

*Building a better world... one student at a time.*

**Ridgewood School**

(Grades TK - 2)



**Cutten School**

(Grades 3-6)



# Cutten School District Learning Continuity and Attendance Plan

2020 - 2021

## 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
Cutten Elementary School District	Sue Ivey Superintendent	sivey@cuttensd.org 707.441.3930

# Plan Summary [2020-21]

## General Information

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

Our vision: Building a better world, one student at a time . . . The Cutten School District, in partnership with our community, ensures that each student is empowered with the knowledge and skills necessary to meet challenges in an increasingly complex, competitive world. We provide our students:

- An opportunity to strive to full academic potential;
- An appreciation of the arts and humanities
- An opportunity to learn about themselves and the world around them;
- An opportunity to grow as responsible citizens of our community and our country;
- A respect for the rights of the individual in a democratic society; and,
- A sense of their own, unique value.

The Cutten School District has provided excellence and stability in educating children since 1891. About 35 years ago, the decision was made to change the district's two kindergarten – sixth grade schools into the current configuration, allowing us to focus instruction, materials, facilities, and staffing on the specific needs of each grade span, while keeping combination classes and services and materials duplication to a minimum. Transitional kindergarten through second grade students attend Ridgewood School, and third through sixth grade students attend Cutten School. Although we possess two CDS codes, we consider ourselves one school with two sites, separated from each other only by a 2.6 mile stretch of road. In light of this, and supported by the tightly-knit and extremely supportive community, the same families in attendance at both sites, and the highly collaborative staff, it is nearly impossible to talk about the achievements and needs of one site without including the other site in the conversation. We are joined by a common vision, and a deep-seated commitment to the development of the whole child; the success of each site is dependent upon the other. An indication that our district is considered one of the most desired on the North Coast is that about 38% of our enrollment is comprised of interdistrict transfer students. Our families have a shared purpose; they value and actively support quality education for their children.

Priorities for the district over the past three decades include:

- ~ close relationships with parents / guardians, as evidenced by the award-winning PTA, the Cutten Ridgewood Student Foundation (CRSF) that has raised over \$300,000 for the schools just in the past few years, and the high number of parents / guardians present in classrooms, events, and on field trips
- ~ assistants in every classroom for at least three hours every day
- ~ high quality fine arts opportunities including a full-time music teacher, and supported by strong relationships with community groups, PTA, and CRSF
- ~ responsive support services team including school social workers, the special education team, and administrators, who regularly review the needs of every student and who attempt to allocate resources in the most timely and equitable way
- ~ ample access to administrators who maintain an open door policy and who are present at the vast majority of school events

~ 21st century innovative teaching and learning with the use of technology to enhance reading, writing, listening, speaking and language skills. Students must have equitable access to technology, from solid, reliable infrastructure to devices that provide opportunities to develop 21st century competencies

~ dedicated, professional, hardworking, compassionate classified and certificated staff who strive to create a family /community climate

Statistically, of an enrollment of 611 students in May 2019:

46.3% 2018 - 2019 LCFF funding -- unduplicated student count (socio-economically disadvantaged, foster and homeless youth)

14% Hispanic or Latino of Any Race

11.4% American Indian or Alaskan Native:

5.7% Asian or Pacific Islander

68% White

1.3% African American:

1.3% English Learners (8 students)

The Cutten Elementary School District is a TK - 6 school district; therefore, some of the state priorities and the associated, state required metrics are not applicable: Priority 4 Student Achievement

~~API growth and Subgroup Performance - API no longer exists ~~Share of students who are college and career ready ~~Share of students who pass Advanced Placement exams

~~Share of students determined prepared for college by the Early Assessment Program Priority 8 Other Pupil Outcomes

~~Concurrent enrollment in community college classes ~~Graduation rate of McKinney-Vento students ~~Number of students receiving Seal of Biliteracy Priority 5 Student Engagement

~~Middle and high school school dropout rates

~~High school graduation rates

## Reflections: Successes

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

## 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.

## LCAP Highlights

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

Key features of the 2019 - 20 LCAP include:

Goal 1 remains the same - Increase student achievement levels, improving the foundation for college and career readiness.

Goal 2 remains the same - Ensure a safe and welcoming learning environment where students are connected and fully-engaged in their education.

In 2017 - 18, the District successfully implemented a special day class at Ridgewood School and were able to meet the needs of the burgeoning special education program. Enrollment in this program doubled in 2018 -19. The District will continue to serve identified students through this program.

In 2018 - 19, the District successfully implemented a Math Assistance Program (MAP) at Ridgewood School to support students in Kindergarten through second grade who were not meeting grade level standards in mathematics. For 2019 - 20, the program is expanded to fourth through sixth grade students at Cutten School.

