

# Local Control and 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
Para Los Niños Charter Elementary School	Norma Silva, Principal	<a href="mailto:nsilva@paralosninos.org">nsilva@paralosninos.org</a> 213-239-6605 X101

## Plan Summary [LCAP Year]

### General Information

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

Para Los Niños Charter School, now in its 19th year of operations, is a cornerstone for working families in Downtown Los Angeles. Located in an historic brick building on 7th Street just east of Alameda, our elementary school straddles the gritty, industrial downtown sector and the Arts District. Para Los Niños Charter School (PLN CS) is a learning haven for children who have experienced multiple stressors in their lives; 92% of whom are socioeconomically disadvantaged. Through a relationship-based approach and Multi-Tiered System of Support, we provide an educational program that addresses the academic, social and emotional learning and, ultimately, the wellness of our students. We have an intense focus on the whole child, understanding that children live and learn within the context of a family, and a family lives and learns within the context of a community. As part of a non-profit organization, we strive to personalize our educational approach for every student by providing comprehensive and accessible support in our schools which begin from infancy and range to middle school. We are in constant pursuit of accelerated learning, through assessment and data-driven data decision-making. Through an interdisciplinary, arts-infused approach to mastery of grade level standards, our students – the overwhelming majority of whom are English Learners – are provided with multiple ways to succeed and express their learning. With a foundation of constructivist learning theory, PLN CS believes that deeper, active and engaged learning builds on students’ lived experience and knowledge and encourages inquiry and exploration. We are in pursuit of creating a more culturally relevant educational experience for students by integrating social justice themes. Through inquiry in NGSS topics we also promote relevance, critical thinking and standards-based rigor in the lives of our students. Sheltered English is our current approach for our English Learners as we explore models and programmatic options for Dual Language development. We aim to provide a greater level of rigor through a structured, standards-based literacy program that builds on inquiry while developing strong foundational reading skills. We are working collaboratively as an organization to support staff and students in their development of CASEL competencies. We personalize support by working in partnership with families. We aim to create a personalized experience for the child and family through the interdisciplinary work of educators and staff in Social Work, Mental Health, and our Afterschool Program. Working collaboratively as an organization, we seek to unlock the potential of every child and promote powerful families and communities.

### Reflections: Successes

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

PLN CS stakeholders have reviewed our CA Dashboard and local data making changes that will build will support students toward achieving at higher levels in academic achievement and strong skills in social and emotional learning and wellness. However, due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

\* Our Reclassification Rates increased annually: 5.2%, 11.6% and 24.6 with the last Dashboard year being 2018-19.

\* Our internal iReady data shows overall academic gains during the 2020-21 Covid-19 pandemic from Diagnostic 1 to Diagnostic 3 as follows:

### **Academic Gains during the 2020-21 school year**

#### **iReady Data in ELA : Grades K-5**

Tier 1: 39% of students are on or near grade level; an increase from 21%

Tier 2: 39% of students are about 1 year below grade level; a decrease from 45%

Tier 3: 23% of students are about 2 years or more below grade level; a decrease from 33%

#### **iReady Data in Mathematics: Grades K-5**

Tier 1: 31% of students are on or near grade level; an increase from 15%

Tier 2: 44% of students are about 1 year below grade level; a decrease from 55%

Tier 3: 25% of students are about 2 years or more below grade level; a decrease from 30%

#### **Technology:**

At the beginning of the pandemic, a family survey revealed that less than 8% of our students had a suitable electronic device at home and only 38% had any means of internet access. Beginning in August 2020, every student was offered a Chromebook, a positive impact from the funding during the pandemic. 73 unlimited bandwidth internet hotspots were provided.

**Parent Engagement:** Parent involvement through meetings increased three-fold during the pandemic period. All parent meetings were held at 5:30pm and were made accessible through the Zoom platform. In addition, because of our shift to one to one Chromebook devices for every student in TK through 5th grade, and mobile hotspots and internet support for some students, parents accessed meetings using their child's Chromebook or their telephone. Parent Information Meetings with the principal (Cafe de padres) were held monthly. The School Site Council (SSC) and the English Learners Advisory Council (ELAC) meetings in the 2020-21 school year had an attendance that continued to increase each month by the parent community. Both the SSC and ELAC recommend that meetings be held on Zoom when school resumes in the fall.

