Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hayward Twin Oaks Montessori School	Elaine Blasi, Superintendent	elaine@silveroakmontessori.org

Plan Summary 2021-2024

General Information

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

Hayward Twin Oaks Montessori School delivers a college/career-bound preparatory education that provides the Hayward community with authentic, public Montessori elementary (grades 1-6), and secondary (grades 7-12) programs. Hayward Twin Oaks Montessori School implements sustainable holistic programs, according to the educational philosophy developed by Dr. Maria Montessori, delivering the best of both California State and American Montessori Society Standards.

Hayward Twin Oaks Montessori School is a community of learners. All students, faculty, staff, administrators, and parents/guardians work towards a common goal: to provide a peaceful, engaging, and challenging environment that accommodates each student's individual learning process. The School provides a voluntary, public educational option for parents who choose to have their children educated in an alternative learning environment. Hayward Twin Oaks Montessori School offers a rigorous, holistic education – well qualified instructors, a comprehensive curriculum, a supportive educational community, and expansive resource materials - to ensure that students make appropriate progress toward achievement of the school-wide learner outcomes.

Hayward Twin Oaks students represent a culturally, ethnically, and socio-economically diverse group, reflective of the greater Hayward community, with an enrollment of 510 students, including a large portion of English Language Learners. Hispanic: 52%, African American: 5.5%, White: 17.5%, Asian: 7.5% , Pacific Islander: 0.05% , Two or More Races: 6.8%). Students are from varying socioeconomic backgrounds and many are both first generation high school graduates and first generation college applicants/attendees. The percentage of unduplicated students (Free and Reduced Lunch or English Language Learner) is 42%; with 34.8% being Free and Reduced Lunch students. 71.5% of students are living in Hayward (meaning inside HUSD school boundaries).

Reflections: Successes

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

Teachers and school staff worked tirelessly this year to overhaul and re-envision how and where they work. They created new systems for giving students feedback, preparing lessons for class, communicating with students and parents, and completing paperwork. Due to the Covid-19 pandemic, we developed more varied methods of reporting, taking attendance, structuring and formatting check-ins, teaching virtually, and gauging skill mastery. Staff and students were required to adapt to new tools, equipment, and platforms.

Students were required to stretch themselves to new limits in order to engage with content and build skills online. Through this, staff focused heavily on systems and relationships to ensure students had what they needed in order to access curriculum and that they continued to foster relationships with teaching staff as well as peers.

We provided hot-spots and Chromebooks to students and staff beginning in Spring 2020, and throughout the year as needed. At the elementary level, we adjusted our attendance policy and procedures to meet the needs of the virtual setting and requested that staff set up systems to contact students and families to ensure participation. Students continued to be assessed virtually through the Renaissance platform, our formative benchmark system three times this year. Due to the distance learning program, we closely monitored students through the virtual setting. We gathered input on student progress directly from teacher observations, direct family outreach, online safety alerts, our school Psychologist, classroom observations and debriefs, and through student support meetings. We are continually assessing our social-emotional, mental health, and academic support to look for gaps or areas where our curriculum is not directly aligned with standards, and will supplement accordingly. For the most part, staff continued with their regular roles and responsibilities, yet within a virtual setting. In March, we began onsite learning hubs to provide more support for our pupils with unique needs and in April, we began onsite classroom cohorts in the afternoons for students and families who chose to participate.

At the secondary level, some successes this year include family communication, retaining the same, in-person school-day schedule and offering comprehensive mental health services, as well as daily SEL activities in each class. The attendance coordinator has been invaluable in holding students accountable to be present online and also communicating absences to families in order to partner with them to keep students learning. Other successes include the ongoing surveying of and communication with the student body, and teachers adjusting style and flexibility in order to meet student needs. Classes are still two hours in length, but the second hour is designated for tutoring, small group review and individual work. Direct instruction and guided practice occur in the first hour. The addition of "Tutorial Days" to the schedule has been key in helping students make up work that they may have missed, were late submitting or need additional help in order to not fail or fall too far behind in class. Tutorial days had been scheduled at the end of the marking period, but now occur each month, so the availability of this additional time and support is more predictable for students, parents and teachers.

