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
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Plan Summary [2021-22]

General Information

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

Tulare County Office of Education (TCOE) Court and Community Schools serve at-promise youth. The daily student enrollment average for the three sites is 70. The Court and Community Schools include two very distinct populations of students:
The Juvenile Detention Facility Court school serves incarcerated youth ranging in ages 12-18. The Juvenile Detention Facility Court school provides comprehensive educational services for students who are under the custodial care of the Tulare County Probation Department. The school is in session year round. Enrollment at the Juvenile Detention Facility Court school varies for each student as determined by the adjudication process of the juvenile courts.   The community schools serve students ranging in grades 7th – 12th.The community schools are Tulare County's educational program for expelled and probation/court referred youth. The approach is a multi-tiered approach among Tulare County Office of Education, Tulare County Probation, mental health, and other collaborative partners. The school program provides educational programming for students who are court-ordered, probation-referred, on formal or informal probation, or who have been expelled from district schools. Students are provided with an educational program tailored to meet their individual academic learning level and behavioral needs. Students are typically enrolled for one to two semesters with the goal of transitioning back to their school of origin, college and/or career. There is a high transient population throughout the programs. The average number of days community students were enrolled was 49. The average number of days court school students were enrolled was 10.   There are 43 different districts that serve the approximately 102,703 public school students in Tulare County. The unduplicated student count is roughly 80,207. Thirty thousand English Learners attend one of the 27 high schools or 20 middle schools.

Through Academic Collaborative for Exceptional Learners (AcCEL) Tulare County Office of Education (TCOE) offers educational services to students with moderate to severe intellectual disabilities, ages 3 through 21. Students attend school in special day classes located on school campuses throughout the county or in special centers located in Visalia, Tulare, Porterville, and Yettem.There are over 75 "satellite" classes located on school campuses. Instruction in these special day classes is specially designed and takes place in the classroom, in other locations on the school campus, and in various locations in the community. Curriculum follows California State Standards, but is significantly modified to meet the individual needs of students who have moderate to severe intellectual disabilities. Students interact with their typically

developing peers to the maximum extent possible.Students who are educated in one of the TCOE-operated special centers generally have multiple or profound disabilities and/or are able to function best in a more sheltered environment.

Reflections: Successes

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

California School Dashboard was last updated 2019. Dataquest indicated a drop in suspension rates for community schools. Community school suspension rate for 2018-19 was 36.4% and in 2019-2020 the rate dropped to 8.1%. There was a decrease of 28.3% in the suspension rate.
Foster youth continued with 100% credit accrual
The percentage of expelled youth that returned to their home district rose from 32% to 36%.
The court school graduation rate increased from 8.3% to 9.5%.
Students continue to earn credits at a high rate while attending court and community schools. Last school year 99% of students earned credits.

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.

An identified need for court and community schools is to increase student proficiency on state assessments. According to the latest CAASPP results (2018-2019), both court and community school students had 0% who met or exceeded the math standard. The community school students had only 4% that nearly met the math standard. There were 28% of community school students who nearly met the English Language Arts standard. Only 6.67% court school students met the CAASPP English Language Arts standard. .

Technology, Math, and ELD consultants will provide all court/community teachers with professional development to align instructional practices to meet student academic goals.

Decreasing the chronic absenteeism rate is a high priority for Community Schools. The most recent data shows a 81.6% chronic absenteeism rate. To continue addressing chronic absenteeism, professional development will focus on the continued importance of school connectedness and communication between all stake holders including probation.

Parents completed a parent survey. The survey indicated the need to have parent information meetings. Also, parents of English Learners expressed the need for more academic support for their students. To address this need, monthly parent meetings will be conducted throughout the year. Supplemental materials will be purchased to support reading and writing skills for English Learners.

The California School Dashboard has identified the community school to have an overall performance in Red for Suspension Rate. Since California has suspended the School Dashboard for the 2019-2020 school year, community schools remain in the red tie. The suspension rate decreased significantly in 2019-2020.
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School staff has attended and will continue to attend Inservices on Trauma Informed practices and continue to monitor behavior.

California School Dashboard has identified the Special Education in three overall performance areas in red-
Chronic Absenteeism:
- AcCEL has implemented a SARB program to help curb absenteeism.

Graduation Rate:
- all students within the AcCEL program are on Certificate of Completion track, and will receive a certificate upon program completion.

College/Career
- all students within the AcCEL program are on Certificate of Completion track, and work on functional/vocational/independent living skills as part of their daily educational program.

LCAP Highlights

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

Suspension Rate has decreased for community schools in 2019 with 36.4% to 8.1% in 2020. Court school suspension rate in 2019 was 1.8% and in 2020 school year the rate decreased to 1.3%.

