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
Surprise Valley Joint Unified School District	Audra Evans Superintendent/Principal	aevans@svjusd.org 530-279-6141

Plan Summary [2021-22]

General Information

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

The Surprise Valley Joint Unified School District's mission statement is: In partnership with families and communities is committed to: Embracing diversity and value of our small community; Nurturing a safe, healthy school environment; Cultivating self-directed, respectful, confident, productive students; Fostering creative expression, critical thinking, meaningful collaboration, effective communication, and technological literacy; Implementing rigorous standards of teaching and learning; Providing opportunities for well-rounded learning in the classroom and community; Promoting a college-going culture with families and students; and Preparing students who will make successful transition to the next level of achievement in a global society.

The Surprise Valley Joint Unified School District serves students from the communities of Cedarville, Eagleville, Lake City, and Fort Bidwell. The district enrollment is approximately 115 students and the number of students that qualify for free and reduced meals is about 59.65%. With this percentage so high, much of what we do is based on the needs of our low performing students but because of our small size, all of our students benefit. In addition, some of the LCAP metrics do not apply because of size. These include the English learner reclassification rate and programs and services developed and provided to unduplicated pupils and students with exceptional needs. Also, because of class size, the CAASP scores we didn't receive scores for 4-8th grade because of the lack of data, Metric B., Academic Performance Index was eliminated.

Our district consists of two schools, Surprise Valley Elementary School and Surprise Valley High School. Starting the 2019-2020 school year the schools consolidated to one site. Surprise Valley Elementary School serves students in grades K-7 and the high school, grades 8-12. Our special education students are supported by Modoc County Office of Education. At the present time, due to declining enrollment and other factors of financial uncertainty, Surprise Valley Joint Unified School District does not offer alternative education opportunities.

Surprise Valley Joint Unified School District excels in the area of appropriate teacher assignment. We currently have 90% of all staff members meeting Highly Qualified status. Our students have consistently had access to standards-aligned instructional materials. We use

curriculum that is aligned to California's Common Core State Standards and are looking for a science curriculum adption in the near future. Our stakeholder groups felt that our facilities are in need of some repairs, however the campus is clean and well maintained.

Reflections: Successes

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

Surprise Valley Joint Unified was making good progress according to the Dashboard, prior to the shutdown that COVID created. The 2020-2021 school year has a year of rebuilding and filling in learning gaps that students had developed. Based on the Renaissance data, students are making growth in ELA and math from the beginning of the year. SVHS continues to expand their Career Technical Education (CTE) programs. Students at SVHS are continuing to persue college courses. Positive Behaviorial Intervention and Supports (PBIS) has continue be an effective tool district wide. The district will continue to build on our PBIS program by continuing interventions for all grades PreK-12, create small groups, more data tracking to guide us on further decisions for adding supports.

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 lack of data due to COIVD makes analysis difficult at all ages. The district's absenteeism rates have increased over the last two years. Our district has experienced a shortage of personnel. There has been an increase in referrals for mental health evaluations which signifies the need for more emotional interventions and supports for students.

LCAP Highlights

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

Through analysis of our state and local data, including input from staff and stakeholders, and we identified our areas of focus areas to be addressed.

1. Supporting students academic and social-emotional growth.
2. Improving school culture, climate and safety.

Key LCAP actions to support that areas are: hire staff to support our students and families, increase our intervention systems for our students, increase our out reach to families to make sure students are arriving to school daily and on time, along with being prepared to work for the day. At the elementary, we will being using the data that has been gathered to lead the direction of our interventions. For the high school, in order to prepare students for college and careers, we are working on expanding out Career Technical Education (CTE) courses and pathways.

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.

None

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.

Stakeholder engagement were:

Ag Advisory Meeting -consisting of Ag teacher, administrator, and community members: March 2, May

Site Council -consists of parents, teachers, student, administrator, and community members: May 10

Teachers: Februrary 17, March 17, April 21

Classified Employees: April 27

SELPA-meeting monthly

The Board is consulted monthly, presented June10, Approved June 24.

In each of these meetings notes were taken. The information was then reviwed to determine the consistencies and/or themes. Conversations were had to determine if areas of concern could be addressed while staying with the fiscal meets of the district.

A summary of the feedback provided by specific stakeholder groups.

After holding our meetings, the large success for our district was getting students back on campus at the beginning of the 2020-2021 school year. Teaching the majority of students in person allowed for more normalization. Many felt our district was on track and making some good process in the academics. A continous concern is the declining enrollment, lack of interest in district positions, condition of our facilties, and having enough space after our consolidation.