There are eight district teachers participating in the Arts & Creativity Initiative. To help teachers implement innovative teaching methods to integrate and strengthen standards-based arts instruction across the curriculum, an art materials budget will be provided to each teacher.

The District will purchase 40 Chromebooks to provide more opportunity for low-performing students who are not otherwise identified to become proficient using the technology platform.

A District-wide anti-bullying committee will be organized, and will include staff and parent representatives.

A Student Council will be implemented, with representation from fifth and sixth grade students.

The National Geographic Reach for Reading ELA curriculum includes assessments that have proven to be inadequate for primary grades. The District will purchase Fountas & Pinnell Benchmark assessments to provide informative progress toward ELA grade level standards.

Teachers completed a deep review of the State-adopted science curriculum. First through fourth grade teachers are interested in exploring Amplify Science further, so all teachers in those grade levels will pilot a unit from the program. Publishers have given the District a discount for the pilot materials purchase.

The food service manager has enhanced the school meal program by offering increased variety and more meals prepared on site. Meals continue to surpass minimum nutritional standards. The very limited kitchen facility still poses challenges. The District will upgrade the grease interceptor system and replace the aged commercial range.

## 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.

The Cutten School District seeks input from stakeholder groups throughout the school year, beginning before the first week of school during pre-service district and site meetings until the final weeks of school when the LCAP is reviewed by the LCAP Advisory Committee. The following is a list of dates and activities at which input is sought:

- Aug. 15 Administration and Social Work met to review and update attendance procedures, letters and incentives
- Aug. 20 District Staff and Site Meetings - Focus on school climate, cohesiveness, and communication
- Aug. 21 TK / K students are invited to a fourth orientation to meet their teacher and classmates, do a fun learning activity and take a short ride on a school bus
- Aug. 26 - June 11 The Ridgewood Record & Tiger Tracks, weekly parent notes sent home on Wednesdays (and posted on line) to increase communication on school and community events, parent tips to increase student achievement and attendance
- Aug. 26 - June 11 SchoolWise, a mass notification system utilized to inform parents throughout the school year about important school events and meetings and in event of emergencies
- Aug. 28 Cutten School Back to School Night
- Aug. 29 Ridgewood School Back to School Night
- Sept. 9 School Board Meeting - Approval letter of LCAP from HCOE
- Sept. 25 District Meeting - Brainstorm strategies to support and encourage attendance. Discussed PBIS Tier II strategies and school climate.
- Sept. 23 – 27 Teacher Self-Reflection Survey for Priority Two provided by CDE completed
- Sept. 27 Attendance data reviewed and letters sent out to parents at end of each school month. Students with perfect attendance recognized monthly.
- Sept 30 - Oct.4 Teachers facilitated administration of 5th & 6th grade student school climate survey
- Oct. 14 School Board Meeting - LCAP Local Indicator Report Priorities 1,2,3,6 and 7; CAASPP results and revised Federal Addendum
- Oct. 24 School Climate Survey completed by certificated staff
- Oct. 12 Meeting with County Office of Education Support Provider to plan strategies for Differentiated Assistance
- Oct. 16 School Site Council / LCAP Advisory - Review of dis-aggregated 2017 - 2018 CAASPP & local multiple measures results
- Oct. 17 Family Maker Night - support of student learning
- Nov. 26 School Site Council / LCAP Advisory – Review of local indicators
- Jan. 8 TK / K Information night for parents, with question and answer period
- Feb. 10 “LCAP PLAIN AND SIMPLE” Stakeholder information and input meeting

A summary of the feedback provided by specific stakeholder groups.

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

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# Goals and Actions

## Goal

Goal #	Description
1	Increase student achievement levels, improving the foundation for college and career readiness.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
1.1 Number of highly qualified teachers / appropriate teacher assignments	100% highly qualified, appropriate teacher assignments				
1.2 Local multiple measures of student achievement Second trimester scores best possible indicator at the time the LCAP must be written; not indicative of the student achievement at year's end meeting exit standards	2017 multiple measures indicated progress at the 2nd trimester “progressing” or “met”: reading, 69%; writing, 57%, math, 70%				
1.3 A broad course of study provided to all students	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA,				



