Local Control and Accountability Plan

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

### Local Educational Agency (LEA) Name

WISH Academy High

### Contact Name and Title

Shawna Draxton  Executive Director

### Email and Phone

sdraxton@wishcharter.org  714-756-0591

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**Plan Summary 2021-2022**

**General Information**

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

WISH Academy High School serves as a small high school that models best practices for inclusive education, university partnerships, and a constructivist, interdisciplinary approach to instruction that leverages technology in a rigorous college-preparatory curriculum.

All students graduate as collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared, and community minded. Through a culture of high expectations for all, students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community.

Based on the success of WISH Community's TK-8 school, WISH HS continued to emphasize family collaboration and individualized support for all students to become caring, confident learners in a compassionate learning community that respects and values different interests, abilities, learning styles, ethnicities, and cultural backgrounds.

We maximize every individual's learning potential within an atmosphere of caring and belonging grounded in the Common Core State Standards.

Our school fosters key academic, social, and ethical skills (teaching kids to do the right thing even when no one is looking) and attitudes that can only be developed when students with various abilities, needs, and backgrounds learn together.

Our vision is for an inclusive and accessible learning community where all students, parents, and staff appreciate and value diversity and where all students will receive individualized supports that prepare them for successful lives. WISH's student population includes 15% of students with disabilities. As a school that centralizes inclusion, WISH embraces the educational research that emphasizes the enormous gains in core subjects, social-emotional health, language and speech, behavior, belonging, and post-school outcomes for people with disabilities. All special education services are provided on a push-in basis within the context of the general education classroom. Students with disabilities learn with their same-age peers without disabilities in every single activity of the day ranging from those structured educational experiences within their classrooms to unstructured social interactions on the playground to full participation in our specialty art, music, technology, and PE instruction.

Based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together, our program will focus on improving scholarship and social awareness in the community-at-large, as well as prevent future learning and social problems for a wide spectrum of students; including those with disabilities, those whose families are challenged socioeconomically and those with diverse family dynamics.
Reflections: Successes

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

As a 9th-12th grade demonstration site, WISH Academy has hosted ministers of education, superintendents, state education leaders, visiting professors, graduate students, and other influential educators from 26 US States and 12 countries who come to see how we apply the latest research and into effective teaching strategies. Our belief in sharing our knowledge stems from our modeling of the award-winning CHIME Charter Elementary School in Woodland Hills, named “Charter School of the Year” by the US Department of Education. And our impact has been recognized as WISH was named a SWIFT Knowledge Development Site by the University of Kansas due to exemplary work implementing our core tenets – one of only six schools in the US selected for this auspicious designation.

Reflections: Identified Need

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

LCAP Highlights

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

WISH Charter has developed core values that drive the organization. The value aligned goals that drive our decision making include:

Social Justice through Inclusivity- When we raise children in socially just, heterogeneous classrooms from the outset, that teach children to value diversity, the children become adults that build community spaces and work places that embrace all people.

Academic Excellence: All children deserve high quality instructional experiences that prepare them to achieve Whole Scholar Approach: A high quality educational experience includes music, art, physical education, technology, and STEM instruction.

Active Partnerships - We believe that schools thrive with the expertise of community, business, and university guidance and support. Through the analysis of multiple measures of data including the California Dashboards and the required LCAP metrics the WISH action plans include the following categories:

1. High quality Instructional materials and well-trained teachers
2. Clean and well-maintained campuses
3. Parent Involvement
4. High Achievement
5. English Learners
6. Attendance
7. School Climate
8. Broad course of study

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.
WISH has strong parent, educator, and community member partnerships. Regular meetings are scheduled with each group and during those meetings, there are opportunities for the draft LCAP to be reviewed. The LCAP proposal was shared and stakeholder input was gathered at faculty meetings, WCA Leadership meetings, WCA meetings, and School Site Council meetings. In addition, an additional LCAP stakeholder input and review opportunity was provided in the board meeting on 5/13/21 for public review and comment, and an additional meeting for all community members was held on 6/21/21.

