

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

Yuba Environmental Science (YES) Charter Academy is a small (125 students) TK-8 public charter school in the beautiful Sierra Nevada foothills of Yuba County, CA. Our vision is to offer project-based learning focused on the scientific method of inquiry and implementation of Next Generation Science Standards (NGSS). We plan to implement competency based learning and individualized learning plans, ILPs. Our campus is 10 acres of oaks and pines and includes a track, soccer field, pond, garden, native plant trail, greenhouse and hen house. We are looking to create youth who are practical problem solvers as well as academic masters. Our teachers are trained in Nurtured Heart Approach (NHA). We use Positive Behavior Intervention and Supports (PBIS) to help students develop social emotional resilience. Our PBIS abbreviation is SPARRK which stands for:

Stewards of the Environment
Positive Team Members
Academic Masters
Responsible Citizens
Resourceful &
Kind

Some of the highlights of our environmental science program are an annual Environmental Science Fair with individual and group projects developed using the Design Thinking model, an annual trip to the Wild and Scenic Film Festival, an annual submission of an original film to the Wild and Scenic Film Festival, and annual participation in the SYRCL River Clean Up.

In our Farm to School program, students have the opportunity to work in the school garden and greenhouse and to help with menu planning. They study the impact of food choices on the environment.

Another focus is the school native plant trail and the teaching stations along the trail. Students learn environmental stewardship through projects that develop the trail.

YES Charter Academy educates K-8 students in a school culture that values the scientific method and a curricular focus on environmental studies. The highest Common Core State Standards, as well as high standards of moral conduct are emphasized. The vision of the YES

Charter Academy is to educate K-8 students of the Sierra Foothills through a self-motivating, individualized, and comprehensive curriculum that connects learners with learning via a program, teaching staff, and school culture that values scientific methods of inquiry.

Reflections: Successes

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

Because of the COVID-19 emergency, California students were not able to take the CAASPP assessments in the 2019- 2020 school year. Students did take CAASPP assessments in the 2020-2021 school year. The school will analyze the data from these assessments once it becomes available. In the absence of current scores, the description of successes and/or progress is based on local data. Students in 1st through 8th grades completed at least two STAR assessments in ELA and math. 1st through 8th grade students were also assessed in reading fluency. Students showed measurable growth in both math, ELA and reading fluency as reported by Learning Center data. These data points are being used to create Individualized Learning Plans, ILPs, that will be implemented in the four week summer enrichment program. Ongoing STAR assessments and reading fluency assessments will be used to continuously update each student's ILP.

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.

According to the dashboard and local data, math is an area of need. Steps that the LEA has taken to address the need is to create Individualized Learning Plans, ILPs, for each student based upon assessment data to meet their needs and take next steps in math. We are measuring and celebrating student growth in math.

LCAP Highlights

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

The LCAP addresses three areas, Conditions of Learning, Pupil Outcomes, and Engagement. LCAP actions focus on improving student achievement. Desired measurable outcomes include one-to-one electronic devices, CCSS and NGSS aligned curriculum, improved CAASPP achievement, Individualized Learning Plans (ILP) for all students, professional development for teachers, development of a career technical education program, and participation in the environmental science fair.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Stakeholders were invited to a series of public meetings that were scheduled specifically to engage stakeholders in the formation of the LCAP. These meetings were held in accordance with Brown Act protocols. Because of COVID restrictions, meetings were held via an online platform. The dates for the LCAP meetings were February 24, 2021, March 24, 2021, and April 28, 2021. In addition to public meetings devoted to the LCAP, the LCAP was on the agenda at regularly scheduled, public YES Council of Directors meetings for discussion and action on March 25, 2021, April 29, 2021, and May 27, 2021. In addition to reaching out to stakeholders through public meetings, YES reached out to stakeholders through LCAP surveys. YES used Survey Monkey to reach out to community stakeholders, including community businesses, agencies, and individuals through a survey dated December 13, 2020. YES reached out to teachers through a survey dated March 27, 2021. YES reached out to parents with a survey dated March 31, 2021. YES reached out to students with a survey dated April 7, 2021. The results of each of these surveys were considered through the LCAP writing process. The data from each survey was analyzed and reported out at subsequent LCAP meetings and Council of Directors meetings.