Community school students return to district in 2020 36% which is a 4% increase from 32% in 2019.

Local NWEA testing results revealed Reading scores decreased 46% (one grade level on grade level) and Math scores decreased 55% (one or more grade levels). A clear indication that distance learning has had a negative impact on our students. Teachers were not able to listen to students read and students felt a disconnect while learning math.

The attendance rate in August 2020 was 55%; however, as the COVID pandemic lingered the attendance rate decreased each month with April 2021 reporting 40% attendance rate.

Funding provided to purchase technology and update current technology afforded all students access to a laptop and mifi (used to gain better internet connections). Teachers honed their technology skills implementing google classroom, Nearpod, Screencastify, Edpuzzle and

several other programs to engage students through distance learning zoom lessons. Many students improved their skills in google slides, docs, etc. as projects presented could only be shared through zoom due to distance learning.

Parent surveys revealed 62% of parents with English Learners (EL) felt their child wasn't supported enough to make academic progress. There were two other areas of concern: 75% felt they wanted mental health support due to the COVID 19 pandemic. Parents wanted to have parent information meetings to discuss topics such as work experience for their child, Teen Dating and Violence, Social Media, Human Trafficking, etc. Parent/Teacher conferences maintain 80% participation.

The state indicators are measured through the Dashboard Alternative School Status (DASS). The TCOE court and community schools do not expel students from our programs.

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.

TCOE Special Education and TCOE Community school have been identified for CSI.

Support for Identified Schools

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

A special education team, including the Assistant Superintendent of Special Education and the Director of Program Development evaluated data on chronic absenteeism, graduation rate, and college/career readiness. Based on the evidence a need to implement a change to increase attendance,the AcCEL program was implemented. Because all students within the AcCEL program are on Certificate of Completion track, and work on functional/vocational/independent living skills as part of their daily educational program they will not receive a diploma or be prepared for college/career readiness.

Community School data indicated a need to address the excessive suspensions. Inservices will be conducted to address trauma informed practices. Alternatives to suspensions will be explored. A school counselor was assigned.

Monitoring and Evaluating Effectiveness

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

Special Education team will monitor the implementation of AcCEL. There will be monitoring on a regular basis for collection and analysis of data that will be sufficient to evaluate the implementation and effectiveness. This data will include student attendance, and school climate, professional development, and financial/budget data.

Community School: All students, especially those who are Hispanic and socioeconomically disadvantaged will be monitored to evaluate suspension rate and evaluate possible alternatives to suspensions.Such alternatives include increasing parent-school staff connections and relationships and trainings on implicit and explicit racial bias to address disproportionate suspensions rates and hone in on non-punitive strategies.

Stakeholder Engagement

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

All stakeholders meet throughout the school year. Input was gathered from Student Transition Specialist meetings, staff in-service days, community members, school site councils, District LCAP meetings, Parent teacher conferences, ELAC meetings and Foster Youth partners to address the needs of the students.

A summary of the feedback provided by specific stakeholder groups.

The following meetings included representation of various stakeholder groups: parents, students, community members, school site council, classified and certificated staff, administrator, student transition specialists, and bargaining unit board members:

Staff in-service via Zoom
August 10, 2020-
Updates on GoGuardian to Monitor students during distance learning.
Met 4 consultants for ELD, Carnegie Learning, Science and Technology. Each gave highlights for the year as to training for best practices.
Review of LCAP goals and need to collect data during distance learning model
Nov 2, 2020-
All staff rotate between four consultants for updates on purchased applications for distance learning
Discuss LCAP goals and actions and data updates

SSC-
Aug 27, 2020- Annual training, Bylaws reviewed, presented Learning Continuity and Attendance Plan (LCP), Develop SPSA
Oct 22, 2020- Parent survey data reported, Update data on LCP and LCAP, Reviewed Uniform Complaint procedure, OSHA certification was requested by parents and students, Approved SPSA
Jan 28, 2021- Presented NWEA local assessment data from 1st semester, Reviewed LCP
March 26, 2021-Presented NWEA local assessment data from 2nd semester-low scores due to distance learning, Re-opening School Plan presented, parent input on goals and services for LCAP, Discussion on improving student achievement, Expanded Learning Opportunity Grant discussion
April 21, 2021- SPSA changes approved, COVID Federal Funding dollars discussion, Reveiw LCAP goals and actions.

