2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Palo Verde Unified School District
CDS Code:	33 67181 0138610
LEA Contact Information:	Name: Chris Shockley Position: Executive Director Phone: 888-315-4660 ext. 104
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$10,656,549
LCFF Supplemental & Concentration Grants	$982,145
All Other State Funds	$738,985
All Local Funds	$0
All federal funds	$164,803
Total Projected Revenue	$11,560,337

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$10,864,507
Total Budgeted Expenditures in the LCAP	$164,803
Total Budgeted Expenditures for High Needs Students in the LCAP	$-
Expenditures not in the LCAP	$10,699,704

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$384,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$1,274,730

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$NaN
2020-21 Difference in Budgeted and Actual Expenditures	$890,730

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palo Verde Unified School District

CDS Code: 33 67181 0138610

School Year: 2021-22

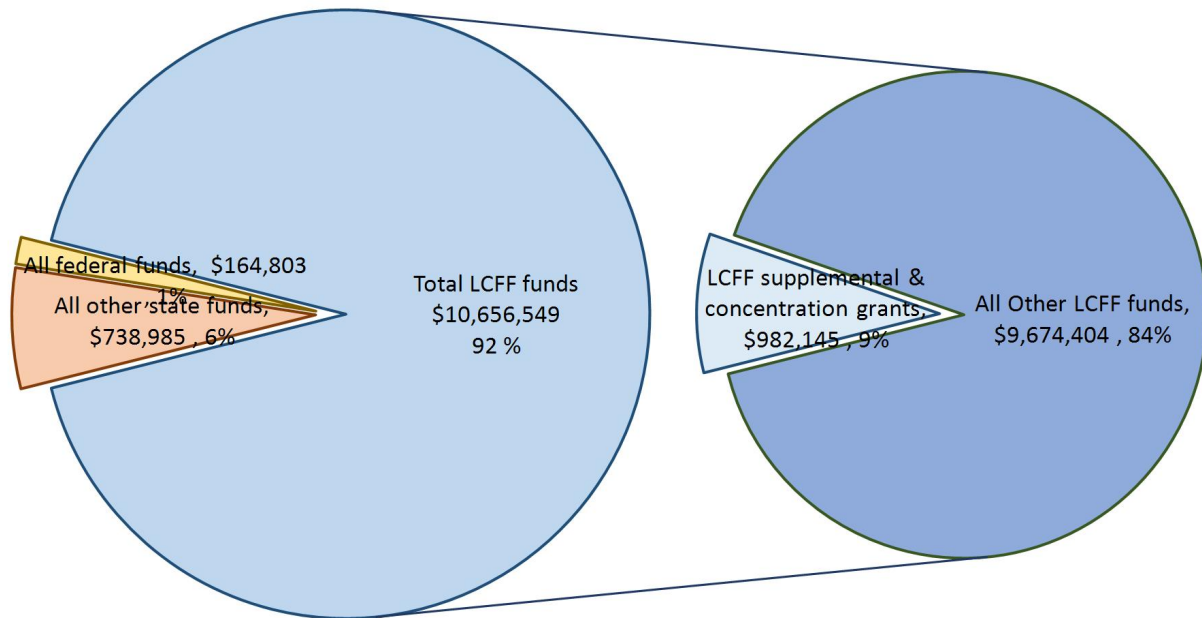LEA contact information:

 Chris Shockley

 Executive Director

 888-315-4660 ext. 104

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $164,803 1%

All other state funds, $738,985 , 6%

Total LCFF funds $10,656,549 92 %

LCFF supplemental & concentration grants, $982,145 , 9%
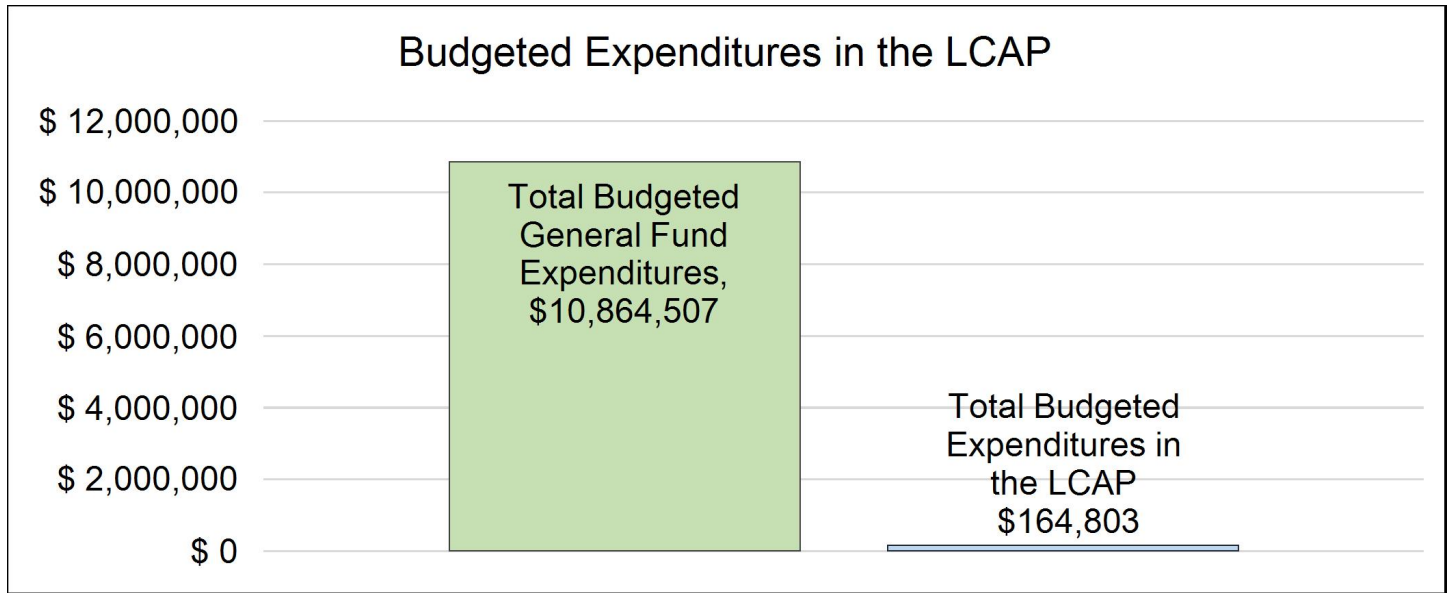
All Other LCFF funds, $9,674,404 , 84%

This chart shows the total general purpose revenue Palo Verde Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Palo Verde Unified School District is $11,560,337, of which $10,656,549 is Local Control Funding Formula (LCFF), $738,985 is other state funds, $0 is local funds, and $164,803 is federal funds. Of the $10,656,549 in LCFF Funds, $982,145 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 12,000,000	
$ 10,000,000	Total Budgeted General Fund Expenditures, $10,864,507
$ 8,000,000	
$ 6,000,000	
$ 4,000,000	Total Budgeted Expenditures in the LCAP $164,803
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Palo Verde Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.
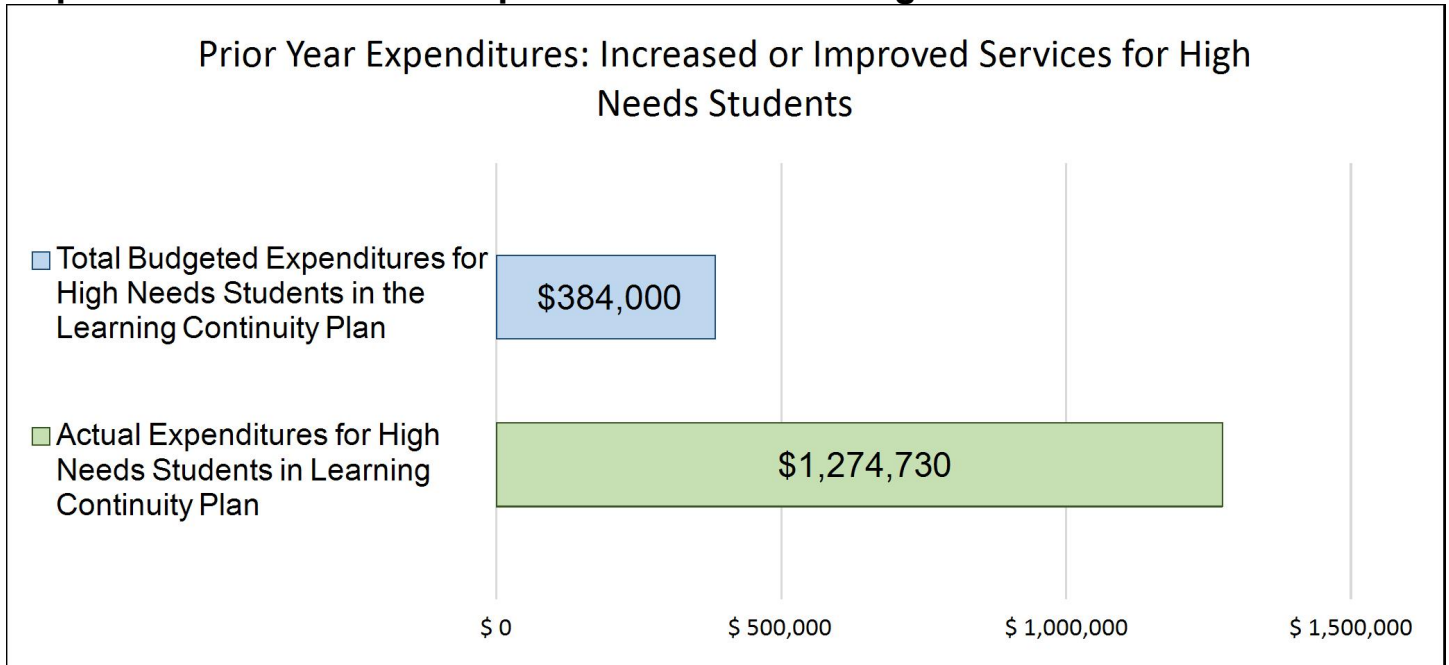
Palo Verde Unified School District plans to spend $10,864,507 for the 2021-22 school year. Of that amount, $164,803 is tied to actions/services in the LCAP and $10,699,704 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Palo Verde Unified School District is projecting it will receive $982,145 based on the enrollment of foster youth, English learner, and low-income students. Palo Verde Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Palo Verde Unified School District plans to spend $- towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $384,000
- Actual Expenditures for High Needs Students in Learning Continuity Plan: $1,274,730