A summary of the feedback provided by specific stakeholder groups.

- SSC wanted a small amount of funds set aside so they could make an action plan in August once teachers were able to build relationships with students and understand the specific needs of the pupils in the next school year.
- Parent leaders from the WCA requested that additional funds be added for additional enrichment activities to occur with our unduplicated pupils.

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

- A small amount of funds were set aside so that the SSC committees could make additional actions with their teams, once teachers were able to build relationships with students and understand the specific needs of the pupils in the next school year.
- Additional funds were added to support enrichment activities for our unduplicated pupils.

Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Excellence</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

All students at WISH will be held to high standards of academic excellence. Teachers will be trained in innovative instructional practices, including depth, complexity, and honors strategies, and 100% of WISH students will have access to 1:1 devices and instructional materials that align with state standards. As a school that supports social justice through inclusivity for ALL pupils, WISH embraces the educational research that emphasizes the enormous gains in core subjects, social-emotional health, language and speech, behavior, belonging, and post-school outcomes when students are educated together.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>A standardized measure such as SBAC or an internal verified data source.</td>
<td>60% of school-wide and all significant subgroups will meet or exceed standards or demonstrate growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Well-trained teachers, 1:1 chromebooks, and high quality Instructional materials.</td>
<td>WISH will provide all students with access to fully credentialed teachers and service providers, 1:1 Chromebooks, and high quality instructional materials that align with state standards.</td>
<td>$1,504,224.00</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Provide clean, sanitized and well-maintained campuses</td>
<td>School facilities will be sanitised, cleaned and maintained in good repair with daily spot check and site Inspection Lists with &gt; 90% of items in compliance or good standing.</td>
<td>$403,468.00</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Invest in attendance monitoring staff &amp; software</td>
<td>The attendance coordinator and office lead will monitor student attendance and communicate with families. Parent outreach and communication will continue to stress the importance of attendance and arriving at school on time each day. A daily robocall will be implemented for all students that are absent at 9:30am. 4 levels of truancy letters with varying degrees of action will be mailed to parents of habitually truant students.</td>
<td>$20,757.00</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Student Engagement Coaching &amp; Parent Support program</td>
<td>This program will provide unduplicated students with an additional resource to intervene with those engaging in school refusal, and/or who are missing more than 20% of school days through a BCBA or School Psychologist with behavioral background. This person will work directly with families and will collaborate with school-based staff to improve school attendance and engagement.</td>
<td>$18,676.00</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Provide Literacy Intervention</td>
<td>In order to significantly improve growth and achievement for unduplicated students, WISH is implementing a balanced literacy intervention program to establish a coordinated and sustained focus on literacy embedded within a rigorous general education curriculum.</td>
<td>$5,000.00</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Additional Supports for Unduplicated Students</td>
<td>Additional adult support and intervention services for students including counseling/psycho-social support, after school tutoring and enrichment programs are provided for each student that is identified as having a need in these area.</td>
<td>$157,859.00</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Nutrition</td>
<td>WISH will provide a daily nutritious hot lunch to all students.</td>
<td>$57,361.00</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Achieving/Low Income - Title 1</td>
<td>School Site Council committee funds to support learning for GATE student groups who are also low income, EL and foster youth</td>
<td>$5,000.00</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
Goal Analysis 2021-2022

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

<table>
<thead>
<tr>
<th>Goal Analysis</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An analysis of any substantive differences in planned actions and actual implementation of these actions.</td>
</tr>
<tr>
<td></td>
<td>Not applicable to this year's LCAP cycle.</td>
</tr>
<tr>
<td></td>
<td>An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.</td>
</tr>
<tr>
<td></td>
<td>Not applicable to this year's LCAP cycle.</td>
</tr>
<tr>
<td></td>
<td>An explanation of how effective the specific actions were in making progress toward the goal.</td>
</tr>
<tr>
<td></td>
<td>Not applicable to this year's LCAP cycle.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Not applicable to this year's LCAP cycle.</td>
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</tbody>
</table>

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Whole Scholar Approach</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

At WISH we are committed to serving the Whole Scholar. From the very first day that the students enter the campus, to each and every day thereafter, an emphasis on academic achievement and social-emotional growth and development is present and built upon. All students have high-quality music, art, physical education, library and technology from the outset. Interdisciplinary teams of teachers and specialists work together to make sure the instruction is meaningful and engaging for each and every child. Exceptional educators create strong parent partnerships and build connections with all students that we serve at WISH!