#### **Adoption & Professional Development in the implementation of ELA Curriculum - EL Education**

\*After review of data with stakeholders, the school adopted EL Education in English Language Arts in the 2019-2020 school. All teachers received training from TNTP consultants to implement a rigorous, standards-based ELA curriculum. Primary teachers focused on the development of Reading Foundational Skills. All teachers received training in the intellectual preparation of teaching close reading skills. The EL Education curriculum provides a solid foundational skills block for the primary grades, while also offering all grades literacy modules aligned with inquiry in NGSS themes and with social justice, an approach aligned with our inquiry approach.

#### **Teacher Professional Development:**

\*To further promote data analysis with more immediacy, teacher professional development in the 2020-21 school focused on formative assessment, which was especially critical during the distance learning period. Teachers engaged in learning protocols that would inform their next moves in teaching.

\*In the 2020-21 school year, a group of 7 teachers and administrators received professional development to begin their development as peer coaches. Learning to focus on student learning rather than the teacher provided an observational shift for norming based on a rubric developed by TNTP. The PD promoted teachers' abilities to observe lessons to promote a classroom culture of learners, standards-based rigor, academic ownership, and demonstration of learning.

### **Teacher Retention**

\*We have been successful in retaining 100% of our teachers for the past two years 2019-20, 2020-21, and moving into our 2021-22 school year. Our administrators have also remained consistent, with no turn-over.

## **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.

### **Support for English Learners:**

\*Although our Reclassification rates increased over two consecutive years, the last year showed a significant decrease in reclassification rates. With over 53% of our student population identifying as English Learners, our teachers and instructional assistants need professional development in strategically supporting students in Designated ELD and Integrated ELD instruction.

Need for Robust Response to Instruction (RTI) Program:

\*Reviewing our data reveals the need for a more robust, systematic intervention program in ELA. We identified the Wilson Reading System as an intervention for reading/writing. We will continue to build our instructional resources to supplement the program. The RTI approach needs to be well-defined and articulated. A Reading Specialist will provide the leadership and coordination needed in creating a strong system of instructional support and programming for students at the different tiers of RTI. The Reading Specialist, along with other identified staff, including Resource Specialists, will receive training in the Wilson Reading System components. The Reading Specialist will provide professional development and training for teachers and instructional assistants to implement a stronger intervention system, based on intervention cycles, data including benchmark data and progress monitoring. The Reading Specialist will lead data dives to determine areas of need and will work with grade levels to pinpoint instructional strategies to support students, including subgroups ELs and students receiving SPED services.

\*Our data also reveals a need for a more robust and rigorous mathematics program. Professional development will also support teachers' skill development in eliciting student thinking and promoting problem-solving skills while developing fluency and flexible thinking, within a growth mindset for developing stamina.

\* Further professional development is needed in formative assessment. Teachers need to develop a deeper understanding in how to meet the needs of diverse learners who are at different levels of achievement due to their English proficiency. A more personalized approach using formative assessment will better tailor instruction and differentiation.

\*Our school chose a web-based, on-line diagnostic assessment, called i-Ready for reading and mathematics. Teachers are beginning to use the data and the system which provides a more personalized learning trajectory for students. Teachers can also strategically group students and deliver lessons based on the assessment results.

\*Although our school has a whole-child approach, a greater focus has been on students' social and emotional learning and wellness through integrated services PD. Teachers focused three-weeks on social and emotional development through distance learning, community building, and valuing the individual as a responsible and contributing member.

