



## 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.

Brookfield Engineering Science Technology Academy Charter School offers students a comprehensive, flexible learning environment, combined with a variety of support programs and services to ensure success. B.E.S.T. Academy is a tuition-free public charter school serving 3rd-12th grade students in San Diego, Orange, Riverside, and Imperial Counties.

B.E.S.T. Academy was founded out of desire to engage students in 21st century learning and provide access to college and career pathways combined with personalized guidance and support. Our teachers, counselors and leaders are passionate about student learning engagement and personalized academic coaching to give our students the foundational support to succeed.

B.E.S.T. Academy's independent study program provides a customized learning experience for each student enrolled. This includes access to a rigorous and robust curriculum along with varied supplemental supports and extracurricular offerings designed to meet the specific needs of each student. Through these curricular and extra-curricular experiences, students are prepared for college and career readiness to pursue 21st century opportunity beyond secondary education.

## Reflections: Successes

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

As of May, 2021, local data indicates strong student growth in supplemental programs for the 20-21 school year. Lexia Core 5 results show 24% growth in students working at or above Grade Level Material for grades 3-5 for 20-21 school year. Lexia Power Up results for students in grades 6-12 for 20-21 school year show 23% growth in students working at Intermediate or Advanced levels for Reading Comprehension, 29% growth in students working at Intermediate or Advanced levels for Grammar, and 44% growth in students working at Intermediate or Advanced levels in Word Study. DreamBox usage reports show 59% student growth with an Average Standards Proficient of 7.1 per student.

19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. CA Dashboard data will be analyzed when it is available.

## Reflections: Identified Need

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

As of May, 2021, local data indicates various areas of need that will be addressed through LCAP Goals and Actions. Lexia Core 5 initial placement in 2020 showed 91% of students at Below Grade Level Material. Lexia Power Up initial placement in 2020 of students in grades 6 - 12 indicated 33% of students at a Foundational Level in Reading Comprehension, 56% of students at a Foundational Level in Grammar, and 62% of students at a Foundational Level in Word Study. MWEA MAP Growth assessment scores are mixed; some grade levels saw increases in specific subject areas, but overall results of Winter Administration do not indicate school wide academic progress. Efforts were made by school staff to inform students and families of results and purpose of assessment to diagnose student learning to get an authentic assessment in the Spring 2021 administration.

19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. CA Dashboard data will be analyzed when it is available.

## LCAP Highlights

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

Goal 1: Literacy Across the Curriculum

Metrics:

- Student Lexile Level Growth
- NWEA MAP Assessment Results
- Supplemental Program Student Growth Data

- Proficiency rates on CAASPP exams
- Proficiency rates on ELCAP exams

Major Actions:

- Supplemental Literacy Programs to support student Lexile Level growth for readers of all levels-Supplemental Language Development Programs to support Literacy for English Learners
- Language Development Programs to support Literacy for English Learners
- Teacher collaboration and professional development to implement literacy activities within core curriculum
- Provide student incentives for Literacy achievement

Goal 2: Academic achievement in all content areas to support College and Career Readiness

Metrics:

- Student achievement scores and grades in local core curriculum
- NWEA MAP Assessment Results
- Supplemental Program Student Growth Data
- Proficiency rates on CAASPP exams

Major Actions:

- Effective content instruction in all core content courses
- High-quality core curriculum
- Supplemental Curriculum Programs and Intervention to support student achievement in core content

Goal 3: Stakeholder Engagement

Metrics:

- Average Daily Attendance rates
- Parent Meeting/Workshop Attendance Data
- Digital Community Engagement Data
- Student class digital meeting attendance

Major Actions:

- Interactive Activities to support student engagement
- Parent Engagement
- Student Recognition

# 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.

## Support for Identified Schools

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

## Monitoring and Evaluating Effectiveness

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

# Stakeholder Engagement

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

An overview of the LCAP including goals, metrics, actions, and expenditures was shared with parents and community members at an open meeting, held via zoom. Parents in attendance were given a survey to provide feedback on the goals, as well as staff members took notes on parent feedback during the meeting. A similar presentation was posted on the BEST Academy Charter School website with the corresponding survey to allow parents and community members who were not able to attend the public meetings. Parents on the English Learner Advisory Committee were given a presentation specifically about supports provided for English Learner students as well as the overall summary of the complete LCAP. Feedback was collected from ELAC parents via survey and staff members taking notes during discussions.

