# 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 |
|---|---|---|
| Douglas City Elementary School District | Shannon Ross<br>Superintendent/Principal | sross@tcoek12.org<br>530-623-6350 |

# Plan Summary [2021-22]

## General Information

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

Douglas City Elementary School is a one-school district in Trinity County, California encompassing an area of 125 square miles. The area served is composed of the residences in and around the small community of Douglas City. There are approximately 175 students in grades TK-8. The student population is limited in its racial diversity. Currently, 5% of our population are English Language Learner students. Approximately 7% of the student population participates in the resource Special Education Program. The Trinity County Office of Education's (TCOE) special education department provides quality, meaningful, and relevant educational support for students with disabilities. Special education programs meet the needs of students from various categories of disability through a collaborative model between our school and TCOE. This collaborative model includes support services, professional development, and communities of practice.

The school offers a well rounded education for all students. The school is staffed by a superintendent/principal, administrative secretary, business manager, nine regular classroom teachers, special education teacher, and P.E. teacher who are 100% appropriately assigned and fully credentialed. In addition, we staff a music/dance aide, art aide, technology aide, Spanish aide, nine teacher aides, special education aide, two bus drivers, custodian, maintenance/transportation supervisor, cook, and cook assistant. After School staff includes site coordinator and five instructional assistants. The administrative team works cooperatively with each other, the school board, the staff, and parents to insure a positive environment.

All teachers in the LEA are appropriately assigned and fully credentialed with one teacher participating in induction activities to clear her credential.  Every student has sufficient access to the necessary standards-aligned instructional materials.

The school facilities are in good condition as evidenced by our passing of the FIT report.  Each year repairs and maintenance are performed as needed.  We strive to provide a safe, clean environment for all our students.

For the 2021-2022 school year and continuing on, the LCAP will serve in lieu of the Single Plan for Student Achievement (SPSA) and will include funds previously in the SPSA. Additionally, the LCAP stakeholder group will serve in lieu of the School Site Council.

The Trinity County Office of Education coordinates all county services for Foster Youth through the positions of Foster Youth Education Coordinator and Foster Youth Services Liaison. They provide support to our Foster Youth, placed both in and outside of our county, by helping with transfers, making sure records are moved quickly, and tracking attendance, suspension, expulsion rates and graduation rates to be sure that they are equal to those of their non-foster peers. They also intervene to refer or provide direct services, including transportation, as needed.

Because we are a TK-8 school the following state priorities and metrics do not apply to us: Priority 4B, 4C, 4D, 4G, 4H, 5C, 5D, and 5E. Because we do not have a significant population of EL students, the following state priorities and metrics do not apply: Priority 2B, 4E, and 4F.

Acronyms:
Trinity County Office of Education, TCOE
Douglas City Elementary School, DCES
Physical Education, P.E.
Facility Inspection Tool, FIT
Smarter Balanced Assessment Consortium, SBAC
Positive Behavioral Interventions and Supports, PBIS
English Learner, EL
Next Generation Science Standards, NGSS
Multi Tiered Systems of Support, MTSS
LCAP Highlights

# Reflections: Successes

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

Due to the Covid-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. Also, due to the mandatory stay at home orders and the requirement of distance learning during the spring of 2020, we do not have our typical local assessment date from the end of the school year.

We were able to be open for in-person instruction the entire 2020-2021 school year. We received constant support and kept communication lines open between our school nurse, who was our liaison between the Trinity County Public Health Department, who kept us informed of quarantines or other pertinent health information, allowing our school to stay open and keep our student and staff safe. We also had a comprehensive distance learning program available for students whose families felt it safer for them to stay home due to the Covid19 pandemic. Because we were able to open up our campus to in-person learning, students were able to access many of our special programs even with modifications to those programs, such as music outdoors, art, PE, in-person counseling sessions, Spanish, limited sports programs, and our After School program.

Our school was able to provide a safe learning environment for all staff and students.  We created a comprehensive system for hand washing, distancing, lunch/recess schedules, routine daily cleaning, as well as student drop off and pick up in order to keep everyone as safe and healthy as possible.

# 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.

There are no red or orange for all student groups.  No student group is two or more levels behind.  Our focus this year identified through absenteeism data will be to decrease the number of students that are chronically absent.  CAASPP scores are not yet available for 2021.