Axis: $0 — $500,000 — $1,000,000 — $1,500,000

This chart compares what Palo Verde Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Palo Verde Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Palo Verde Unified School District's Learning Continuity Plan budgeted $384,000 for planned actions to increase or improve services for high needs students. Palo Verde Unified School District actually spent $1,274,730 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Palo Verde Unified School District	Chris Shockley Executive Director	chris.shockley@scaleacademy.org 888-315-4660 ext. 104

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

We do not have goals created for 19-20 school year to review. We were in the process of creating our initial LCAP report as it was postponed due to the pandemic. We have been working diligently this year, utilizing data from 19-20 and 20-21 school years. We did compete the learning continuity plan.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
	We do not have goals created for 19-20 school year to review. We were in the process of creating our initial LCAP report as it was postponed due to the pandemic. We have been working diligently this year, utilizing data from 19-20 and 20-21 school years. We did compete the learning continuity plan.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. We are a non classroom based independent environment, any in person meetings and interactions with stakeholders have been cancelled or done through virtual meetings. Virtual meetings, email, and phone messaging is the route we have instructed all to do. 2. Employees have been put on rotations to keep small and separated work time. Hours have been adjusted as needed to accommodate the safety of all. As the local and state mandates changed, we followed all requirements and guidelines in regards to PPE and social distancing as it applies to all stakeholders.	N/A	N/A	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We were able to maintain school as we did prior to this plan. No changes in budget were reflected during this time from this offering.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

SLA has been one of the many schools to maintain regularity during a difficult time. The program we have created being an independent study non classroom based environment was sustained before and after this plan was created.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Computers (with educational firewall protection), portable internet jetpacks, headsets,etc. were added for additional access for various needs including assessment.	$164,803.00	$164,803.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We added additional computer devices for student assessments during limited interactions in person. Although the state assessments were canceled/waived for 19-20 we used the computers to help have students get access to educational needs.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We had a very productive year and felt very successful during a difficult time so many people were going through. We did see some added needs but mostly our students continued to remain strong and complete their assigned coursework without much learning loss. We have built a strong program to sustain even a pandemic. Our team worked effortlessly and very tediously to create added means of communication and outreach to make sure all students were accounted for, safe, and received support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SLA assessed students quarterly to maintain data measurements and guide instructional needs and resources. We did not project or view any additional learning loss or gaps that exceed previous years. We addressed any learning loss or gaps as standard practice and offered supports to allow students to work on any deficits.	N/A	N/A	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences planned for this outcome.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

SLA has remained strong in this area to review student progress and add supports to bridge learning gaps and address any loss of learning even if this was the case when students enrolled with us coming from a previous establishment.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

SLA has worked diligently to provide staff members guidance and training to help identify needed supports for social-emotional concerns. We maintained and enforced communication and did wellness calls as needed. Adjustments were made for pupils and families as situations were presented as needed.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