A summary of the feedback provided by specific stakeholder groups.

Feedback from stakeholders was overall very positive about the programs and supports offered by BEST Academy as outline in the LCAP. Specific feedback of support included observations that student writing skills are improving, appreciation for specific curriculum and supplemental programs, and appreciation for supportive BEST Academy staff members. Specific feedback for improvement was given for increased frequency of class meetings, more communication with family about student progress, and clear instructions for families accessing curriculum programs.

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

Community feedback regarding a desire to connect with students, teachers, and staff were implemented throughout Goal 3: Stakeholder. Additional feedback about the complexity and variety of programs used heavily influenced the implementation of these programs during instruction. Community feedback will continue to play a key role in revisions and expansion of the LCAP Plan.

# Goals and Actions

## Goal

Goal #	Description
1	Literacy Across the Curriculum

An explanation of why the LEA has developed this goal.

Instruction at BEST Academy Charter School focuses on Literacy across all content areas to support students in Academic Language Development and content literacy. A wide range of Literacy supports will be offered to students, with specific support for all Unduplicated students to develop Literacy, access curriculum, and support increased Lexile growth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Lexile Level	19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. Baselines will be established at the conclusion of the 20-21 school year on Jun 11th, 2021				Sustained increase in student lexile levels, as measured by supplemental program reports.
NWEA MAP Growth Assessment Results	19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. Baselines will be established at the conclusion of the 20-21 school year on Jun 11th, 2021				Sustained increase in student proficiency rates in NWEA MAP Growth Assessment Results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Supplemental Program Student Growth Data	19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. Baselines will be established at the conclusion of the 20-21 school year on Jun 11th, 2021				Sustained increase in proficiency rates on supplemental program growth data.
Proficiency rates on ELPAC exams	19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. Baselines will be established as data becomes available.				Sustained increase in proficiency rates on ELPAC results.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Literacy Programs to support student Lexile Level growth	Purchase supplemental literacy program subscriptions to support all students in Lexile growth and creating a culture of readers at BEST Academy Charter School. Hard copy novels to allow students multiple media to interact with text and supplement digital curriculum to support literacy.  Budget: Beable, Lexia, Secondary Novels	\$35,500.00	Yes
2	Language Development	English Language Development program subscriptions to support Literacy development for English Learners.	\$212,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Programs to support Literacy for English Learners	<p>Supplemental program subscription to supplement core ELD curriculum and increase content scaffolding and student engagement. This support will also be offered as needed to any student reading below grade level, with specific attention paid to Unduplicated students.</p> <p>English Language Support teachers engage students in English Language Development activities during live class sessions. Teachers will also monitor individual student progress and create individualized support to meet the needs of English Learner development.</p> <p>Budget: Rosetta Stone, BrainPop ELL, Student Technology Equipment, English Language Support Teachers.</p>		
<b>3</b>	Teacher collaboration and professional development to implement literacy activities within core curriculum	<p>Teachers will implement and support literacy activities across the curriculum, specifically writing and reading activities in all core content. Teachers will collaborate around best practices for implementing, supporting, and assessing literacy activities in core content areas. Professional Development will be provided by vendors during the implementation of new software and on an ongoing basis as needed.</p> <p>Budget: Professional Development provided by Beable, Lexia, Accelerate Education, and NWEA</p>	\$15,500.00	Yes
<b>4</b>	Provide student incentives for Literacy achievement	<p>Provide an incentive for student achievement in Literacy activities. Student benchmarks for participation and growth will be established and revised to meet student needs. Students will be celebrated through public and private recognition by teachers and administration as part of an overall effort to create a culture of literacy and achievement among BEST Academy students.</p> <p>Budget: Recognition Supplies, Recognition Event Costs</p>	\$10,000.00	No

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.