# LCAP Highlights

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

We will be consolidating the overall number of goals down to two. This is based on stakeholder feedback to make the LCAP easier to read and follow.  The two goals will be student achievement and school climate. We will continue to fund and maintain single-grade classrooms, reduced class sizes, extra curricular activities, classroom instructional aides, and supporting professional development.

# Comprehensive Support and Improvement

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

**Schools Identified**

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

N/A

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A

# Stakeholder Engagement

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

The annual and ongoing engagement of stakeholders is a key part of DCESD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The stakeholder engagement process included school board meetings, Parent Advisory Committee, district surveys, public comment at the public LCAP meeting, parent and staff individual and group meetings. The engagement process was instrumental in the creation of the 2021-2024 LCAP. All meetings were offered virtually, so stakeholders could participate in that way or in person. The Douglas City School staff is not represented by any employee unions or associations, therefore there are no bargaining units to involve in decision making.

Teacher collaboration is held weekly on Wednesdays. Collaboration includes regular reviews of our progress regarding school goals and what resources, training or collaborative efforts we need tin order to increase our progress. Students were given opportunities to share feedback on curricular and extra-curricular offerings and options at the school. Student involvement included classroom meetings and discussions regarding programs, scheduling and future goals.

The LCAP was reviewed or opportunity was given for input was given during the following meetings:
LCAP Advisory/PAC Meetings: September 30, 2020; November 19, 2020; January 13, 2021; May 6, 2021
Douglas City School Board: August 12, 2020; September 9, 2020; October 14, 2020; November 10, 2020; December 14, 2020; January 13, 2021; February 10, 2021; March 10, 2021; April 21, 2021; May 26, 2021; June 21, 2021; June 23, 2021

A summary of the feedback provided by specific stakeholder groups.

Stakeholders indicated that the following programs, actions or services need to continue to be maintained in order to achieve a high level of success for students at Douglas City School:
- Family engagement opportunities throughout the year
- Physical Education, Performing Arts, Music, Art, Spanish
- Academic Competitions-Spelling bee, Geography Bee, Math Counts
- Sports Programs
- Reading Intervention Teacher
- Computer/Technology Access
- Continued education for students with online safety
- PBIS
- Classroom Aides
- Intervention provided by teachers

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

All stakeholder feedback influenced and drove LCAP development. We were able to incorporate all the previously stated feedback. There was overwhelming feedback stating that classroom aides were essential in helping to meet the needs of students not meeting benchmarks as well as in supporting classroom teachers in meeting the needs of students. Stakeholders also shared their support in continuing programs such as Art, Music, PE, Spanish, ASES, Indian Education, and our sports programs. Academic interventions was also given full support by both parents and staff members in meeting the needs of students. Parents shared their appreciation for our PBIS program and highlighting a monthly character as well as a positive school climate on campus. Stakeholders emphasized the need for continued reading support in the primary grades to address any gaps as soon as they are identified.

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 1 | All students will have access to California State Standards aligned curriculum, highly qualified teachers, a broad course of study and educational supports to prepare them to be high school, college, and career ready. |

An explanation of why the LEA has developed this goal.