Measuring and Reporting Results
Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Broad Course of Study</td>
<td>WISH Academy has four separate pathways available to all students - Engineering, Biomedical, VAPA and Civics. Students also have access to arts, music, sports, STEM and other electives and seminars. Plus there are many after school and lunch activities and clubs that include CIF Sports, student council, technology, eSports teams, band, and Theatre.</td>
<td>$239,143.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Enrichment Support - Scholarships</td>
<td>Students who qualify for low income supports will continue to have access to an array of learning experiences both in-school and on after school learning excursions (including scholarships for Walk Through-Intensive Field Trips, Retreats, sports teams, robotics teams, and any other WISH affiliated learning activity).</td>
<td>$5,400.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.
An explanation of why the LEA has developed this goal.

At WISH we believe that all children are gifted and valuable! From the outset, children learn in socially just classrooms that teach that diversity is valued! As these children grow up they are innovators and advocates for social, community, and workplace access and equity! Each class builds a strong, inclusive community together! Each summer teachers attend professional development institutes on gifted and talented education, Balanced Literacy, technology, and multi-tiered systems of support. Important academic, social, and ethical skills and attitudes are developed when students with various strengths, needs, and backgrounds learn together.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student population at WISH will reflect the natural diversity in the ability level of humans in the nation and thereby at least 10% of pupils will have an identified disibility.</td>
<td>WISH currently serves the natural average of pupils with disability- 10-13%.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
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Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Social Justice Through Inclusion and Diversity</td>
</tr>
</tbody>
</table>
## Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

### 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.

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Not applicable to this year's LCAP cycle.

## Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Active Partnerships</td>
</tr>
</tbody>
</table>
An explanation of why the LEA has developed this goal.

WISH believes that it takes a village to raise children and will continue to partner with parents, teachers, students, community organizations, and Loyola Marymount University to achieve the WISH mission and vision.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 80% of parents attend at least two school events each year-parent/teacher conferences, WCA meetings, school events</td>
<td>93% of parents attend at least two or more events.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student surveys</td>
<td>Currently 90% of pupils report feeling safe, free from bullying, and emotionally responded to while on campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty and staff satisfaction surveys will have a composite rate of over 60%</td>
<td>94% of faculty and staff report feeling satisfied.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parent Partnerships</td>
<td>Parent involvement will continue to be a cornerstone of WISH's school operations, with parent representatives on the Board of Directors, WCA Governance Council, and WCA School Site Council, volunteering at school and engaged via frequent and myriad home-school communications. Per WISH's Charter, a parent of a student with a disability is included on the Board, on the SSC, and on the WCA Governance Council.</td>
<td>$72,568.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Student Partnership &amp; Engagement</td>
<td>To engage and support all students, WISH will invest in social skills and anti-bullying curriculum. Provide training for advisory, home team and other non-scholastic student support training programs. Support school site-based clubs and enrichment activities</td>
<td>$74,189.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Goal</td>
<td>Description</td>
<td>Expenditure</td>
<td>Status</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>3</td>
<td>Teacher Partnerships</td>
<td>To attract, retain and support faculty, WISH provides 2 weeks of professional development each summer year, plus weekly PD throughout the year; flexible conference stipends to every teacher; financial support for teacher inducton programs; plus an allowance every year for each teacher to spend on classroom items.</td>
<td>$20,507.00</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>University Partnership</td>
<td>WISH is a formal demonstration site for Loyola Marymount University’s (LMU) School of Education. Our partnership with LMU’s school of education allows for the implementation of innovative research-based practices and on-going growth and reflection. WISH classrooms serve as research-to-practice spaces that disseminate and share effective educational practices with educators and visiting researchers. LMU assists WISH in continuing to grow its model by providing high-quality student teachers who lower WISH’s student-teacher ratio; fieldwork students who study and learn here and provide a valuable feedback loop; professional development presented by university faculty to deepen the skills of the WISH team; university faculty who offer support and expertise; and student tutors and mentors who work one-on-one with WISH students. In exchange, WISH assists LMU by providing hands-on training for graduate students and an innovative, cutting-edge instructional environment rich with joy and enthusiasm for learning.</td>
<td>$600.00</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Community Partnerships</td>
<td>WISH will continue to support its partnerships with community organizations in a number of ways: as a member of the local Chamber of Commerce; by supporting community events (4th of July parade; Rock, Roll and Run fundraiser); by working with our local media partners and sports teams for recruitment advertising;</td>
<td>$5,213.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis 2021-2022**