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	Academic achievement in all content areas to support College and Career Readiness

An explanation of why the LEA has developed this goal.

BEST Academy Charter School supports student College and Career readiness through a rigorous and engaging independent study curriculum. The core curriculum is aligned to all Common Core State Standards with supplemental programs that increase support for core curriculum and support Career exposure and readiness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student achievement scores and grades in local core curriculum	19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. Baselines will be established at the conclusion of the 20-21 school year on Jun 11th, 2021				Sustained increase in student achievement scores in local core curriculum.
NWEA MAP Growth Assessment Results	19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. Baselines will be established at the conclusion of the 20-21 school year on Jun 11th, 2021				Sustained increase in student achievement scores in NWEA MAP assessment student results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student performance reports in supplemental programs	19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. Baselines will be established at the conclusion of the 20-21 school year on Jun 11th, 2021				Sustained increase in student achievement scores in supplemental curriculum reports.
Proficiency rates on State Assessments as measured by CAASPP exam results	19/20 was the inaugural year for BEST Academy and state testing was suspended due to COVID-19. Baselines will be established as data becomes available.				Sustained increase in proficiency rates on CAASPP results in English, Math, and Science.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective content instruction in all core content courses	<p>All core content classes will be taught by highly qualified teachers. Support for ongoing professional development and professional growth opportunities for all staff members. Assessment materials to provide students and teachers with regular metrics of student performance in core content standards.</p> <p>Budget: Highly Qualified Teachers, NWEA MAP Assessment, SimpleK12, Professional Conference Attendance Costs, Professional Organization Membership Fees</p>	\$34,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	High quality core curriculum	<p>Provide a high-quality core curriculum that engages students and supports achievement in an independent study format. The core curriculum will address all Common Core State Standards and Next Generation Science Standards.</p> <p>Teachers collaborate with Curriculum Coordinator to differentiate core curriculum to meet the needs of diverse learners.</p> <p>Budget: Accelerate Education, BrightThinker, Curriculum Coordinator, Student Devices, Student Information System</p>	\$218,380.00	No
3	Supplemental Curriculum Programs to support student achievement in core content	<p>Purchase supplemental curriculum program subscriptions to support all students' achievement in core content classes. Programs are intended to enrich the core curriculum as well as to address prerequisite knowledge and skills.</p> <p>Provide individual and small group support for students by learning mentors and other support staff. The support staff will collaborate with teachers to provide individual intervention to struggling learners.</p> <p>Budget: DreamBox, BrainPop, America Learning Centers, Discovery of Learning</p>	\$417,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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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	Stakeholder Engagement

An explanation of why the LEA has developed this goal.