A summary of the feedback provided by specific stakeholder groups.

Community stakeholders offered specific ideas for expanding the YES environmental science mission into high school grades by offering a career technical education, CTE, program. Courses that the majority of community stakeholders rated as "highly useful to my organization" were Environmental Science Career Exploration, Habitat Restoration, Environmental Impact Report Creation, Web Technologies, Geographic Information System (GIS), Prescribed Burn Certification, Wilderness and Remote First Aid Certification, Wildlife Research Techniques, Plant and Forest Research Techniques, Watershed Research and Management, and Sustainable Land Use, Planning, and Design. Respondents were asked to describe CTE courses that are needed in the region. The representative from the Yuba Watershed Protection and Fire Safe Council wrote, "there is now and will be a great demand for small businesses that provide forest restoration work. Skills needed will include business management, small engine maintenance and repair, effective fuel reduction techniques, and crew supervision skills." The representative from Blue Forest Conservation wrote, "Specific vocational training around the use of heavy equipment for mechanical thinning and other forms of restoration." Feedback by teachers indicated a desire for competency based learning, outdoor and flexible seating, project based learning, and web based curriculum. feedback by parents indicated a desire for competency based learning, outdoor and flexible seating, project based learning and text book based curriculum. Feedback by students indicated a desire for competency based learning, outdoor and flexible seating, an even split between project based learning and direct instruction, and text book based curriculum.

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

The addition of career technical education, CTE, pathways to LCAP strategic goals was influenced by community stakeholder feedback. Actions such as using the services of at CTE consultant, building a CTE program, seeking out community partners for student internships, and seeking out authentic, environmental, project based community service projects is a result of community stakeholder feedback.

Teachers, parents, and students all agreed on two issues that influenced the LCAP. The first is when asked if they favored outcome based learning or competency based learning, all three groups of stakeholders favored competency based learning. This influenced the inclusion of competency based learning in the strategic goals, and actions such as adopting a math curriculum that is competency based.

When asked if they favored a learning setting indoors, or outdoors and indoors with flexible seating, all three groups of stakeholders agreed that they prefer outdoor learning and indoor with flexible seating. This influenced the inclusion of outdoor learning in the strategic goals, and actions such as transitioning classrooms to flexible seating.

When asked if they favor project based learning or direct instruction, teachers and parents both preferred project based learning. Students were split 50/50 on project based and direct instruction. This influenced the inclusion of project based learning in the strategic goals, and actions such as training for teachers in effective and engaging project based learning, and a supported transition to high quality, well planned project based learning.

When asked if they favor accessing curriculum online or through textbooks, teachers favored online curriculum, while parents and students favored textbooks. This influenced online curriculum not being included in the strategic goals of the LCAP, and actions such as professional development for teachers in the effective use of online resources that they already have access to, and continuing to use some printed materials.

Goals and Actions

Goal

Goal #	Description
1	Strategic Goal 1: Conditions of Learning Yuba Environmental Science (YES) Charter Academy provides access to learning via in-person instruction as well as distance learning through one-to-one technology, highly qualified teaching and administrative staff, and access to state standard aligned educational learning materials for all students. The YES campus is equipped with facilities and materials conducive to outdoor learning, project based learning, and competency based learning.

An explanation of why the LEA has developed this goal.