The district believes that in order to provide our students with a comprehensive education, all components of this goal are essential. Quality teachers need standard-aligned curriculum for each subject and each student throughout the school. Teachers need access to professional development, instructional assistants, and adequate materials and supplies so they can offer their students the core curriculum, enrichment opportunities, and any needed interventions.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| 1.1 Priority 4A- Percentage of students achieving proficiency levels on CAASPP assessments in ELA will increase annually by 1 point. | Due to Covid, and the postponement of the state assessments, the last available state assessment data from the 2019 Dashboard for ELA was 68% proficiency. We are using the following local summative data from Aimsweb for our preliminary baseline ELA data which is 82% scoring above 50%. This will continue to be reported until the reporting of state assessments returns. | | | | 71% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | State assessment data will then be used for each subsequent annual update. | | | | |
| 1.2  Priority 4A- Percentage of students achieving proficiency levels on CAASPP assessments in MATH will increase annually by 1 point. | Due to Covid, and the postponement of the state assessments, the last available state assessment data from the 2019 Dashboard for Math was 74% proficiency. We are using the following local summative data from Aimsweb for our preliminary baseline Math data which is 86% scoring above 50%. This will continue to be reported until the reporting of state assessments returns. State assessment data will then be used for each subsequent annual update. | | | | 77% |
| 1.3 Priority 7B- Academic intervention services will be provided to all students, with the priority given to unduplicated students, scoring at or below | 2020-21 100% of unduplicated students who scored at or above the 35th percentile were provided intervention services. | | | | 100% of unduplicated students scoring at or below the 50th percentile on district assessments will receive intervention services. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| the 35th percentile in English Language Arts and Math on District Assessments in the regular school day and during the Afterschool program. | | | | | |
| 1.4 Priority 8-The percentage of students scoring at or above the 50th percentile on District Benchmark Assessments (Aimsweb) in English Language Arts and Math will increase by 1 percentage point per year. | In 2020-21 82% of students in ELA and 86% of students in Math scored at or above the 50th percentile | | | | 85% of students scoring at or above the 50th percentile in ELA<br>89% of students scoring at or above the 50th percentile in Math |
| 1.5 Priority 1A-All certificated staff will be appropriately assigned and fully credentialed. | In 2020-21, 100% of certificated staff were appropriately assigned and 87% were fully credentialed. | | | | 100% of certificated staff will be highly qualified and 100% will be fully credentialed. |
| 1.6 Priority 2A-Increase teacher survey responses (implementation of state standards) question #3. | In 2020-21, the average teacher response (average responses) was 4.2 for question #3. | | | | Teacher responses will average (4.5) |
| 1.7 Priority 7A Provide instruction in Physical Education, Art, and | In 2020-21, 100% of students were provided or offered | | | | 100% of students will be provided/offered |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Music by specialist teachers. | instruction in PE, Art, and Music. | | | | instruction in PE, Art, and Music. |
| 1.8 Priority 7C Rate of students with special needs receiving appropriate time for services as required by IEP. | In 2020-21, 100% of students with special needs received the appropriate time for services. | | | | 100% of students with special needs will receive the appropriate time for services. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Academic intervention for ELA and Math | Provide intervention in school and after school in one-on-one and small group settings for unduplicated students. | $28,438.00 | Yes |
| 2 | Professional Development | Provide professional development for staff in California State Standards. | $3,857.00 | No |
| 3 | Maintain a paraprofessional in every classroom to support unduplicated students | Paraprofessional time in classrooms to work with students not meeting benchmark. | $210,299.00 | Yes |
| 4 | SST Coordinator | Improve SST coordinator responsibilities to facilitate behavioral and academic supports and interventions. | $850.00 | Yes |
| 5 | Provide fees for participation in any county/regional academic competitions | Provide fees for students to participate in extracurricular academic competitions. | $225.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 6 | Music Instruction K-8 | Provide music instruction for all students. | $7,409.00 | No |
| 7 | PE/Health Instruction K-8 | Provide PE/Health instruction for all students. | $39,287.00 | No |
| 8 | Art instruction K-8 | Provide art instruction for all students. | $13,640.00 | No |
| 9 | Spanish Instruction | Provide Spanish instruction | $2,653.00 | No |
| 10 | Technology Instruction | Maintain computer technology instruction. | $46,173.00 | No |
| 11 | Maintain technology equipment | Maintain and update equipment to ensure our students and staff are proficient in technology. | $5,975.00 | No |
| 12 | Chromebooks for students | Continue to purchase up to date chromebooks for students. | $10,000.00 | No |
| 13 | California State Standards Curriculum | Purchase curriculum and supplies, including supplementary materials for ELA, Math, Social Studies, Science | $19,866.00 | No |
| 14 | Keyboarding | Assess students each trimester for keyboarding proficiency | $0.00 | 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 | The school will create and maintain a learning environment where students, staff, and parents feel welcome and safe. |