BEST Academy Charter School strives to provide students with an engaging and inclusive student community by connecting students in curricular and extracurricular interactions at all campus activities. Teachers connect with students during interactive activities at all class meetings to provide students with both social and academic connections during class time. All staff seeks to provide positive interactions with all students and community members to foster personal connections in a digital environment.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance rates	19/20 was the inaugural year for BEST Academy and state reporting was suspended due to COVID-19. Baselines will be established as data becomes available.				Sustained increase in student Average Daily Attendance.
Parent Meeting/Workshop Attendance Data	19/20 was the inaugural year for BEST Academy. Baselines will be established at the conclusion of the 20-21 school year on Jun 11th, 2021				Sustained increase in parent attendance at meetings/workshops and sustained increase in parent contacts logged in Pathways.
Digital Community Engagement Data	19/20 was the inaugural year for				Sustained increase in student attendance at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	BEST Academy. Baselines will be established at the conclusion of the 20-21 school year on Jun 11th, 2021				digital community engagement data.
Student class digital meeting attendance	19/20 was the inaugural year for BEST Academy. Baselines will be established as data becomes available.				Sustained increase in student attendance at digital class meetings and teacher office hours.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Interactive Activities to support student engagement	<p>Teachers facilitate interactive activities for students in all class sessions and meetings to promote and support student engagement. Activities will include both content-related activities and social-emotional development activities to promote an inclusive and supportive classroom and school community.</p> <p>Parent, Student, and Family engagement through Social Media to promote opportunities within the school and to engage students and families in community building activities.</p> <p>CTE course offering to promote Career readiness and provide students with opportunities to learn job skills and gain experience in relevant career fields.</p> <p>Student and family enrichment activities within the community to provide extracurricular opportunities and foster community development.</p> <p>Budget: FormativEd, CTE Elective Offering, Social Emotional Learning Program, Field Trips</p>	\$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Parent Engagement	<p>Parent meetings and workshops will be held regularly to provide ongoing communication with parents and community members. Meetings and workshops will be held at convenient and flexible times to include as many parents as possible. Translation into a parent's primary language will be available to parents as needed. Parent resources delivered virtually to support parent engagement and provide relevant and timely resources to support student academic and social emotional growth. Information includes articles and webinars aimed at supporting parents and families. Parent Engagement staff members to support individual parent needs and to facilitate group meetings and workshops.</p> <p>Budget: Parent Square, Parent Venture, Parent Engagement Staff</p>	\$91,500.00	Yes
3	Student Recognition	<p>Student recognition is a key component of the positive community among BEST Academy stakeholders. We seek to provide recognition for student achievement and growth in academic and social metrics. Parents and family members of students being recognized are included in these celebrations whenever possible. Student recognition will occur at the individual, class, grade, and school levels. Student recognition events are promoted and shared via social media, school website, and other digital platforms to foster digital community engagement.</p> <p>Budget: School Website, Online Community Engagement Costs, Certificates and other Recognition Event Costs</p>	\$15,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.16%	\$654,439

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.

### Action 1.1: Supplemental Literacy Programs to support student Lexile Level growth

Purchase supplemental literacy program subscriptions to support all students in Lexile growth and creating a culture of readers at BEST Academy Charter School.

Hard copy novels to allow students multiple media to interact with text and supplement digital curriculum to support literacy.

### Action 1.2: Language Development Programs to support Literacy for English Learners

English Language Development program subscriptions to support Literacy development for English Learners.

Supplemental program subscription to supplement core ELD curriculum and increase content scaffolding and student engagement. This support will also be offered as needed to any student reading below grade level, with specific attention paid to Unduplicated students.

English Language Support teachers engage students in English Language Development activities during live class sessions. Teachers will also monitor individual student progress and create individualized support to meet the needs of English Learner development.

### Action 1.3: Teacher collaboration and professional development to implement literacy activities within core curriculum

Teachers will implement and support literacy activities across the curriculum, specifically writing and reading activities in all core content.

Teachers will collaborate around best practices for implementing, supporting, and assessing literacy activities in core content areas.

Professional Development will be provided by vendors during the implementation of new software and on an ongoing basis as needed.

### Action 2.1: Effective content instruction in all core content courses

All core content classes will be taught by highly qualified teachers. Support for ongoing professional development and professional growth opportunities for all staff members.

Assessment materials to provide students and teachers with regular metrics of student performance in core content standards.

**Action 2.3: Supplemental Curriculum Programs to support student achievement in core content**

Purchase supplemental curriculum program subscriptions to support all students' achievement in core content classes. Programs are intended to enrich the core curriculum as well as to address prerequisite knowledge and skills.

Provide individual and small group support for students by learning mentors and other support staff. The support staff will collaborate with teachers to provide individual intervention to struggling learners.