Hayward Twin Oaks has provided teachers with a number of professional development opportunities in SEL and Intentional Connection, as well as educational technology tools including Schoology, a learning management system, and Nearpod. The RTI Teams meet weekly in order to address the needs of particular students who are struggling either academically or socially/emotionally and communicate accommodations and support strategies with the faculty-at-large. The instructional coaches continue to mentor, observe and provide feedback to new teachers in both CA State Credentialing and Montessori credentialing. The instructional coaches collaborate with all teachers on curriculum at the beginning of each quarter, and as needed throughout the marking period, in order to make sure that the curriculum is engaging and comprehensible, given the present distance learning circumstances. The coaches are available both formally and informally to all teachers regarding challenges and troubleshooting for instruction, classroom management, engagement strategies and the learning management systems.

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.

Hayward Twin Oaks remained in distance learning for most of the 2020-21 school year. This informed the need for full-time reading/ELD and Math specialists to support students in literacy and foundational math. The Faculty is investigating the best ways to continually assess and address learning loss, in addition to referencing standardized testing data. Both the 2019-20 and 2020-21 school years have provided us with a steep learning curve that has informed our practice, our goals, and our next steps in multiple ways. In the Fall of 2019, we participated in an equity analysis with an outside organization that went through our handbooks, policies, and procedures, and guiding documents with an equity lens. It included a listening campaign with families and staff, classroom observations, and data collection. We have taken this information and feedback to synthesize our equity vision and implement some short and long-term strategies to inform our hiring, training, policies, and student-facing curriculum and programming. Both programs will focus on heightened math growth as demonstrated on both our formative assessments as well as on the CAASPP in future years.

Due to the nature of our program, our teachers are dual-credentialed, or in process, for both the CA state credential and the Montessori credential at the level in which they teach. We will continue to support staff with credentialing, as well as professional development that is both prescribed and desired. We will also host teacher and staff-led professional development, peer observations, and coaching cycles to ensure that our staff has the training necessary to fully implement our vision and support students to reach their potential. We will continue to increase our use of culturally and linguistically relevant and sustaining practices, actively recruit staff and a teaching body representative of our student demographics, coach teachers in the best practices of both the Montessori method and alignment with the Common Core Standards, utilize instructional strategies for teaching ELLs, institute research-based interventions guided by short and long-term goals, and develop and strengthen our PBIS system and it's follow-through.

We will continue to develop opportunities for all families to participate, based on the diversity of their goals and interests, including academic support, fostering relationships, connectedness. In this way there is an increase in the proportionality of families who feel included across backgrounds.

LCAP Highlights

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

The 2020-21 school year informed our goals in multiple ways. Due to the distance learning program, we closely monitored students through the virtual setting. We receive input on student progress directly from teacher observations, direct family outreach, online safety alerts, our school Psychologists, Counselors, and mental health support, classroom observations and debriefs, and through student support meetings. We are continually assessing our social-emotional, mental health, and academic support to look for gaps or areas where our curriculum is not directly aligned with standards, and will supplement accordingly. We anticipate providing heightened support for our English Learners (ELs) and students who receive Special Education services to ensure students are responsive to the programming, and that it is differentiated, integrated, and explicitly meets their needs. We continue to implement the Common Core Standards through the Montessori model. Due to such limited in-person instruction in 20-21, we plan to place heightened focus on more deeply integrating the English Language Development (ELD) Standards within the model as well. The school currently provides a robust Response to Intervention (RTI) program which identifies and

provides support to students within and outside of the classroom. Through our Positive Behavioral Intervention and Supports (PBIS) program, we train staff to identify and implement needs and ensure equitable, consistent, and practices.