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

The goals in our LCAP did not change drastically. Trying to get students back on track to the academic and social-emotional progress the district was making prior to the shut down of COVID is very important to our stakeholders. Overall the district has made growth in many areas, based off of local data, but there are areas that in more focus and continous improvement. Students are needing more social-emotional supports and we will continue to work to the best of our ability to provide these supports to our campus.

Goals and Actions

Goal

Goal #	Description
1	Surprise Valley School District will prepare student's for college and/or career by continuously supporting student's academic and social-emotional growth.

An explanation of why the LEA has developed this goal.

Surprise Valley Joint Unified School District developed this goal because student's future success is important to our stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5E. District high school graduation rate.	100%				Maintain 100% graduation rate.
Priority 4D All ELs will show progress in their overall scores as indicated by the California English Language Development Test.	100% showed progress				Maintain 100% showing progress
Priority 5A Attendance rates of at least 95%.	The attendance for the high school is 92.4% and the elementary school is 91.95%.				Increase attendance rate to 97%
Priority 4A Show increase in the percent of overall scores in grades 3-8 & 11 scoring Advanced	Baseline will be established this year.				80% of students will be scoring Proficient or Advanced on the CAASPP ELA and Math assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and Proficient on the 2021 CAASPP ELA and Math test.					
Priority 4F All students taking a transferable college course 60% will pass with a C or better.	Currently one student is taking college courses.				All students taking a transferable college course 60% will pass with a C of better.
Priorty 3B Parent night are offered at both sites and are well attended.	Currently there are 2 parent nights at each site.				Maintain 2 parent nights at each site
Priority 1A 90% of teachers are appropriately assigned.	Currently 75% of teachers are appropriately assigned.				Increase to 90% of teachers are appropriately aligned.
Priority 1B Every pupil in the school district has sufficient access to standards-aligned instructional materials.	Every pupil in the school district has sufficient access to standards-aligned instructional materials.				Maintain that every pupil in the school district has sufficient access to standards-aligned instructional materials.
Priority 3C The school district will promote parental participation in programs for individuals with expectional needs.	The district will promote parental participation in programs for individuals with exceptional needs through IEP meetings, surveys and social media/robo call contacts. Using sign in sheets, survey data, meeting minutes to				The district will maintain parental participation in programs for individuals with exceptional needs through IEP meetings and social media/robo call contacts. In 3 years maintain 100% participation in IEPs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	gather data. 100% IEPs 0% in other activities.				and increase our other activities to 75%.
Priority 4C Students will make progress in successfully completing courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks.	For 2021, one student successfullly completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks as mearsured by PowerSchool transcript is 100%.				Maintain 100% of students will have successfullly completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks as mearsured by PowerSchool transcript.
Priority 4E EL students will make progress indicated by EL reclassification rate.	EL students will make progress indicated by EL reclassification rate.				One student will reclassify each year.
Priority 4G Continue to increase percentage of students who demonstrate college preparedness as determined by the	0% of students were part of the Early Assessment Program in the 2020-2021 year, setting the baseline.				Increase percentage of students who demonstrate college preparedness as determined by the Early Assessment Program to 7%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program.					
Priority 5B Track student chronic absenteeism rates.	21% of students were chronically absent at the high school and 20% of students at the elementary were chronically absent.				Decrease chronic absenteeism at both the elementary and the high school to 10%.
Priority 5C Track middle school dropout rates.	No middle school drop outs.				Maintain no middle school drop outs.
Priority 5D Tract high school drop out rates.	No high school drop outs.				Maintain no high school drop outs.
Priority 2A Implement academic content and performance standards adopted by the state.	Fully implement ELA and math standards at all levels.				Full implementation of all standards.
Priority 2B Programs will enable English Learners to access the CCSS and ELD standards for purposes of gaining academic contend knowledge and EL proficiency.	Currently 100% of students have access to ELD standards will be embedded in the curriculum.				Maintain 100% access to ELD standards will be embedded in the curriculum.
Priority 7A-C Course access for all students including unduplicated students and students with special needs.	100% of students have access				Maintain 100% access.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A Both sites will make efforts to seek parent input in making decisions for the school district and sites.	Input was given at different district meetings which contained 6 parents.				Increase parent participation to 10.
Priority 8 Student benchmark testing in ELA and math as measured by Renaissance testing will show gorwth.	Reading- Star Reading 2nd- 1 intervention, 2 at/above 3rd- 2 below, 5 at/above 4th- 1 below, 2 intervention, 1 on watch, 2 at/above 5th- 1 below, 2 intervention, 3 on watch, 8 at/above 6th- 1 below, 1 intervention, 8 at/above 7th- 3 below, 3 intervention, 3 on watch, 6 at/above 8th- 3 below, 1 intervention, 3 on watch, 5 at/above 9th- 2 below, 3 intervention, 1 on watch, 6 at/above 10th- 2 below, 3 intervention, 2 on watch, 3 at/above 11th- 1 below, 3 intervention, 4 at/above				80% of students in grades 2-12 will show growth at the end of the year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	12th- 2 on watch, 1 at/above Math 1st- 2 below, 1 on watch, 4 at/above 2nd- 1 below, 4 at or above 3rd- 1 below, 1 on watch, 5 at/above 4th- 1 below, 1 intervention, 1 on watch, 2 at/above 5th- 3 below, 1 intervention, 10 at/above 6th- 2 below, 1 intervention, 3 on watch, 5 at/above 7th- 3 below, 3 intervention, 2 on watch, 6 at/above 8th- 2 below, 2 intervention, 5 on watch, 2 at/above 9th- 1 below, 1 intervention, 3 on watch, 7 at/above 10th- 2 below, 3 intervention, 1 on watch, 5 at/above 11th- 2 below, 1 intervention, 5 at/above 12th- 1 at/above				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 Students K-12 will show growth on the district wide writing assessment.	Baseline will be established 2021-2022 school year.				80% of students grades K-12 show growth at the end of the year.
Priority 4B CTE Pathway completion.	Baseline is 0% of seniors graduating with a CTE pathway.				50% of graduating seniors will complete a CTE pathway.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Provide professional development including but not limited to technology, MTSS, PBIS, TIC, SEL, UDL, ELA, Math, New Curriculum Frameworks, and Alliance for Teacher Excellence induction program for new teachers.	$6,377.00	No
2	Curriculum Supplies	Supplies for implementation of state standards.	$21,526.00	No
3	K-12 Summer School	Offer summer school to students to support closing learning gaps.	$2,716.00	Yes
4	Paraprofessionals	Continue to plan and implement intervention strategies that focus on academic improvement for students scoring below benchmark or students at risk of not graduating. This includes intervention classes, access to after-school and lunch time tutoring, and Saturday school K-12. This also includes MTSS implementation and data analysis.	$22,815.00	Yes
5	Additional Teacher Time	Continue to maintain or increase the rate of HS Students participating in career and technical education (CTE) courses.	$7,781.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Technology	Provide technology upgrades and enhancements as necessary.	$100,756.00	No
7	Cafeteria	Supplement funding to cafeteria budget encroachments to ensure low income students receive lunches.	$45,000.00	Yes
8	Transportation	Supplement funding to transportation budget encroachments to ensure low income students attend school.	$96,433.00	Yes
9	Parent Engagement	Offer family engagement opportunities through STEM, Math, and Reading night. Robo call will also be used for communicating district information .	$2,732.00	No
10	ELA	Begin to establish school-wide all school write benchmarks, timelines, procedures and topics. Additional programs include: Renaissance Learning, Fast forward and SIPPS.	$5,731.00	No
11	Math	Renaissance Learning	$5,463.00	No
12	Elementary Teachers	Maintain 4 FTE at the elementary site	$314,870.00	No
13	High School Teachers	Retain over 3.5 FTE at the HS in order to maintain the HS funding block.	$214,889.00	No
14	Special Education Teacher	District is hiring 1.0 FTE	$79,020.00	No
15	Special Education Paraprofessional	District is hiring 2 paraprofessionals	$88,821.00	No