The focus of YES is student achievement. In order for students to achieve, they need a safe and positive learning environment, highly qualified teachers and administrative staff, and curriculum aligned to Common Core State Standards. Stakeholder input identifies a desire for outdoor learning, project based learning, and competency based learning. One-to-one technology is needed to deliver differentiated, competency based curriculum, as well as to be prepared for the possibility of a return to distance or hybrid learning, or the possibility of learning from home because of PSPS days.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility and grounds Inspection. Inventory of electronic devices.	Outdoor learning and project based learning facilities are in development stage. Some electronic devices are aging.				Outdoor classrooms are developed. Project based learning is initiated. One-to-one electronic devices.
California State Teaching Credentials	100% of existing certificated staff is highly qualified.				100% of staff is highly qualified
% of students with standards aligned instructional materials	100% of students have standards aligned ELA, mathematics, and social studies				100% of students have CCSS aligned instructional materials in ELA, Math, and Social Studies, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	instructional materials. School is seeking new math adoption and is in the process of purchasing an NGSS aligned science program.				NGSS aligned curriculum in science.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities, Safe and positive learning environment	YES Charter Academy will provide a safe and positive learning environment with appropriately maintained facilities, including outdoor learning space. Each class will have a designated outdoor classroom.	\$103,000.00	Yes
2	Curriculum and Training	The school will purchase CCSS and NGSS aligned curriculum. All teachers will be trained in NGSS and CCSS aligned curriculum.	\$32,000.00	Yes
5				No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Strategic Goal 2: Pupil Outcomes - YES Charter Academy students will increase their academic achievement through individualized learning plans, (ILP) excellence in first time instruction, use of the scientific method of inquiry, and problem solving to demonstrate college and career readiness.

An explanation of why the LEA has developed this goal.

The focus of the LEA is student achievement. Student achievement is supported by excellence in first time instruction. Our charter's focus is environmental science using the scientific method of inquiry and problem solving. Stakeholder input indicated a desire for individualized learning plans (ILPs) to foster college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP, STAR Assessments, Fluency Assessments	2021 CAASPP assessments, STAR ELA and math assessments, reading fluency assessments show opportunity for growth.				Students will improve one level in CAASPP, improve by 10% on STAR ELA and math assessments, and score at the 50th percentile of above in reading fluency assessments,
Individualized Learning Plan, ILP	Students with IEPs, 504s, and Rtl are likely to have ILPs in ELA and math.				All students have ILPs in ELA and math.
Training and Lesson Study in ELA and math curriculum	Teachers have minimal training in the ELA curriculum, and				Teachers will have professional development training

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	no training in the new science program, and did not participate in lesson studies in ELA or math this year.				in the ELA, math, and science curriculum, and will participate in lesson studies in EA and math.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Individualized Learning Plan - ILP	Students will be assessed 3 times a year in STAR and reading fluency. This data will be used to create an ILP in ELA and math for each student. The ILP will guide instruction, and will be updated a minimum of 3 times per year or more often if needed.	\$66,876.00	Yes
2	CAASPP Achievement	Students in 3rd through 8th grades will take CAASPP interim assessments in ELA and math and the CAASPP with the goal of improving one level from their baseline score.	\$12,000.00	No
3	Social Emotional Learning through PBIS & NHA Implementation	Implementation of Positive Behavior Intervention & Supports, PBIS, and The Nurtured Heart Approach, NHA 1. The YES PBIS program acronym is SPARRK, Stewards of the environment, Positive team members, Academic masters, Resourceful, Responsible, Kind. Staff will train students in, and recognize students for, SPARRK behavior at weekly assemblies. Staff will identify students in tier 2 and tier 3 in PBIS, and strategize as a team to support tier 2 and 3 students. Continued SPARRK implementation will increase student self-directed learning and positive social interactions as measured by suspensions, behavior note records, and self-selected goals. 2. Staff will be trained in The Nurtured Heart Approach (NHA) by Sutter-Yuba Behavioral Health certified trainers before the beginning of 2021-2022 school year. Staff will implement NHA communication strategies with students in coordination with PBIS supports.	\$48,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4				Yes

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

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

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

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

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Goals and Actions

Goal

Goal #	Description
3	STRATEGIC GOAL 3: Engagement- Students increase engagement with local agencies, organizations, and businesses through project based learning, service learning, and career technical education (CTE) that addresses authentic, environmental issues and incorporates the scientific method of inquiry.