Based on our learning over the 20/21 school year, we also plan to incorporate professional development opportunities that support best practices and instructional strategies for teaching ELs, research-based interventions guided by short and long-term goals, and anti-bias/anti-racism and trauma-informed practices. Through our self-analysis on the Essential Element for Montessori in the Public Sector rubric, we synthesized areas of growth which include integrating specialty classes at the elementary level, continuing to support real-world activities and applications in classrooms, and student involvement in monitoring their progress and creating their learning plan. Merging our elementary and secondary program offers us the opportunity to intentionally strengthen our policies, procedures, and practices with a culturally sustaining and anti-bias/anti-racism lens. This multi-year work informs our training and staff development, our curriculum, our communication, and how we engage with our community.

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.

Family and student outreach was much more challenging due to the Covid-19 pandemic. In July and August, we met virtually with newly enrolled families, as we do in-person in typical years, to diagnostically assess students to better support their transition, and create a personal touchpoint for families that connects them to staff and our model. We maintained our standard attendance policy throughout this year, and also made adjustments to our tiered strategies of communication to account for the distance learning setting. Teachers personally communicated with students and families when absences occurred and we designated specific staff to call, text, or email families when absences increased to identify barriers for participation. We continued our weekly school-wide newsletters and regular classroom communications throughout the year. While the virtual setting increased participation in family engagement and prospective family information sessions, one area that declined was in the monthly elementary family coffees. We adjusted the timing of them to occur during the lunch hour to minimize impact to the distance learning meeting times yet only few people attended. We decided to pause them until further notice as of February.

Parents/guardians are very involved in supporting their students (checking PowerSchool and attending family conferences). Response to intervention is 100%, when parents are asked to come to the school and talk about their student's needs. They are kept involved and informed in different ways, through meetings, conferences, PowerSchool and emails, but also through ParentSquare text messages (as many families do not have email addresses). Though the School reaches out to parents when needed for specific tasks, the Staff is working towards developing more focused parent involvement activities.

Our family engagement efforts were successful this past school year. We implemented quarterly parent education nights that highlighted important topics such as academics, mental health, special education supports, technology monitoring and the Montessori Method. For the 2020-21 school year we decided to reintegrate our bell schedule as it was prior to COVID-19. This normal schedule created a routine for students, one to which they were accustomed prior to the pandemic. We embedded frequent breaks within each class schedule and between classes, to allow for student movement and time to disconnect from technology. In September, a student survey was distributed to and completed by each student, in order to solicit their feedback as to how their distance learning experience was progressing and how the School could address their concerns. Those students who were struggling logging in to class due to connectivity issues were issued new or repaired WiFi resources (Chromebooks and hot spots) as well as tech support. Students who had a difficult time staying logged-in, participated in family conferences and/or met with school counselors, in order to mitigate the challenges they were experiencing. We communicated with parents, via ParentSquare and weekly newsletters, in both English and Spanish, regarding any virtual learning changes/ Translation was available for all Zoom meetings, whether they were with individuals or large groups.

A summary of the feedback provided by specific stakeholder groups.

Back to School Night: Secondary: (2019-2020) 96% of parents said that they benefited from this event, an increase of 1%. (2020-2021) 97% of parents said that they benefited from this event, an increase of 1%. [We don't measure participation at this event through the survey - Jen]

- **Feeling Welcome:** Elementary: (2019-2020) 95.06% of families feel welcome when at school, (2020-2021) 93.75%. (2019-2020) 95.12% of families say that school staff treat them with respect, (2020-2021) 100%. Secondary:(2019-2020) 100% of parents felt welcome when at school, an increase of 5%. (2020-2021) 99% of parents felt welcome when at school.

- **Parent Communication:** Elementary: (2020-2021) 95.84% of families share that Golden Oak responds to phone calls, messages, or emails promptly. Secondary: (2019-2020) 99% of parents received regular communication to keep them informed of the different activities (+7%). (2020-2021) 99% of parents received regular communication to keep them informed of the different activities.

- **Parent Feedback:** Elementary: (2020-2021) 100% of families believe that Golden Oak allows input and welcomes parents' contributions. Secondary:(2019-2020) 94% agreed that the school has channels in place to hear parents' ideas about how to make the school better (family conferences, advisors and parent education meetings) (-1%). (2020-2021) 96% agreed that the school has channels in place to hear parents' ideas about how to make the school better (family conferences, advisors and parent education meetings) (+2%).