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.
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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

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.

As a school dedicated to social justice, diversity and inclusion the needs of our most vulnerable students are always considered in hiring, staff development and purchasing decisions. Our teachers are trained every summer in differentiated instruction, inclusion and Tier 1,2 & 3 interventions which are primarily directed towards our unduplicated students, including those with disabilities. Attendance monitoring alerts school staff to students that are not able to get to school which can indicate stress at home which can be a result of homelessness, families undergoing financial problems, or a language barrier. WISH takes extra care to include parents that are not able to visit their child’s school during the day because of work, by having evening events that all can attend. Our University partnership includes a program for the university students to tutor of our unduplicated students

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

WISH provides several programs and many additional services to foster youth, English Learners, and low-income students, including:
- Student Engagement Coaching & Parent Support program
- Literacy Intervention
- Afterschool Tutoring
- Additional counseling/psycho-social support
- Scholarships for enrichment activities
- English Language Learning support
- Interpreters

**Expenditure Tables**

**Total Expenditures Table**
<table>
<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Well-trained teachers, 1:1 chromebooks, and high quality Instructional materials.</td>
<td>All</td>
<td>$1,143,606.00</td>
<td>$141,350.00</td>
<td></td>
<td></td>
<td>$219,268.00</td>
<td>$1,504,224.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Provide clean, sanitized and well-maintained campuses</td>
<td>All</td>
<td>$307,428.00</td>
<td></td>
<td></td>
<td>$96,040.00</td>
<td>$403,468.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>Invest in attendance monitoring staff &amp; software</td>
<td>All</td>
<td>$20,757.00</td>
<td>$20,757.00</td>
<td></td>
<td></td>
<td>$20,757.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>Student Engagement Coaching &amp; Parent Support program</td>
<td>Foster Youth, English learner (EL), Low Income</td>
<td>$18,676.00</td>
<td></td>
<td></td>
<td></td>
<td>$18,676.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>Provide Literacy Intervention</td>
<td>English learner (EL), Foster Youth</td>
<td>$5,000.00</td>
<td></td>
<td></td>
<td>$67,031.00</td>
<td>$157,859.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>Additional Supports for Unduplicated Students</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>$0.00</td>
<td>$90,828.00</td>
<td></td>
<td>$67,031.00</td>
<td>$157,859.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>Nutrition</td>
<td>All</td>
<td>$1,626.00</td>
<td>$29,478.00</td>
<td>$26,257.00</td>
<td></td>
<td>$57,361.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>Achieving/Low Income - Title 1</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td></td>
<td></td>
<td></td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>English Learners - Title 1</td>
<td>English learner (EL)</td>
<td></td>
<td></td>
<td></td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>Special Education - Title 1</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
<td></td>
<td></td>
<td></td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>11</td>
<td>Climate &amp; Culture - Title 1</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>$5,000.00</td>
<td></td>
<td></td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Broad Course of Study</td>
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<td></td>
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<td></td>
<td>$239,143.00</td>
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Totals:

<table>
<thead>
<tr>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
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</thead>
<tbody>
<tr>
<td>$2,323,040.00</td>
<td>$324,632.00</td>
<td>$249,882.00</td>
<td>$515,216.00</td>
<td>$3,412,770.00</td>
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## Contributing Expenditure Table

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>LCFF Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>Student Engagement Coaching &amp; Parent Support program</td>
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<td>5</td>
<td>Provide Literacy Intervention</td>
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<td>English learner (EL), Foster Youth</td>
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<td>$5,000.00</td>
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<tr>
<td>1</td>
<td>6</td>
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<table>
<thead>
<tr>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
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<tbody>
<tr>
<td>Total</td>
<td>$264,948.00</td>
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<tr>
<td>LEA-wide Total:</td>
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<td>Limited Total:</td>
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<tr>
<td>Schoolwide Total:</td>
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Page 13 of 15
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Achieving/Low Income - Title 1</th>
<th>Limited</th>
<th>English learner (EL), Foster Youth, Low Income</th>
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<tbody>
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<tr>
<td>1</td>
<td>9</td>
<td>Special Education - Title 1</td>
<td>Limited</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
<td>All Schools</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>Climate &amp; Culture - Title 1</td>
<td>Limited</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Broad Course of Study</td>
<td>Schoolwide</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$239,143.00</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Enrichment Support - Scholarships</td>
<td>Limited</td>
<td>Low Income, Foster Youth</td>
<td>All Schools</td>
<td>$5,400.00</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Implement EL Master Plan</td>
<td>Limited</td>
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<td>All Schools</td>
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<td>3</td>
<td>Provide Robust Interpreting Services</td>
<td>Limited</td>
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</table>

**Federal Funds Detail Report**

<table>
<thead>
<tr>
<th>Totals:</th>
<th>Title I</th>
<th>Title II</th>
<th>Title III</th>
<th>Title IV</th>
<th>CSI</th>
<th>Other Federal Funds</th>
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</thead>
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<th>Title II</th>
<th>Title III</th>
<th>Title IV</th>
<th>CSI</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Well-trained teachers, 1:1 chromebooks, and high quality Instructional materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$219,268.00</td>
<td>$1,504,224.00</td>
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<tr>
<td>1</td>
<td>2</td>
<td>Provide clean, sanitized and well-maintained campuses</td>
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<td></td>
<td></td>
<td></td>
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<td>$96,040.00</td>
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</table>

Page 14 of 15
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Supports for Unduplicated Students</th>
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<tbody>
<tr>
<td>1</td>
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<td>Nutrition</td>
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<tr>
<td>1</td>
<td>9</td>
<td>English Learners - Title 1</td>
<td>$5,000.00</td>
<td></td>
<td>$5,000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Special Education - Title 1</td>
<td>$5,000.00</td>
<td></td>
<td>$5,000.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>11</td>
<td>Climate &amp; Culture - Title 1</td>
<td>$5,000.00</td>
<td></td>
<td></td>
<td>$5,000.00</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Enrichment Support - Scholarships</td>
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<td></td>
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<td>$5,400.00</td>
</tr>
<tr>
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<td>4</td>
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<td>Teacher Partnerships</td>
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<td>$20,507.00</td>
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</table>
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)).
The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

**Goals and Actions**

**Purpose**

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

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

**Requirements and Instructions**

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

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

- **Focus Goal**: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- **Broad Goal**: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal**: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.
Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some
metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.
Timeline for completing the “Measuring and Reporting Results” part of the Goal.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2022-23)</th>
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</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2020–21.</td>
<td>Enter information in this box when completing the LCAP for 2020–21.</td>
<td>Enter information in this box when completing the LCAP for 2021–22. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2020–21.</td>
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</table>

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

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

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

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

**Goal Analysis:**

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

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

**Requirements and Instructions**
This section must be completed for each LCAP year.
When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

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

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:
After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

**For School Districts Only:**

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

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action’s number as indicated in the LCAP Goal.
• **Action Title**: Provide a title of the action.

• **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

• **Increased / Improved**: Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

• If “Yes” is entered into the Contributing column, then complete the following columns:
  
  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.