| An explanation of why the LEA has developed this goal. |
|---|
| The district believes that meaningful and inclusive parent, student, and community involvement enhances student success and outcomes. It also recognizes that some students come to school with underdeveloped social and emotional skills which can create substantial barriers to success. By providing appropriate behavioral supports, students will want to be at school, our campus will be positive and inviting, and it will be a safe learning and working environment. The results from stakeholder surveys will remain high. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2.1 Priority 6C- Maintain students feeling safe at school and positive school climate at 95% or higher as measured on student survey(s) | 2020-21 student survey: 95% students feel safe at school | | | | Maintain 95% or greater response |
| 2.2 Priority 5A- Student attendance rates. | 2020-21 attendance rate: 97% | | | | Maintain student attendance rates at 95% or higher. |
| 2.3 Priority 6A- Suspension rate | California School Dashboard Suspension Status for the 2018-19 school year: 0.6% (Low). | | | | Suspension rate will be <1% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2.4 Priority 6B-Expulsion rate | DataQuest Status for the 2019-20 school year: 0% (Low) | | | | Expulsion rate will remain at <1%. |
| 2.5 Priority 5B-Chronic absenteeism | Due to Covid-19, 2019-2020 and 2020-2021 did not give accurate data for chronic absenteeism. California School Dashboard Chronic absenteeism for the 2018-19 school year: 5% (a 1.2 decrease from previous year) | | | | Chronic absenteeism will be maintained at 5% or less. |
| 2.6 Priority 3B-Participation at school activities and meetings for parents of unduplicated students | Due to Covid-19 restrictions, the only event we were able to track were 2020-21 parent conferences. As school fully reopens, we will continue to track our normal activities and meetings. | | | | Participation at school activities and meetings for parents of unduplicated students will be 85%. |
| 2.7 Priority3A-Parent satisfaction with positive School Climate and school communication as measured on parent surveys. | 2020-21 parent survey: 96% positive | | | | 96% of parents will rate their satisfaction with the school and climate. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2.8  Priority 3C-Parents of students with exceptional needs who reported that the school facilitated parental involvement as a means of improving services for their children. | 2020-2021 100% parent survey | | | | Maintain 90% or greater response |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Social-Emotional Learning Skills | Continue to provide time for class meetings in each classroom with assistance from school counselor. Counseling assistance will be provided to classrooms based on individual classroom or student need. | $4,349.00 | No |
| 2 | Student Attendance | To address the lower attendance rates of our unduplicated student population, student attendance will be communicated to parents regularly, students will be acknowledged three times a year for perfect attendance, and classes will be acknowledged monthly for highest attendance rates. | $3,829.00 | Yes |
| 3 | School Climate | Multi-tiered systems of support (MTSS), PBIS monthly virtue | $0.00 | No |
| 4 | Student Leadership Opportunitites | Sponsor Club Live activities, student run assemblies on campus, host talent show and other school activities. | $1,496.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5 | Parent Participation | Encourage parent participation on campus events throughout the year to promote a positive connection between school and home. | $0.00 | No |
| 6 | Parent Communication | Communication with parents to include weekly school newsletter and monthly class newsletters, personal phone calls/emails and school all call system. | $2,400.00 | No |
| 7 | School Safety | Maintain a safe, clean, and inviting school campus and playground. Provide students with health and safety information, and practice protocols, such as appropriate hand-washing and how to participate in fire drills. Train staff in safety awareness, including child safety, CPR, CPI, de-escalation, and active-shooter training. Consider participating in the county's program to include regular visits with the school resource officer/juvenile specialist. | $2,804.00 | No |

# Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 3 | |

An explanation of why the LEA has developed this goal.

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## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

## 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. |
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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. |
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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 |
|--------|-------------|
| 4 | |

An explanation of why the LEA has developed this goal.

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## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

## 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.

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| 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.

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| 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.

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| 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 |
|--------|-------------|
| 5 | |

An explanation of why the LEA has developed this goal.

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## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

## 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.

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| 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.

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| 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 |
|---|---|
| 8.92% | 129,844 |

**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.

After assessing the needs, conditions, and circumstances of our unduplicated students, we know that they have additional challenges that impact their education.  Students living in poverty are more likely to have had interrupted educations, being impacted by trauma in their lives, and need additional support to access grade level instruction. In order to address the condition of our unduplicated students, we will develop and improve our intervention services by providing additional para-educator support as well as improving our SST facilitation to target and address student needs.  Additionally, we will improve our attendance program that is designed to address some of the major causes of absenteeism, including an incentive program and providing an improved communication approach with parents.

GOAL 1  All students will have access to California State Standards aligned curriculum, highly qualified teachers, a broad course of study and educational supports to prepare them to be high school, college, and career ready. Services principally directed toward unduplicated student groups, and targeted to the specific academic needs of our unique student population include:
Action 1 - Intervention in school and after school in one-on-one and small group settings for unduplicated students.
Action 3 - Maintain a paraprofessional in every classroom to support unduplicated students not meeting benchmarks.
Action 4 - Improve SST coordinator responsibilities to facilitate behavioral and academic supports and interventions.