- **Spanish Communication:** Secondary: (2019-2020) 98% acknowledged that Silver Oak emphasizes Spanish communication. (2020-2021) 100% acknowledged that Silver Oak emphasizes Spanish communication.

- **Parental Concerns:** Elementary: (2019-2020) 95% of families feel like staff take parent concerns seriously, (2020-2021) 89.59%. Secondary: (2019-2020) 94% reported that concerns regarding a student's academic performance can be easily communicated and are fully supported by the school (+8%). Students' results indicate 85% (+7%). (2020-2021) 96% reported that concerns regarding a student's academic performance can be easily communicated and are fully supported by the school (+2%). Students' results indicate 82% (-3%)

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

- Parents/guardians asked for specific ways in which they could be involved in the School and its programs.
- Faculty requested more and deeper professional development opportunities for both STEAM and SEL.
- Faculty asked that full-time reading and math specialists be available to support all students, grades 1 through 12.
- Faculty asked for more ELL professional development to integrate specific ELL strategies within the Montessori curriculum.
- All stakeholders indicated an ongoing commitment to deepening ABAR practices throughout the School.
- Parents/guardians and faculty requested comprehensive mental health services throughout the 1st through 12th gdera continuum.
- Parents/guardians indicated an interest in strengthening literacy and math support throughout the continuum.

Goals and Actions

Improve Conditions of Learning

Goal #	Description
#1 Literacy Education	Develop a strong, school-wide literacy program
#2 Math Skills and Applications	Strengthen both theoretical and foundational math skills and their applications
#3 Comprehensive Mental Health Program	Provide a comprehensive mental health program in grades 1st-12th, that includes Social Emotional Learning (SEL) and trauma-informed practices.
#4 High Fidelity Program	Provide access to a high-fidelity program ensuring a heightened focus on our At-Promise and Underserved Youth

An explanation of why the LEA has developed these goals.

Overall stakeholder input indicated that, though improvements had been made, the above goals had not been fully met. Faculty, parent and student surveys, as well as mastery grading summaries and progress reports, underscored the need for more focused work in these four areas. In addition, these goals highlight initiatives that are both comprehensive and schoolwide. They represent the development of programs that will move along the continuum from grades 1 through 12.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 Students show upward trend on ELA benchmark assessments after interventions:	Individual student's baseline reading assessment score.				

• At least 60% of students working with Reading specialist; show a minimum of one Lexile level of improvement. • At least 60% of students, who tested below "met" standard on fall interim benchmark testing or were identified by teachers, show an upward trend on end of year testing.	The secondary baseline will be determined in the 2021-22 school year.				
#2 Students show upward trend on Math benchmark assessments after interventions: • At least 60% of students working with Math Interventionist show a minimum of 10% improvement from pre to post testing.	Individual student's baseline math assessment score. The secondary baseline will be determined in the 2021-22 school year.				

#3 Students participate in a mental health assessment that provides baseline data to inform our student supports and interventions. Increased sense of belonging and school connectedness, in students, grades 1st-12th, at 80% Increased sense of physical, social and emotional safety at school, in students grades 1st-12th at 80%+	Elementary: Sense of belonging, 75.6% Basic needs, 77.5% Mental health baseline data will be determined in the 2021-22 school year.				
#4 Reducing percentage of chronic absenteeism by .5% Maintain/increase Average Daily Attendance (ADA) at a rate of 96% 98% of Graduates enroll in a post-secondary college or training program	Elementary: Chronic Absenteeism 2.92% ADA - 98.07% Secondary: Chronic Absenteeism 3.46% ADA - 95.12% Post secondary college or training program: 95%				