Action #	Title	Description	Total Funds	Contributing
16	OdysseyWare	Curriculum Access for 8th - 12th grades	$8,400.00	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	Broad goal: Improve school culture, climate and school safety.

An explanation of why the LEA has developed this goal.
Surprise Valley Joint Unified School district developed this goal because having a positive school culture, climate and safe school are high priorities for our stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6A School suspension levels for all students will show a green performance level on the Dashboard.	School suspension rate for the elementary is 0.04. The high school suspension rate is 0.08%.				Maintain supspensionrates at both sites to less than 1%.
Priority 6C Other local measures, including surveys of puplis, parents, and teachers on the sense of safety and school connectedness.	Give the Healthy Kids Survey and/or site survey. 94.8% of our participants in local survey feel our schools are a safe place.				Build school connectedness based off the needs of the surverys conducted. Maintain the safety of our students.
Priority 1C Facilities are maintained in good repair.	From the 2020-2021 Facilities Inspection Tool, the facilities are POOR.				Increase the facilities rating to GOOD based on the Facilities Inspecition Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6B One or less expulsions.	2020-2021 no students were expelled.				Maintain zero percent of students being expelled.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive Behavior Interventions and Supports (PBIS)	Provide incentives and supports for students. Use data from the Healthy Kids Survey, KELVIN and EduClimber to determine school behavior and social-emotional needs.	$982.00	No
2	Research Maintenance Funding	Research funding to support school maintenance and building needs.	$0.00	No
3	Catapult	Continue to utilize Catapult Emergency System and maintain Radio Repeater System	$950.00	No
4	PowerSchool and school messenger	Continue to use PowerSchool and School Messenger to communicate with families. Ensure PowerSchool passwords are given to families at the start of the school.	$5,266.00	No
5	Custodian	Custodian to provide a clean school which includes supplies.	$31,600.00	No
6	Maintenance	Provide a clean and safe facility for students which includes supplies.	$195,960.00	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.