**Action 3.1: Interactive Activities to support student engagement**

Teachers facilitate interactive activities for students in all class sessions and meetings to promote and support student engagement.

Activities will include both content-related activities and social-emotional development activities to promote an inclusive and supportive classroom and school community.

Parent, Student, and Family engagement through Social Media to promote opportunities within the school and to engage students and families in community building activities.

CTE course offering to promote Career readiness and provide students with opportunities to learn job skills and gain experience in relevant career fields.

Student and family enrichment activities within the community to provide extracurricular opportunities and foster community development.

**Action 3.2: Parent Engagement**

Parent meetings and workshops will be held regularly to provide ongoing communication with parents and community members. Meetings and workshops will be held at convenient and flexible times to include as many parents as possible. Translation into a parent's primary language will be available to parents as needed.

Parent resources delivered virtually to support parent engagement and provide relevant and timely resources to support student academic and social emotional growth. Information includes articles and webinars aimed at supporting parents and families.

Parent Engagement staff members to support individual parent needs and to facilitate group meetings and workshops.

**Action 3.3: Student Recognition**

Student recognition is a key component of the positive community among BEST Academy stakeholders. We seek to provide recognition for student achievement and growth in academic and social metrics. Parents and family members of students being recognized are included in these celebrations whenever possible. Student recognition will occur at the individual, class, grade, and school levels.

Student recognition events are promoted and shared via social media, school website, and other digital platforms to foster digital community engagement.

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

BEST Academy provides a customized educational experience designed to meet the individual needs of each student. Needs of Unduplicated students are taken into consideration with every action and metric, with specific programs designed to meet these needs whenever appropriate. We are committed to continuous improvement in student achievement for all students and significant subgroups. All programs are regularly evaluated for effectiveness and Unduplicated student success is a critical component of any such evaluation.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$905,380.00	\$82,750.00		\$152,000.00	\$1,140,130.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$392,750.00	\$747,380.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	Supplemental Literacy Programs to support student Lexile Level growth	\$35,500.00				\$35,500.00
1	2	English Learners Low Income	Language Development Programs to support Literacy for English Learners	\$130,000.00	\$82,750.00			\$212,750.00
1	3	English Learners Foster Youth Low Income	Teacher collaboration and professional development to implement literacy activities within core curriculum	\$15,500.00				\$15,500.00
1	4	All	Provide student incentives for Literacy achievement	\$10,000.00				\$10,000.00
2	1	English Learners Foster Youth Low Income	Effective content instruction in all core content courses	\$34,500.00				\$34,500.00
2	2	All	High quality core curriculum	\$218,380.00				\$218,380.00
2	3	English Learners Low Income	Supplemental Curriculum Programs to support student achievement in core content	\$265,000.00			\$152,000.00	\$417,000.00
3	1	English Learners Foster Youth Low Income	Interactive Activities to support student engagement	\$90,000.00				\$90,000.00
3	2	English Learners Foster Youth Low Income	Parent Engagement	\$91,500.00				\$91,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Student Recognition	\$15,000.00				\$15,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$677,000.00	\$911,750.00
<b>LEA-wide Total:</b>	\$677,000.00	\$911,750.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$677,000.00	\$911,750.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Supplemental Literacy Programs to support student Lexile Level growth	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$35,500.00	\$35,500.00
1	2	Language Development Programs to support Literacy for English Learners	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$130,000.00	\$212,750.00
1	3	Teacher collaboration and professional development to implement literacy activities within core curriculum	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,500.00	\$15,500.00
2	1	Effective content instruction in all core content courses	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$34,500.00	\$34,500.00
2	3	Supplemental Curriculum Programs to support student achievement in core content	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$265,000.00	\$417,000.00
3	1	Interactive Activities to support student engagement	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	\$90,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Parent Engagement	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$91,500.00	\$91,500.00
3	3	Student Recognition	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00

**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
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			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](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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