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
	math, historysocial science, science, the arts, health, and physical education as reflected in progress summaries				
1.4 CAASPP scores	CAASPP 2015 16 Met/Exceeded 2015 16 47% ELA 40% Math ELA Dashboard All students: Low/yellow 8.5 pts below level 3 Socioeconomically disadvantaged: Low/yellow 32.1 points below level 3 Hispanic: low/orange 30.6 points below level 3 Math Dashboard All students: Low/yellow 17.7 points below level 3 Socioeconomically disadvantaged: Low/yellow 42.1 points below level 3 Hispanic: Low/red 45.3 points below level 3				
1.5 5th grade Science California Science Test scores	California Science Test no longer exists. CAST baseline set in 2018 19				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
1.6 Class size	Class size 24:1 or less, grades TK3 28 or less, 4 6				
1.7 English learner redesignation CELDT	13 EL students, of which 5 were reclassified in the fall of 2018, using the summative ELPAC assessment.				
1.8 NGSS materials purchase & implementation	NGSS pilot materials purchase and implemented to determine if the Amplify Science curriculum meets the district's needs.				
1.9 5th grade physical fitness scores	74% met six of six fitness standards				
1.10 Professional development registration / attendance records	95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards				
1.11 Participation rates in arts opportunities	100% students receiving music instruction				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Assignment	<p>1.1</p> <p>a. Students taught by 27.4 highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program</p> <p>b. Provide induction support as needed - BTSA</p> <p>c. Supplies</p>		No
2	Tier II Rtl Targeted Intervention Program	<p>1.2</p> <p>Provide Tier 2 RTI / Targeted Intervention Program (TIP)</p> <p>0.10 FTE coordinator</p> <p>Program oversight and training, providing research--based curriculum and assessment</p> <p>- 1:1 or small group direct instruction.</p>		No
3	Tier II Rtl Targeted Intervention Program	<p>1.3</p> <p>Provide Tier 2 Rtl / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment - 1:1 or small group direct instruction to unduplicated students and FY. Provide Tier 3 Rtl support to students with highest needs who are not identified for Special Education.</p> <p>a. 0.30 FTE Certificated coordinator Tier II</p> <p>b. 0.50 hour daily per 25 classroom assistants</p> <p>c. 0.20 FTE Certificated coordinator Tier III</p> <p>d. Assessment/instructional materials</p>		Yes

Action #	Title	Description	Total Funds	Contributing
4	Special Education and Speech & Language Services	<p>1.4</p> <p>Provide special education and speech and language services</p> <p>a. 2.0 FTE resource teacher salary</p> <p>b. .20 FTE speech and language pathologist and 1.25 FTE Special Education Assistants</p> <p>c. Supplies</p> <p>d. Other Operating Expenses</p>		No
5	Maintain Special Day Class	<p>1.5</p> <p>Maintain TK - 2 Special Day Class at Ridgewood School</p> <p>a. 1.0 FTE teacher</p> <p>b. 1.122 FTE assistants</p> <p>c. Books and Supplies</p> <p>d. Furniture and Equipment</p>		No
6	Maintain Grade Span Adjustment	<p>1.6</p> <p>Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom</p> <p>a. 1.0 FTE classroom teacher &amp; aide maintain GSA class sizes of 24:1, grades K - 2; and 28 or less, grades 4 – 6</p> <p>b. Classroom aides maintain classroom assistants in every classroom 3 hrs daily</p>		Yes

Action #	Title	Description	Total Funds	Contributing
7	GATE Services	1.7 Provide GATE services, grades 4-6 0.30 FTE Teacher		No
8	Formative and Summative Local Measures Assessment Tools	1.8 Evaluate, monitor, and modify formative and summative multiple measures assessment tools  a. Leadership Team Stipend  b. Assessment tools (DIBELS, Fountas & Pinnell benchmark kits, etc.)		No
9	Library Staffing	1.9  Staff libraries for increased access for students, staff, and families  a. 1.50 FTE Library tech / aide  b. Supplies  c. Professional Development  d. Certificated Librarian services through contract with HERC		No
10		Provide instructional materials for EL & R-FE students as determined by individual need.		Yes
11		1.11		No