## LCAP Highlights

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

- Develop stronger Tier I teaching in literacy and mathematics through professional development in peer coaching
- Implement a robust, systemic schoolwide intervention program in ELA with the leadership of a Reading Specialist, including PD for staff
- Identify a rigorous, standards-based mathematics program, provide professional development in Math CGI
- Implement a robust, systemic data-driven schoolwide intervention program in Mathematics utilizing resources and providing training
- Increase in academic achievement by engaging in data dives, including formative, summative, SBAC interim & summative, reviewing sub-group data, especially English Learners and SPED English Learners; engage parents in their child's Personalized Learning Plans at Tier 2 and 3
- Build upon and sustain parent involvement as learned based on experience during school closures due to pandemic
- Engage teachers, staff, and parents in exploring model programs for English learners and resource materials, including Dual Language Programs
- Explore standards-based mathematics curricula; identify a mathematics program to foster high levels of achievement; identify a system of support for students in mathematics as in RTI

## 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.

[Identify the eligible schools here]

### Support for Identified Schools

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

[Describe support for schools here]

## **Monitoring and Evaluating Effectiveness**

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

[Describe monitoring and evaluation here]

# Stakeholder Engagement

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

Para Los Niños Charter Elementary seeks and provides access for stakeholder feedback in many ways.

Parents/Guardians:

In order to maximize parent engagement, Para Los Niños conducts all communications in English and Spanish. One Calls, text messages, phone calls, and flyers are all bilingual. Monthly Bilingual Newsletters provide access to school information, postings and parent education information are delivered by integrated services. During monthly town hall meetings with the principal (Café de Padres), the principal presents vital school information. The meeting includes an open forum giving parents the opportunity for comments, suggestions, and any other feedback. At monthly meetings, community resource partners make announcements and talk about their community services in English/Spanish (translation is always provided). In order to have access to school meetings during the Covid-19 school closures, parents were encouraged to use the school's electronic device on loan to their child for access to parent meetings, workshops, Back to School Nights, etc. An average of about 100 parents attended these virtual town hall meetings. Feedback was provided and collected through meetings, including polling. Parent Surveys were also conducted by the broader organization and by our school. We also collected feedback/information through our Community Services Hotline staffed by a Case Manager, and a Technology Hotline staffed by our library specialist. In addition, Para Los Niños collected anecdotal information through our School Case Manager, Office Staff, and Integrated Services staff through phone calls. Daily phone communications to parents due to student absenteeism were logged and information was collected. In order to further provide input for our school needs, parents participated in a survey May 2021 for the Extended Learning Opportunity Grant. Our School Site Council and English Learners Advisory Council became especially strong during the virtual Zoom meetings for the 2020-21 school year, with parent attendance reaching over 50 almost double than our on-site meetings. SSC and ELAC were familiar with standards-based data such as i-Ready and made recommendations across the year. All of these pathways of parent communication helped to inform our Learning Continuity and Attendance Plan and our Extended Learning Plan. The SSC and ELAC were well positioned to inform our LCAP and approve goals for the 2021-24 school years. All of these sources of parent feedback and data have helped to inform our LCAP for the 2021-2024.

Teachers/Staff/Integrated Services Staff/Admin: Throughout the pandemic, staff voices were important at weekly teacher and staff meetings, and grade level meetings. Teachers/staff have opportunities to voice their concerns, needs, and ideas. Para Los Niños also conducted a Staff Survey to gather information and feedback to inform our Learning Continuity Plan for 2020-21. In addition, teachers / administrators /Integrated Services Staff (Mental Health, Social Workers, Case Managers, etc.) from our broader organization, began working on Task Force Committees to discuss data, other information gathered, to inform our Distance Learning in the Spring and our Learning Continuity Plan for 2020-21. These Task Force Committees include: Social Emotional Wellness Task Force, Assessment & Learning Task Force, and the Learning Model Task Force. In May 2021, teachers, staff and Integrated Services met to discuss the Extended Learning Opportunities Grant. In addition, the Instructional Leadership Team had opportunities to provide further input, which also carried over to the LCAP. Through data dives and through formative assessment protocols, teachers also identified areas needing improvement. Teachers on the School Site Council brought their perspective and approval of the LCAP goals.

[A description of the options provided for remote participation in public meetings and public hearings.]

As mentioned above, parents received One Call voice messages, text messages, and Class Dojo announcements. Parents were encouraged to use their child's on-loan device for access to virtual Zoom meetings. Meetings were all held at 5:30pm. These meetings include: Principal Information meetings (Cafe de padres), School Site Council Meetings, English Learners Advisory Council Meetings.