Actions

Action #	Title	Description	Total Funds	Contributing

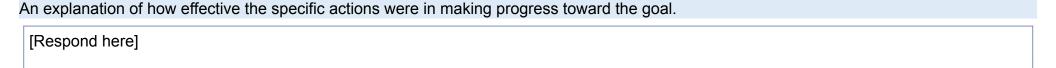| #1	Literacy Education	Implement full-time Reading Intervention Instruction for 1st-12th grades. Provide on-going teacher and Administrator professional development (workshops, coaching, collaborative planning time) in Common Core English Language Arts standards. Elementary Instructor @.5 FTE + Secondary Instructor @ .5 FTE	Total: $99,934	Y
#2	Math Skills and Applications	Implement full-time Math Intervention Instruction for 1st-12th grades. Elementary Instructor @.5 FTE + Secondary Instructor @ .5 FTE	Total: $134,500	Y
#3	Comprehensive Mental Health Program	Provide a comprehensive mental health program in grades 1st-12th, that includes Social Emotional Learning (SEL) and trauma-informed practices. Provide professional development to staff and faculty on SEL and trauma informed practices. (MFT+ Ed Psyc + counselor + paid interns)	Total: $218,071	Y
#4	High Fidelity Program	Provide access to a high-fidelity program ensuring a heightened focus on our At-Promise and Underserved Youth. Improve conditions of learning for at-promise and underserved youth. Hire additional Certificated SPED/Reading Intervention Instructor.	Total: $47,808	Y

Goal Analysis [21/22]

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.

[Respond here]

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

[Respond here]

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

> [Respond here]

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

> [Respond here]

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

Improve Pupil Outcomes

Goal #	Description
#1 ELL Proficiency	Support English Language Learners with explicit instruction that builds skill mastery & fluency.
#2 ELA and Math Proficiency	Support all students with ELA and Math skills development, as aligned to CA CCSS standards
#3 Advanced Coursework Options	Support expanded, advanced, and honors coursework. Bridge the opportunities for secondary students to take community college courses.
#4 STEAM & Interdisciplinary courses	Increase opportunities for STEAM professional development to implement integrated and interdisciplinary coursework across the curriculum. Increase opportunities for integrated, developmentally appropriate field experiences for all age levels. Offer multiple opportunities for students to participate in STEAM activities, outdoor education, and experiential education throughout the year.

An explanation of why the LEA has developed these goals.

Overall stakeholder input indicated that, though improvements had been made, the above goals had not been fully met. Faculty, parent and student surveys, as well as mastery grading summaries and progress reports, underscored the need for more focused work in these four areas. In addition, these goals highlight initiatives that are both comprehensive and schoolwide. They represent the development of programs that will move along the continuum from grades 1 through 12.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 Reclassification: 2-4 students per year	EL proficiency +2% from previous year on benchmark assessments for ELs throughout the course of the year	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
#2 Students in grades 1-12 will increase ELA proficiency Students in grades 1-12 will increase Math proficiency	ELA proficiency +2% from previous year on SBAC Math proficiency +2% from previous year on SBAC				
#3 Students are challenged in the Montessori classroom and are provided opportunities to enroll in honor level coursework.	Survey results indicate an increase of students who feel that their Montessori education is challenging them from the previous year. Elementary: 82% Increase +2% in enrollment in Honors level courses for students in grades 10-12				#3

#4						
Increase Science, Technology, Engineering, Art and Math (STEAM) Professional Development for Faculty.	Provide +1 professional development workshop in STEAM to teachers each year.					

Actions

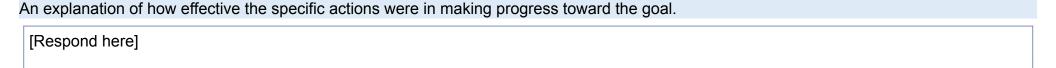| Action #	Title	Description	Total Funds	Contributing
#1	ELL Proficiency	Hire 1 FTE ELD Instructor + purchase new ELD curriculum and software	Total: $150,500	Y
#2	ELA and Math Proficiency	Purchase CPM + Freckle + Montessori Secondary Math Materials	Total: $9,110	N
#3	Advanced Coursework Options	Allot a % of college counselor's salary + PD for Course Enrichment/Extension. Hire a part-time Music Teacher for the elementary program.	Total: $73,030	N
#4	STEAM & Interdisciplinary Courses	Arrange PD for STEAM course offerings (CUE). Support AMS Conference attendance (X 4 faculty members).	Total: $6000	N