GOAL 2  The school will create and maintain a learning environment where students, staff, and parents feel welcome and safe. Services principally directed toward unduplicated student groups, and targeted to the specific social and emotional needs our unique student population include:
Action 2 - Strengthen attendance rates of our unduplicated student population by acknowledging perfect attendance rates and classroom attendance rates to encourage our unduplicated student population.

These items will provide support for students as a motivation and encouragement to improve their attendance and academic growth, and provide the necessary communication with parents to support their child's attendance as well.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate and less than proficient academic level will benefit. However, because of the significantly lower attendance rate and lower academic levels 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 and academic growth for our low-income students will increase significantly more than the average rate of all other students.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive $129,844 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 8.92%. Our LCAP has demonstrated that it has met the 8.92% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

# Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|
| $278,396.00 | $28,789.00 | $875.00 | $95,490.00 | $403,550.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---|---|---|
| Totals: | $394,485.00 | $9,065.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | English Learners Foster Youth Low Income | Academic intervention for ELA and Math | $28,438.00 | | | | $28,438.00 |
| 1 | 2 | All | Professional Development | $3,515.00 | $342.00 | | | $3,857.00 |
| 1 | 3 | English Learners Foster Youth Low Income | Maintain a paraprofessional in every classroom to support unduplicated students | $127,462.00 | | | $82,837.00 | $210,299.00 |
| 1 | 4 | English Learners Foster Youth Low Income | SST Coordinator | $850.00 | | | | $850.00 |
| 1 | 5 | All | Provide fees for participation in any county/regional academic competitions | $225.00 | | | | $225.00 |
| 1 | 6 | All | Music Instruction K-8 | $7,159.00 | $250.00 | | | $7,409.00 |
| 1 | 7 | All | PE/Health Instruction K-8 | $38,077.00 | $1,210.00 | | | $39,287.00 |
| 1 | 8 | All | Art instruction K-8 | $12,140.00 | $1,500.00 | | | $13,640.00 |
| 1 | 9 | All | Spanish Instruction | | | | $2,653.00 | $2,653.00 |
| 1 | 10 | All | Technology Instruction | $46,173.00 | | | | $46,173.00 |
| 1 | 11 | All | Maintain technology equipment | $975.00 | $5,000.00 | | | $5,975.00 |
| 1 | 12 | All | Chromebooks for students | | | | $10,000.00 | $10,000.00 |
| 1 | 13 | All | California State Standards Curriculum | | $19,866.00 | | | $19,866.00 |
| 1 | 14 | All | Keyboarding | | | | | $0.00 |
| 2 | 1 | All | Social-Emotional Learning Skills | $4,349.00 | | | | $4,349.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------|-------|------------|-------------------|-------------|---------------|-------------|
| 2 | 2 | English Learners<br>Foster Youth<br>Low Income | Student Attendance | $3,829.00 | | | | $3,829.00 |
| 2 | 3 | All | School Climate | | | | | $0.00 |
| 2 | 4 | All | Student Leadership Opportunitites | | $621.00 | $875.00 | | $1,496.00 |
| 2 | 5 | All | Parent Participation | | | | | $0.00 |
| 2 | 6 | All | Parent Communication | $2,400.00 | | | | $2,400.00 |
| 2 | 7 | All | School Safety | $2,804.00 | | | | $2,804.00 |

## Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | $160,579.00 | $243,416.00 |
| **LEA-wide Total:** | $160,579.00 | $243,416.00 |
| **Limited Total:** | $0.00 | $0.00 |
| **Schoolwide Total:** | $0.00 | $0.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 1 | 1 | Academic intervention for ELA and Math | LEA-wide | English Learners Foster Youth Low Income | All Schools | $28,438.00 | $28,438.00 |
| 1 | 3 | Maintain a paraprofessional in every classroom to support unduplicated students | LEA-wide | English Learners Foster Youth Low Income | All Schools | $127,462.00 | $210,299.00 |
| 1 | 4 | SST Coordinator | LEA-wide | English Learners Foster Youth Low Income | | $850.00 | $850.00 |
| 2 | 2 | Student Attendance | LEA-wide | English Learners Foster Youth Low Income | | $3,829.00 | $3,829.00 |

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

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

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

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---|---|---|
| Totals: | | |

# Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

# 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:

  o 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)).

  o 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.