Action #	Title	Description	Total Funds	Contributing
		<p>Implement CA Standards (based upon the CCSS); provide high-quality, standards- based curriculum; grades 1 - 4 pilot Amplify Science program; update and reconfigure FOSS science kits; provide release days for 5th and 6th grade teachers to explore NGSS science materials</p> <p>a. Consumable materials / eAssessments  b. Purchase NGSS curriculum materials  c. Purchase Amplify Science  d. Purchase Step Up to Writing Classroom kits  e. Teacher stipend  f. Substitutes</p>		
<b>12</b>		<p>1.12</p> <p>Implement physical education program to promote healthy lifestyle and physical activity</p> <p>a. Purchase SPARK equipment  b. Athletic Director Stipend</p>		No
<b>13</b>		<p>1.13</p> <p>a. Provide cross--curricular arts opportunities in partnership with community groups  b. Purchase high -quality art supplies</p>		No
<b>14</b>		<p>1.14</p> <p>Support professional development – CA Standards implementation, curriculum &amp; instruction, including technology</p>		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>a. Leadership Team</li> <li>b. Registration Fees, etc.</li> <li>c. Professional Development presenter fee</li> </ul>		
<b>15</b>		<p>1.15  Maintain 1.0 FTE music teacher. For some students identified in the unduplicated group, this is an opportunity not otherwise available to access music instruction.</p>		Yes
<b>16</b>		<p>1.16  Maintain Internet Infrastructure Renew Ridgewood and Cutten network security subscription</p>		No
<b>17</b>		<p>1.17  Replace aging / obsolete technology</p>		No
<b>18</b>		<p>1.18  Provide devices / apps for unduplicated count students to support classroom learning and TIP</p>		Yes
<b>19</b>		<p>1.19  Provide tech support</p>		No

Action #	Title	Description	Total Funds	Contributing
20		<p>1.20</p> <p>Provide math intervention support principally directed toward unduplicated students who are not meeting or exceeding state and local measures, including home support and parent education at Ridgewood School.</p> <p>a. .20 FTE Ridgewood Certificated Coordinator</p> <p>b. .25 FTE Ridgewood Classified Assistant Coordinator</p>		No

## Goal Analysis [2020-21]

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 2020-21 goals will occur during the 2021-22 update cycle.

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

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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.**





# Goals and Actions

## Goal

Goal #	Description
2	Ensure a safe and welcoming learning environment where students are connected and engaged in their education.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
2.1 Suspension / expulsion rates	<p>Six students suspended, of an enrollment of 622 throughout the 2016 17 school year: .9%.</p> <p>Dashboard data reflects the change from 2013 14 to 2014 15 (two school years prior to the 2016 2017 Annual Update) All students 597: 1.7% medium/orange +.8, from 8 to 9 students Socioeconomically disadvantaged 271: 2.2% medium/yellow, same 6 students Students with disabilities 46: 6.5% very high/red + 6.5,</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
	<p>from 0 to 3 students None of these students attended Cutten or Ridgewood Schools in 2016 to 2017.</p> <p>Expulsion rate = 0%</p>				
2.2 CHKS results	<p>71% response rate (51 of 72 fifth grade students) reference survey data@wested.org; School connectedness (high) 57%; Academic motivation (high) 41%; Caring adult relationships (high) 57%; High expectations (high) 61%; Meaningful participation (high) 10%; Feel safe at school 76%; Students wellbehaved 51%; Students treated fairly when break school rules 52%; Students treated with respect 86%</p>				
2.3 Facility Inspection Tool	"good" or "excellent" standards per FIT reports				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
2.4 Williams Report	“no complaints” status				
2.5 Custodian staffing levels	Maintain 2014-15 staffing levels				
2.6 Attendance rates	Attendance rate at 2017 P2: 95.19%				
2.7 Chronic absenteeism rate The CA Dashboard chronic absenteeism rate is to be determined sometime in the future this metric will change	Chronic absence rate at 2017 P2: 8.33%				
2.8 Parent / guardian participation for all students including unduplicated students and decision making opportunity rates in IEP’s, parent conferences, SSC and LCAP meetings	Parent / Guardian participation rates, all groups: 98% parent/teacher conference rate Survey response 83 parent response / 133 student response 35% 100% participation in IEPs LCAP community meeting 20 participants,				
2.9 School meals served	2016-2017 as of Total lunches.....24,768 Total breakfasts.....5,584				

## Actions

Action #	Title	Description	Total Funds	Contributing
1		2.1 Provide school social work and/or behavioral services a. .50 FTE School Social Worker b. .375 FTE Temporary 1:1 Aide		Yes
2		2.2 Focus school social work services on unduplicated count students - .80 FTE School Social Worker		Yes
3		a. Facilitator Stipend b. Team Stipends c. Professional Development d. Classroom Aide Training		No
4		2.4 Administer the CHKS		No
5		2.5 Provide adequate maintenance/custodial staff and resources a. 3.92 FTE Maintenance/Custodial Staff b. Supplies c. Repairs		No