Goal Analysis [21/22]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

Improve Engagement

Goal #	Description
#1 Anti-Bias/Anti-Racism, Equity & Holistic Learning	Anti-Bias/Anti-Racism & Equity Work - Students and staff receive explicit instruction and develop skills in anti-bias/anti-racism practices. Students receive explicit tools and practice acknowledging, respecting, and collaborating across difference. Students have the knowledge, guidance, and resources to practice conflict resolution and mindfulness. Provide a comprehensive mental health program for all students that supports their social, emotional and physical needs.
#2 Positive Parent Engagement	Promote a positive campus climate with engaged parents/guardians and confident and compassionate students.
#3 Community Engagement	Rebrand the merged school to clearly communicate its mission and vision.

An explanation of why the LEA has developed these goals.

Overall stakeholder input indicated that, though improvements had been made, the above goals are either new, or had not yet been fully met. Faculty, parent and student surveys, as well as mastery grading summaries and progress reports, underscored the need for more focused work in these three areas. In addition, these goals highlight initiatives that are both comprehensive and schoolwide. They represent the development of programs that will move along the continuum from grades 1 through 12.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 Based upon student surveys, all students feel an increased sense of belonging	Elementary: 75.6% Secondary: In 2020-21 91% of students felt accepted and supported by the school.				
#2 Families note an increased sense of satisfaction Increased participation in the Family Engagement and School Climate Survey to be 25% or more	Elementary: 2020-21 95.45% of families are pleased with their child's experience at G.O. Secondary: In 2020-21 91.9% of families expressed that their students enjoyed attending school.				
#3 Increase partnerships with city, state and national organizations to further communicate the efficacy of Montessori Education.	Seek out membership and outreach opportunities with local organizations +2 a year.				

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Anti-Bias/Anti-Racism, Equity & Holistic Learning	Professional Development for staff and the board Ongoing family workshops and community events with an equity lens Curriculum development that supports an inclusive, equitable, and non-discriminatory environment	Total: $10,000	N

#2	Positive Parent Engagement	Re-design the parent organization to ensure that families feel connected to the community and are actively contributing to student success. We will develop unique opportunities for all families to engage in based on the diversity of their goals and interests including academic support, relationships and connectedness, and inclusion so that there is an increase in proportionality of families who feel included across backgrounds. (Offer both in-person and virtual opportunities to gather for meetings, social interactions, committee work and planning.)	Total: $2,500	N
#3	Community Engagement	Rebrand the merged school to clearly communicate its mission and vision. (Rebrand/redesign/reformat School website/social media.)	Total: $25,000	N

Goal Analysis [21/22]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-2022]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.73%	$451,526.00

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.

Support English Language Learners with explicit instruction that builds skill mastery & fluency; Support all students with ELA and Math skills development, as aligned to CA CCSS standards; Measure cognitive, social, emotional, and physical needs in order to develop holistic interventions and supports for all students; Provide a comprehensive mental health program, spanning grades 1st through 12th, that includes Social Emotional Learning (SEL) and trauma-informed practices. At both the Elementary and Secondary levels, we have full-time mental health professionals to support our students as needed with social skills groups, individual and small group counseling, and short and long term goals. Students will show growth in ownership of their participation within the small and large group setting, as well as heightened sense of satisfaction with peer and faculty relationships and belonging within the school environment.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required (9.73%).

The expenditures for these support services exceed the percentage required by more than $200,000. All new teachers receive special training in teaching EL's and supporting best practices within the General Education setting. All staff receive McKinney Vento training regularly so that we are able to appropriately support our foster and unhoused youth. Staff at each school site will complete regular data analysis cycles to prevent disproportionate representation regarding incidents and academic achievement of specific subgroups. For our unduplicated pupils, we will continue to provide professional development in culturally relevant practices as well as culturally relevant instructional materials. Throughout the year, we will continue to self-assess and offer follow-up support as needed for staff to further their learning.

Instructions

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:

   o **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.

   o **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.

   o **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:

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

o **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.