An explanation of why the LEA has developed this goal.

Stakeholder input, including teachers, parents, and students, indicated a desire for project based learning. Service learning is an effective way of developing successful project based learning. Stakeholders at community agencies, organizations, and businesses, indicate a high level of need for and support of career technical education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Program	YES has no CTE program				YES will have a fully functioning CTE program.
Environmental Science Fair Participation	No students participated in the Environmental Science Fair this year due to COVID restriction.				All YES students will participate in the Environmental Science Fair.
Attendance	Attendance is below 96%				Attendance will be above 96%
Student Input Survey	Admin created survey administered				Student input into surveys. Surveys used to drive school decision making.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement CTE Plan	YES will engage a CTE consultant to assist in the development of a career technical education, CTE program.	\$12,000.00	Yes
2	Environmental Science Fair	YES students will participate in the Environmental Science Fair is a way that addresses authentic, environmental issues and incorporates the scientific method of inquiry.	\$87,090.00	Yes
3	Implement Individualized Attendance Plan/Student Surveys	Maintain student daily attendance to 96% or more average through active follow up and pursuing individualized solutions for families falling below that average.	\$2,000.00	

Goal Analysis [2021-22]

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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 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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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 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.49%	253,372

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.

Our unduplicated is 74.62%. All services are provided on a school wide basis due to the small size of the school and the large number of students qualifying for free and reduced lunch programs. This is more effective in reaching the needs of students without overly identifying special needs groups and to address the performance levels of a predominantly high poverty level, very rural community.

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

Services will be improved by ensuring more students are present for instruction with an increased ADA level, providing quality instruction to students through implementation of high quality professional development of at least 25 hours per highly qualified teaching staff, reducing the staff to student ratios with the use of paraprofessionals, and increasing use of student achievement data with the implementation of a standards aligned Mathematics curriculum. 2021-22 will be a refinement year for implementation of a standards aligned English Language Arts curriculum. It will also be a purchase and initial implementation year for an NGSS aligned science program. It will be a pilot year for a CCSS aligned math program. Rtl services and data collection will be coordinated by Learning Center teacher. Individual student data in math and ELA will be monitored by Learning Center teacher, site administrator, and homeroom teacher.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$265,966.00	\$93,000.00		\$4,000.00	\$362,966.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$210,840.00	\$152,126.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Facilities, Safe and positive learning environment	\$40,000.00	\$63,000.00			\$103,000.00
1	2	English Learners Foster Youth Low Income	Curriculum and Training		\$30,000.00		\$2,000.00	\$32,000.00
1	5	All						
2	1	English Learners Foster Youth Low Income	Individualized Learning Plan - ILP	\$66,876.00				\$66,876.00
2	2	All	CAASPP Achievement	\$12,000.00				\$12,000.00
2	3	English Learners Foster Youth Low Income	Social Emotional Learning through PBIS & NHA Implementation	\$48,000.00				\$48,000.00
2	4	English Learners Foster Youth Low Income						
3	1	English Learners Foster Youth Low Income	Implement CTE Plan	\$10,000.00			\$2,000.00	\$12,000.00
3	2	English Learners Foster Youth Low Income	Environmental Science Fair	\$87,090.00				\$87,090.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3		Implement Individualized Attendance Plan/Student Surveys	\$2,000.00				\$2,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$251,966.00	\$348,966.00
LEA-wide Total:	\$251,966.00	\$348,966.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Facilities, Safe and positive learning environment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$103,000.00
1	2	Curriculum and Training	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$32,000.00
1	4				All Schools		
2	1	Individualized Learning Plan - ILP	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,876.00	\$66,876.00
2	3	Social Emotional Learning through PBIS & NHA Implementation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,000.00	\$48,000.00
2	4		LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	1	Implement CTE Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$12,000.00
3	2	Environmental Science Fair	LEA-wide	English Learners Foster Youth		\$87,090.00	\$87,090.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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