ELAC-
Sept 24, 2020- ELAC purpose and roles reviewed ELPAC reporting, LCAP goals reviewed, Presented Designated and Integrated ELD instructions
Jan 28, 2021- Presented NWEA assessment scores and LCAP input
April 21, 2021-Title 1 funds presented, Parent survey data presented, SSC approved SPSA due to changed, COVID Federal Funds discussion

LCAP Meeting District wide-
February 18, 2021 Input from stakeholders LCAP goals and actions

Student Transition Meetings-
February 22, 2021- Data for reports and review goals and actions for LCAP

Court/Community Staff Meeting-
March 15, 2021- LCAP input goals and actions
March 24-26,2021 Parent/teacher conferences LCAP reviewed

Presentations and discussions were held to explain the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) as well as the 2020-2021 Learning Continuity and Attendance Plan (LCP). Participants were asked for feedback regards data, goals and action items. They were provided each goal with identified action items to achieve each goal and asked to consider if the action items support the goal. After reviewing the data, a discussion took place to see what additional action items should be added for the following year and if any action items should be discontinued. English and Spanish language surveys for completed by parents, students and school staff; they were distributed via text, paper/pencil and email. The data was collected and presented at SSC, ELAC, Staff meetings.From this guided discussion and survey input, the resulting responses were compiled and reviewed by stakeholders to write the LCAP.

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

Parent surveys indicated they wanted academic support for English Learners. Teacher surveys indicated they wanted to continue professional development training with a technology consultant, math and ELD. Student surveys indicated the need for social-emotional support as well as continued access to technology.

Goals and Actions

Goal

Goal #	Description
1	All students will increase achievement levels in ELA, ELD, math and all academic disciplines by being provided a fostering and engaging environment which promotes both their academic and social-emotional growth.

An explanation of why the LEA has developed this goal.
The LEA developed this goal to ensure school connectedness, academic success, and safety for all pupils including English Learners, foster and expelled youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Proficiency-State Assessment	3.85% of students met the standard (2019)				7 % of students will meet the ELA standard on the state assessment
Math Proficiency-State Assessment	0% of students met the standard				5% of students will meet the Math standard on the state assessment
English Learners-ELPAC and local assessments	41% of ELs showed 1 year's growth based on local assessments				50% of ELs will show 1 year's growth based on local assessments

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide a highly qualified staff	To increase academic achievement administration will maintain a highly qualified, fully credentialed and appropriately assigned staff, including support staff: counselor, student transition specialist, truancy officer and instructional aide. Standards-aligned instructional materials	$2,117,830.00	No

Action #	Title	Description	Total Funds	Contributing
		available for all students, including students with special needs and English Learners. Priority: 1		
2	Increase student achievement for all students	Purchase benchmark assessments, provide professional development and instructional materials in reading, writing and math to increase student achievement as measured by state assessments for all students, including English Learners foster youth, expelled, homeless/ low income. Purchase NGSS curriculum for Biology. CTE curriculum for courses offered. Purchase appropriate supplemental ELD curriculum for ELD standards.The data collected indicated a need for enhanced services in reading, ELD writing, and math skills for students and technology skills for teachers. All consultants will implement sessions for teachers to learn strategies that will address the needs relating to English Learners, foster youth, special needs and at-promise students. Priority 2 & Priority 4	$72,000.00	Yes
3	All school facilities are maintained.	Students and staff are provided a safe and secure learning environments by maintaining facilities in good repair as well as updating computer equipment and software to access appropriate instructional material as identified by instructional staff that is aligned to the standards. Technology is purchased and updated for students and staff pertaining to both models: in-person instruction or distance learning. Priority 1	$55,717.00	No
4	.			Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students will receive support with their educational progress through a multi-discipline support team which includes parents/guardians, staff, and stakeholders.

An explanation of why the LEA has developed this goal.

The LEA developed this goal to meet the needs of our at-promise students. School staff will work closely with stakeholders to ensure appropriate supports are in place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation at parent/teacher conferences and parent meetings by using rosters/sign-in sheets	81% 2020-2021				85% parent participation
Credit accrual	99% 2019-2020				100% credit accrual
Increase student attendance rate	49% =Community Schools (2020-2021) 96% - Court Schools (2020-2021)				60% = Community School 98% = Court School
Decrease chronic absenteeism rate	81.6% - Community Schools (2019) 8.10% - Court Schools (2019)				75% - Community School 5% - Court Schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease suspension rate	8.1 % Suspension Rate in 2020 - Community Schools 1.3% Suspension Rate in 2020 - Court Schools				5% Suspension Rate- Community Schools 1% Suspension Rate - Court Schools

