,000 and dedicated EL Coach \$150,000 to expand the classroom teachers ability to differentiate instruction for EL and struggling students in the classroom. These additional costs as outlined exceed the 1.81% increase in services for the 21-22 school year which in total equals \$448K and these combined expenses total \$1.16M. These services were expanded in 20-21 in order to assess at risk students and to provide intervention through after school tutoring, pull out and push in instruction and summer programs for at risk students. Students are identified from teacher assessments and are referred to programs based on kid by kid meetings between teachers and principals and specialists. These expanded services are expected to continue into 21-22.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$24,229,921.00	\$180,000.00	\$430,000.00		\$24,839,921.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$23,853,921.00	\$986,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Hiring of New Teaching Staff	\$22,535,585.00				\$22,535,585.00
1	2	All	Curriculum Adoptions	\$350,000.00	\$180,000.00			\$530,000.00
1	3	All	School Site Safety Measures			\$50,000.00		\$50,000.00
1	4	All	SEL Professional Development	\$10,000.00				\$10,000.00
1	5	All	Enrichment Opportunities for Students			\$140,000.00		\$140,000.00
2	1	All	NGSS Professional Development	\$60,000.00				\$60,000.00
2	2	English Learners	Elementary ELD Teacher	\$140,000.00				\$140,000.00
2	3	English Learners	Middle School ELD Teacher	\$29,997.00				\$29,997.00
2	4	All	History Professional Development	\$10,000.00				\$10,000.00
2	5	All	Project-Based Learning Professional Development	\$221,000.00				\$221,000.00
2	6	All	Yearly Collaborative Data Reviews	\$17,600.00				\$17,600.00
2	7	English Learners Foster Youth Low Income	Elementary Literacy and Math Specialists	\$449,739.00		\$240,000.00		\$689,739.00
2	8	English Learners Foster Youth Low Income	TK-8 Student Support Aides	\$150,000.00				\$150,000.00
3	1	All	Parent/Guardian Feedback Survey	\$10,000.00				\$10,000.00
3	2	English Learners	DELAC Meetings	\$1,000.00				\$1,000.00
3	3	All	Attendance Rate Review					\$0.00
3	4	All	Chronic Absenteeism Rate Review					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	All	Suspension Rate Review					\$0.00
3	6	All	School Climate Survey Data Review					\$0.00
3	7	All Students with Disabilities	Restorative Justice Practices at Fisher Middle School	\$10,000.00				\$10,000.00
3	8	All Students with Disabilities	Equity and Inclusivity	\$85,000.00				\$85,000.00
3	9	English Learners Foster Youth Low Income	Counseling	\$150,000.00				\$150,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$920,736.00	\$1,160,736.00
LEA-wide Total:	\$750,739.00	\$990,739.00
Limited Total:	\$169,997.00	\$169,997.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Elementary ELD Teacher	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades TK-5	\$140,000.00	\$140,000.00
2	3	Middle School ELD Teacher	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 6-8	\$29,997.00	\$29,997.00
2	7	Elementary Literacy and Math Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$449,739.00	\$689,739.00
2	8	TK-8 Student Support Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00
3	2	DELAC Meetings	LEA-wide	English Learners	All Schools	\$1,000.00	\$1,000.00
3	9	Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00

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

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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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