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
11.45%	170,792.00

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.

The projected Supplemental and Concentration grant funding for 2021-22 is 11.45% in the amount of $170,792.00 per the Minimum Proportionality Percentage (MPP) calculation in the Local Control Funding Formula (LCFF) calculator provided by FCMAT, which is based on the Governor's May Revise. This percent was generated by the 2020-21 projected expenditures, which are projected to meet/exceed the estimated supplemental and concentration grant funding. Through the goals and actions set forth in this plan we believe sufficient services will be provided to meet or exceed the mandated minimum percentage. The total amount budgeted in 2021-22 goals for Supplemental and Concentration funding is $174,745.00. The district's unduplicated population represents about 65.29% of students.

The district plans to use the supplemental/ concentration funds generated by these students as outlined in Goals 1 for the following areas:
~ K-12 Summer School-for targeted students not meeting grade level benchmarks.
~ 2 Paraprofessionals to support classroom interventions- creating small groups with specialized targeted instruction.
~ Additional Teacher time for High School to support smaller class sizes.--creates more one on one opportunities for student.
~ Student lunches-provide lunches to students from low social economic backgrounds.
~ Transportation-provide district transportion to all students in our district outside the town limits to ensure they have access to school.

All services are planned to be implemented district/school-wide because of the high percentage of targeted students. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available to students without interruption. Funds will be used primarily to support school transportation and lunch program.

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

These services will be provided districtwide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$969,841.00	$230,751.00	$982.00	$56,514.00	$1,258,088.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$906,805.00	$351,283.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Professional Development	$2,977.00			$3,400.00	$6,377.00
1	2	All	Curriculum Supplies		$21,526.00			$21,526.00
1	3	English Learners Foster Youth Low Income	K-12 Summer School	$2,716.00				$2,716.00
1	4	English Learners Foster Youth Low Income	Paraprofessionals	$22,815.00				$22,815.00
1	5	Low Income	Additional Teacher Time	$7,781.00				$7,781.00
1	6	All	Technology	$74,188.00	$9,694.00		$16,874.00	$100,756.00
1	7	Low Income	Cafeteria	$45,000.00				$45,000.00
1	8	Low Income	Transportation	$96,433.00				$96,433.00
1	9	All	Parent Engagement	$2,732.00				$2,732.00
1	10	All	ELA	$2,731.00			$3,000.00	$5,731.00
1	11	All	Math	$5,463.00				$5,463.00
1	12	All	Elementary Teachers	$83,049.00	$198,581.00		$33,240.00	$314,870.00
1	13	All	High School Teachers	$214,889.00				$214,889.00
1	14	Students with Disabilities	Special Education Teacher	$79,020.00				$79,020.00
1	15	Students with Disabilities	Special Education Paraprofessional	$88,821.00				$88,821.00
1	16	All	OdysseyWare	$8,400.00				$8,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All	Positive Behavior Interventions and Supports (PBIS)			$982.00		$982.00
2	2	All	Research Maintenance Funding					$0.00
2	3	All	Catapult		$950.00			$950.00
2	4	All	PowerSchool and school messenger	$5,266.00				$5,266.00
2	5	All	Custodian	$31,600.00				$31,600.00
2	6	All	Maintenance	$195,960.00				$195,960.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$174,745.00	$174,745.00
LEA-wide Total:	$144,149.00	$144,149.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$30,596.00	$30,596.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**3**	K-12 Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,716.00	$2,716.00
1	**4**	Paraprofessionals	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SV Elementary School TK-8	$22,815.00	$22,815.00
1	**5**	Additional Teacher Time	Schoolwide	Low Income	Specific Schools: SV High School	$7,781.00	$7,781.00
1	**7**	Cafeteria	LEA-wide	Low Income	All Schools	$45,000.00	$45,000.00
1	**8**	Transportation	LEA-wide	Low Income	All Schools	$96,433.00	$96,433.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

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

Requirements and Instructions
This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.