[A summary of the feedback provided by specific stakeholder groups.]

Through an on-going process, all stakeholders (parents/teachers/staff/ admin) provided feedback as described above. It became clear that English Learners as a sub-group comprising more than 53% of our population, need more support in reading and mathematics. Teachers especially noted that our Designated English Language Development curriculum was inconsistent. Professional development had not been provided since Spring of 2018. With several new staff in Fall of 2019, inconsistencies had emerged in the school's ELD model. Models for English Learners have to be explored to move from the Transitional Bilingual model, from the least effective to a more effective bilingual model, such as Dual Language. Teachers need more professional development. Supporting instructional staff need training in providing English learners greater opportunities in English Language Development. New curricular resources need to be identified for teachers in mathematics. And further professional development needs to be delivered in the Integrated English Language Development. All stakeholders voiced their concerns regarding the need for English Learners and SPED ELs in determining a model that would best support language development. The need for a stronger intervention program in literacy and mathematics for our students was also made clear by all stakeholders.

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

\*Teachers: Seek more professional development in ELD, mathematics, and reading; expressed the need for a Reading Specialist, a Safe School Specialist (Social-emotional support person on-site), and a new direction with mathematics by exploring and determining a new curriculum.

\*Parents: Seek more support for English Learners; stronger intervention in reading and mathematics. Parents also expressed a desire for a change from transitional bilingual instruction to a stronger approach.

# Goals and Actions

## Goal

Goal #	Description
Goal #1	Increase academic achievement through the use of data analysis for decision-making, including summative assessment, benchmark data, formative assessment, and SBA interim and summative data, sub-group data, demographic information, with parent involvement  (LCAP Priorities #s 1, 4, 5, 7, and 8)

An explanation of why the LEA has developed this goal.

Prior to the pandemic, our stakeholders were already concerned with the school's overall academic achievement. Academic concerns have been exacerbated by the impact of the pandemic. Our school needs to build a systemic approach for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (formative, summative, interim and demographic) to better inform all instructional decisions. Through systemic protocols in the analysis of data school-wide, by grade level, and by student, we will create stronger intervention programs and intend to develop Personal Learning Plans as part of our RTI, and MTSS to address the needs of all subgroups; measure program efficacy; ensure maximization of human and financial resources to support the school's mission and organizational goals.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Create School-wide Personalized Learning Plans (PLP) for students in Tier 2 and Tier 3	Pilot PLP for 25% of students at Tier 2 in Reading				Establish and monitor PLPs for ALL students in Tier 2 and Tier 3
Engage Parents in the establishment of PLPs	Pilot PLPs for 25% of students, expecting 95% of parent involvement				Establish and monitor PLPs for ALL Tier 2 and Tier 3 students with 95% parent involvement
Increase the number of meetings for data analysis	3 meetings per year				Calendar and create an on-going system of data collections and analysis,



					including progress monitoring with multiple points across the year
Provide continued professional development in formative assessment.	Assessment Innovation Configuration Rubric Assessment Stage:				Reach level of Institutionalized

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Staffing	<p><b>Reading Specialist</b> - will lead in the creation of a robust RTI program in reading; provide PD to stakeholders on the approach; ensure that targeted groups of students are working on skills to reach grade-level proficiency in both English Language Arts. This position provides small group intensive support for students whose performance falls below grade level in reading, as well as coaching teachers on best practices to improve student performance. This position will also coordinate school-wide intervention for students by identifying student needs and coordinating services through our WIN (What I Need) intervention program.</p> <p><b>Instructional Assistants-</b> provide 1 instructional assistant per classroom for 6 hours</p>	\$95,000	
Action #	Data Dives w/stakeholders	Calendar and conduct regular data informed professional development for teachers with a focus on error analysis, next steps: precursor skills to ensure foundational skills are strengthened, differentiated teaching, within an accelerated learning approach. The detailed, data analysis will focus on root causes and how to support on our subgroups, especially EL, SPED	[\$ 0.00]	[Y/N]