Action #	Title	Description	Total Funds	Contributing
6		<p>2.6 Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials)</p> <ul style="list-style-type: none"> <li>a. Classroom Supplies</li> <li>b. Classroom Desks</li> </ul>		No
7		<ul style="list-style-type: none"> <li>a. Flooring replacement</li> <li>b. Cutten School exterior painting</li> <li>c. Paving - resurfacing &amp; repair jobs</li> <li>d. Cutten Community building remodel</li> <li>e. Cutten kitchen improvements</li> </ul>		No
8		<p>2.8 Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school</p> <ul style="list-style-type: none"> <li>a. Child care</li> <li>b. Trainer / Interpreter stipends</li> <li>c. Meeting supplies</li> </ul>		Yes
9		<p>2.9 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings</p>		No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>a. SchoolWise mass notification system</li> <li>b. School Wise student information system</li> <li>c. 1.29 FTE school Secretaries-support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation &amp; cafeteria)</li> </ul>		
<b>10</b>		2.10 Enhance school meal program		Yes
<b>11</b>		2.11 Provide bus transportation within the district, and field trip transportation <ul style="list-style-type: none"> <li>a. 0.75 FTE bus drivers</li> <li>b. 0.10 FTE business manager</li> <li>c. Fuel, parts for repair</li> <li>d. vehicle maintenance</li> </ul>		Yes
<b>12</b>		2--12 Decrease suspension rate <ul style="list-style-type: none"> <li>a. .10 Social Worker</li> <li>b. Incentives</li> </ul>		No
<b>13</b>		2.13 Decrease chronic absenteeism <ul style="list-style-type: none"> <li>a. School Social Worker salary .10 FTE</li> <li>b. Administrative support for attendance and parent education</li> <li>c. Parent education</li> <li>d. Materials</li> </ul>		No

Action #	Title	Description	Total Funds	Contributing
		e. Incentives		
14		2.14 Bus transportation service for low-income students.		Yes
15		2.15 Implement fifth and sixth grade Student Council at Cutten. a. Advisor stipend b. Materials & supplies c. Field trips		No
16		2.16 Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events. a. Event fees b. Supplies		Yes
17		2.17 Implement district-wide anti-bullying committee including staff and parent representatives. a. Supplies b. Child care		No
18		2.18 Provide attendance and parent education support, focusing on unduplicated student groups.		Yes



Action #	Title	Description	Total Funds	Contributing

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# Goals and Actions

## Goal

Goal #	Description
3	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2020-21]

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# Goals and Actions

## Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2020-21]

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# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23

## Actions

Action #	Title	Description	Total Funds	Contributing

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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2020-21]

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

**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.

How is it principally benefiting intended students and how will it increase or improve services for these students?

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



# 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)).
  - 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 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23:** 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> . Leave blank until then.	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>2020–21</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 2020–23 LCAP from the 2017–20 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.

**Total Expenditures Table**

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher Assignment					
1	2	All	Tier II RtI Targeted Intervention Program					
1	3	English Learners Foster Youth Low Income	Tier II RtI Targeted Intervention Program					
1	4	Students with Disabilities	Special Education and Speech & Language Services					
1	5	Students with Disabilities	Maintain Special Day Class					
1	6	English Learners Foster Youth Low Income	Maintain Grade Span Adjustment					
1	7	Gifted & Talented	GATE Services					
1	8	All	Formative and Summative Local Measures Assessment Tools					
1	9	All	Library Staffing					
1	10	English Learners Foster Youth Low Income						
1	11	All						
1	12	All Students with Disabilities						
1	13	All						
1	14	All						
1	15	English Learners Foster Youth Low Income						
1	16	All						
1	17	All						

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	18	English Learners Foster Youth Low Income						
1	19	All						
1	20	All						
2	1	Foster Youth Low Income						
2	2	Foster Youth Low Income						
2	3	All						
2	4	All						
2	5	All						
2	6	All						
2	7	All						
2	8	Foster Youth Low Income						
2	9	All						
2	10	English Learners Foster Youth Low Income						
2	11	Foster Youth Low Income						
2	12	All						
2	13	All						
2	14	Foster Youth Low Income						
2	15	All						
2	16	English Learners Foster Youth Low Income						
2	17	All						
2	18	Foster Youth Low Income						



LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Totals:	Total Personnel	Total Non-personnel
Totals:		

## Contributing Expenditures Tables

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Tier II RtI Targeted Intervention Program	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	6	Maintain Grade Span Adjustment	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	10		LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	15		LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	18		Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
2	1		LEA-wide	Foster Youth Low Income	All Schools		
2	2		Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		
2	8		LEA-wide	Foster Youth Low Income	All Schools		
2	10		LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	11		LEA-wide	Foster Youth Low Income	All Schools		
2	14		LEA-wide	Foster Youth Low Income	All Schools		
2	16		LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	18		LEA-wide	Foster Youth Low Income	All Schools		

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$0.00	\$0.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Targeted Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