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	Continue parent/guardian teacher conferences once per semester or as needed. Data shared at the conference will include attendance rate, suspension rates, and credit accrual status. Surveys will be administered, data collected for LCAP input. Priority 3 & Priority 6		Yes
2	LVN position at community schools	To increase attendance rate and decrease chronic absenteeism an LVN will be at the community sites to address students' needs. Priority 5	$23,000.00	Yes
3	Student-directed learning	To increase credit accrual and graduation rates two on-line evidence-based programs are purchased: Instructional Access Program for college and career readiness and Edgenuity. With these software programs, students are able to access and complete a broad course of study based on their career and credit accrual needs. Priority 7 & Priority 8	$84,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Expelled Youth return to home district	Expelled youth will be supported by a team including a Foster Youth Liaison, Student Transition Specialist, teacher and any other support staff as needed. Expelled youth are supported to successfully complete the conditions of their expulsion in order to return to their home districts, this support is designed to prevent the dropout rates and increase graduation rates. Student Transition Specialist leads the review for each student's expulsion terms to plan a successful re-entry Priority 3 & Priority 9		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	Increase student achievement for Foster Youth. Educational outcomes will not be adversely affected due to school mobility.

An explanation of why the LEA has developed this goal.

The LEA developed this goal to have a district wide infrastructure to support and monitor the educational process for foster youth throughout the county.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth acquiring credits toward graduation	100%				100%
Foster youth FAFSA completion	75%				100%
Foster youth enrollment in college	70% enrolled				90%
Foster youth appropriately transferred to a new school within 2 days	50%				80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Promote school stability for foster youth	Foster Youth Services Executive Advisory (FYSEA) services will minimize changes in school placement, provide education related information to child welfare agency, work with the juvenile court to		No

Action #	Title	Description	Total Funds	Contributing
		ensure delivery of necessary educational services, and share health and education records expeditiously with school. Priority 10		
2	Ensure foster youth are promptly and appropriately enrolled	All foster youth, including EL foster youth will have an ILP developed by the Student Transition Specialist for each foster youth to assure that all students are meeting State mandated requirements for a successful transition to college or career readiness. Priority 8 & Priority 10		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
5.42%	5.42%

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.

All actions and services including support services and supplemental materials are principally directed toward our unduplicated population; English learners, low income, and foster youth students make up 100% of the unduplicated population. The data clearly indicates they have unique needs which are addressed through interventions. These services which include smaller class sizes, truancy support, coordination with Foster Youth Services Executive Advisory, Student Transition Services support, professional development and supplemental materials are effective measures to ensure that our LEA can meet the goals designed to support our fragile student population.

Data collected indicates ELs, Foster Youth and low income students are not succeeding as well as state averages who are not ELs, Foster Youth or low income. Supplemental materials are purchased for ELs as well as teacher inservices developed specifically by the ELD consultant for the supplemental material. Other consultants design professional develop sessions for teacher with an emphasis on reaching the low level students. The

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

The Student Transition Specialist along with the other support staff data determine English Learner, foster youth, expelled youth and low income students improved on their credit accrual and graduation rates due to the weekly one-on-one sessions evaluation their ILP progress. The Student Transition Specialists also keep students motivated in the online diploma program. They assist ELs, foster youth and low

income students to complete job applications and FAFSA forms for college. These actions and services taken in total will provide increased and improved serviced beyond the percentage 5.42MPP.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,457,563.00	$406,726.00		$488,258.00	$2,352,547.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,117,830.00	$234,717.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Provide a highly qualified staff	$1,371,846.00	$257,726.00		$488,258.00	$2,117,830.00
1	2	English Learners Foster Youth Low Income	Increase student achievement for all students	$30,000.00	$42,000.00			$72,000.00
1	3	All	All school facilities are maintained.	$55,717.00				$55,717.00
1	4	English Learners Foster Youth Low Income	.					
2	1	English Learners Foster Youth Low Income	Parent Involvement					
2	2	English Learners Foster Youth Low Income	LVN position at community schools		$23,000.00			$23,000.00
2	3	English Learners Foster Youth Low Income	Student-directed learning		$84,000.00			$84,000.00
2	4	Expelled youth	Expelled Youth return to home district					
3	1	Foster Youth	Promote school stability for foster youth					
3	2	Foster Youth	Ensure foster youth are promptly and appropriately enrolled					
4	4	Expelled youth						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$30,000.00	$179,000.00
LEA-wide Total:	$0.00	$107,000.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$30,000.00	$72,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**2**	Increase student achievement for all students	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Court and Community	$30,000.00	$72,000.00
1	**4**	.	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	**1**	Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	**2**	LVN position at community schools	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Community Schools		$23,000.00
2	**3**	Student-directed learning	LEA-wide	English Learners Foster Youth Low Income	All Schools		$84,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        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:

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

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

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

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

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

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

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

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

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

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

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

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