Action #2	Implement school-wide RTI in Reading/Math	The school will create a systemic school-wide RTI program with detailed support in Tier 2 and Tier 3. Ensure benchmark data analysis and progress monitoring. Ensure instructional materials are available for the targeted support in foundational skills development. Closely monitor subgroups (EL, SPED).	[\$ 0.00]	[Y/N]
Action #3	Personalized Learning Plans	Personalized Learning Plans to be piloted and refined for students in Tier 2 and Tier 3. Parent Involvement and data sharing will be an explicit part of the plan.	[\$ 0.00]	[Y/N]

## Goal Analysis [LCAP Year]

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.

[Respond here]

The previous goal was focused on outcomes; this goal is more descriptive of the various data being used and the parent engagement

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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



# Goal

Goal #2	Description
Goal #2	Provide all students with high quality instruction through a rigorous Common Core aligned curriculum by providing relevant learning experiences that support student engagement; and supports to ensure academic success among all subgroups with parent involvement (EL, SPED). (LCAP Priorities #s 1, 2, 4, and 7)

An explanation of why the LEA has developed this goal.

Our last SBA data from 2019 in both ELA and Mathematics showed a marked decline after having made steady gains in both areas. The overall decline in student achievement is reflected in subgroup declines especially in ELA. In 17-18, 28% of English Learners (ELs) met or exceeded standards in ELA compared to 9% in 18-19. Students with IEPs declined from 36% Met/Exceeds to 23%. Changes were made in the 2019-2020 school year with a focus on professional development as part of the adoption of EL Education, a rigorous ELA curriculum. Professional development in Accelerated Learning and formative assessment became a focus in the 2020-21 school during distance learning. A shift to i-Ready as a standards based on-line assessment showed that are students made gains as detailed in Goal #1. Stakeholders seek to continue to build on this foundational approach as we explore the adoption of a mathematics curriculum with the same level of standards-based rigor and high level professional development.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
i-Ready Reading	<p><b>iReady ELA EOY 2021: Grades K-5</b></p> <p>Tier 1: 39% of students on or near grade level an increase from 21%</p> <p>Tier 2: 39% of students about 1 year below grade</p>				<p><b>By 2023-24</b></p> <p><b>iReady ELA EOY Grades K-5</b></p> <p>Tier 1: 50% students on or near grade level</p> <p>Tier 2: 40% students about 1 year below grade level</p>

	<p>level, a decrease from 45%</p> <p>Tier 3: 23% of students about 2 years or more below grade level, a decrease from 33%</p>				<p>Tier 3: 10% students about 2 years or more below grade level</p>
i-Ready Math	<p><b>iReady Mathematics EOY 2021: Grades K-5</b></p> <p>Tier 1: 31% students on or near grade level an increase from 15%</p> <p>Tier 2: 44% students about 1 year below grade level, a decrease 55 % students</p> <p>Tier 3: 25% students about 2 years or more below grade level, a decrease from 30%</p>				<p><b>By 2023-24</b></p> <p><b>i-Ready Mathematics EOY Grades K-5</b></p> <p>Tier 1: 50% students on or near grade level</p> <p>Tier 2: 40% students about 1 year below grade level</p> <p>Tier 3: 10% students about 2 years or more below grade level</p>
SBA- ELA	<p>2018-19</p> <p>28.57% meeting or exceeding standards (-10.54% drop from previous year)</p>				<p>By 2024 SBA-ELA</p> <p>50% meeting or exceeding standards</p>
SBA - Math	<p>2018-19</p>				<p>By 2024 SBA-Math</p>

27.32% meeting or exceed standards (-13.13% drop from previous year)

50% meeting or exceeding standards

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Adopt a rigorous, standards based Mathematics curriculum, and create a strong implementation plan	Provide systematic professional development to teachers on shifts in mathematics practices and standards, and workshops for parents on these changes. Adopt a curriculum, provide professional development in the implementation, peer coaching cycles		[Y/N]
Action #2	Implement school-wide RTI in Reading	Create a systemic school-wide RTI program with detailed supports in Tier 2 and Tier 3. Ensure benchmark data analysis and progress monitoring. Ensure instructional materials are available for the targeted support in foundational skills development. Closely monitor subgroups (EL, SPED).	\$20,000	[Y/N]
Action #3	Peer Coaching	Provide continuous professional development in peer coaching, provide cycles of support and release for teachers to observe lessons and provide support.		[Y/N]

## Goal Analysis [LCAP Year]

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.

This is a new goal for CES; however, data has been used throughout, formative protocols new....

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

## Goal

Goal #	Description
Goal #3	Create a safe, positive school culture through Social Emotional Wellness as a component of SEL curriculum, integrated services, and parent engagement (LCAP Priorities #s 3, 5, and 6)

An explanation of why the LEA has developed this goal.

Our school dashboard data shows that 93% of our students are socioeconomically disadvantaged. With over 12% of our students receiving mental health services, our assessment data (ACES) showed that our students experienced multiple stressors in their lives before the pandemic. We know that these stressors were exacerbated by the pandemic. Early into the pandemic, PLN established a Social and Emotional Wellness (SEW) Taskforce composed of an interdisciplinary team across schools and departments: teachers, school psychologists, social workers, therapists, mental health and school administrators. Through monthly SEW meetings, parent information workshops/meetings, the gathering of formal and informal data from the different departments, the Taskforce determined that SEW is the highest priority for our community on our recovery from the pandemic. Our organization is strategically positioning ourselves to respond to the social and emotional needs of our students by prioritizing social and emotional learning in pursuit of wellness for all students, families, and staff through a relationship and evidenced based, personalized approach.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CASEL Resource Center Rubric for Stages of SEL Implementation	Focus 1: Build Foundational Support and Plan				Focus 4: Reflect on Data for Continuous Improvement
[Respond here]	[Respond here]				[Respond here]
[Respond here]	[Respond here]				[Respond here]

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	SEW Professional Development	Professional development in SEW, CASEL competencies, designated SEL lessons and strategies for integrating SEW across the day, promoting seamlessness into the Afterschool Program Begin with streng	[\$ 0.00]	[Y/N]
Action #2	Staffing for SEW	School Social Worker Coordinator -works across schools overseeing coordination of services	\$14,000	[Y/N]
		Family Specialist- case management; primary focus on Tier 2 and Tier 3 support	\$45,000	
		Tier I-Safe School Specialist- supports students in conflict-resolution on yard, provides models lessons across the school, promotes PBIS system	\$75,000	
Action #3	Create a systemic RTI approach in SEW	Create a well- articulated RTI approach to Social and Emotional Learning and Well-being by having teachers/IAs collaborate with the School Support Team described above. This will also create a stronger Positive Behavior Intervention Support plan with the services that support staff can provide.	[\$ 0.00]	[Y/N]



# Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

**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 [LCAP Year]

Percentage to Increase or Improve Services

Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students

[Insert percentage here]%

[Insert dollar amount here]

**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.

We have identified that our English Learners and our SPED English Learners have not been meeting our reclassification goals. In fact, the reclassification rate dropped from 2017-18 to 2018-2019. The data shows that in 2019, the percentage of our English Learners making progress towards English Proficiency was 40% compared to the California average of 48.3%. Our DIBELS data across these years, shows weaknesses in the foundational reading skills. Through EL Education adoption, foundational skills were assessed for all students. That data also showed significant gaps in the basic skills building blocks for our English Learners in decoding and encoding skills, as well as gaps for our SPED students, and SPED/ELs. Additionally, through formative assessment collections, and the analysis of root causes in Winter 2021, teachers determined that students had difficulty writing cohesive sentences and needed vocabulary development to express complete ideas. EL Education involves planning to scaffold the needs of our English Learners.

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

A focus on professional development in English Language Development will support our English Learners, and our students with special needs or students identified in both categories. A specific model and curriculum change is needed for the Designated ELD period. Further professional development and training is required for teachers and instructional assistants in Integrated ELD. Our data analysis will include formative assessment to better pinpoint the challenges that student demonstrate and determining the teacher's next steps in responding to the identified needs.

--

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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



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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <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.