SLA did outreach regularly before this time, but we stepped up our practices to add more support for families and staff. Additional trainings were given to prepare and sustain this support.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

As a non classroom based independent study program we are limited on what supports we are able to offer for food/nutritional supports to families. We continued to notify families identified as free or reduced lunch that needed assistance with the application to receive the P-EBT card food card both this year and last. We will maintain this as available.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A		n/a		No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

This did not apply to our program, we did not change or add changes.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We will continue to meet with students through avenues that are not in-person due to our program structure, being a non classroom based independent study that utilizes virtual instruction as our primary learning option. Assessments if any was the only exception as we were able to do so and meet with students that added controlled environments and participation which was impacted slightly with the lack of availability to meet students in person and families having to implement theses assessments at home.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

SLA has always and will maintain quarterly internal assessments to review student data measurements that help guide instruction, even when state assessments were not available we continued to utilize this valuable data measurement tool.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

We are proud to comment on how we were able to sustain expectations, instruction and support to families as our program remained intact although the environment around us changed and was difficult for many people and reasons.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of the LCAP plan we have designed was formed after reviewing information and data from the previous year and the current. Majority of our planning in the LCAP is dependent on performance acceleration and improvement of rates in different areas. We have already begun to implement items, we just need better execution and participation in some areas. The Learning Continuity Plan was created to continue our structure even before the learning conditions surrounding us changed. We did take note to the assessment modifications and lack of participation at times and lack of data needed to help provide additional evidence for the dashboard and LCAP measures.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20** **Annual Update** **Budgeted**	**2019-20** **Annual Update** **Actual**

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	N/A	N/A
Distance Learning Program	$164,803.00	$164,803.00
Pupil Learning Loss	N/A	N/A
Additional Actions and Plan Requirements	N/A	N/A
All Expenditures in Learning Continuity and Attendance Plan	$164,803.00	$164,803.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	N/A	N/A
Distance Learning Program		
Pupil Learning Loss	N/A	N/A
Additional Actions and Plan Requirements	N/A	N/A
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	N/A	N/A
Distance Learning Program	$164,803.00	$164,803.00
Pupil Learning Loss	N/A	N/A
Additional Actions and Plan Requirements	N/A	N/A
All Expenditures in Learning Continuity and Attendance Plan	$164,803.00	$164,803.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palo Verde Unified School District	Chris Shockley Executive Director	chris.shockley@scaleacademy.org 888-315-4660 ext. 104

Plan Summary [2021-22]

General Information

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

SCALE Leadership Academy East is a non classroom based independent study charter school. This year we have 1100 students enrolled in grades from Transitional Kindergarten to 12th grade. SCALE services pupils in Riverside, Orange, San Bernardino and San Diego counties. Nearly 54.8% of SLA students are socially and economically disadvantaged, 8.9% of our students are in Special Education and 11.5% are identified as English Learners. 39.6% of SLA students are White, 27.6% are Black or African American, 14.8% are Hispanic or Latino, 4.7% are Asian, 1.3% are American Indian, and less than 5% are two or more races. SLA has 6 Foster Youth and 28 students who are considered Homeless.
SLA employed 24 certificated employees and 15 classified employees during the 2020-21 school year.

The SLA Vision Statement:
SCALE Leadership Academy East is firmly committed to our educational model that is based on accountability, diversity, leadership, and learning. We believe that all students have the ability to perform in an environment of high expectations and high levels of support. SCALE also believes that each child has unique gifts. SCALE offers a non-traditional setting, which is a perfect blend between online learning, self-directed study, and project-based curriculum. We hold high expectations to provide excellent teacher support, more instructional minutes, electives including options to include college and career readiness, and technology integration not offered in traditional programs.
Most importantly, we offer a personalized and flexible program that is tailored for every student at the beginning of each school year.

Mission Statement:
Our Mission at SCALE Leadership Academy-East is to establish a TK-12 independent, exclusively virtual non classroom based public charter school that sets students on a path to success. SCALE will support students at their academic level through an Individualized Learning Plan (ILP) that incorporates strategies to help the whole child academically and emotionally. It is our aim that upon leaving SCALE Leadership Academy East, students:
- Are prepared to perform to their individual best and identify personal strengths to achieve success
- Utilize technological resources and problem-solving to execute life skills and learning

- Are motivated and can effectively communicate how to succeed and have had awareness of college expectations
- Have developed a personal commitment to serve as leaders of the 21st century

Reflections: Successes

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

SLA is now completing our third year open. The first year, we had a small population of students. The data from the Dashboard was limited. The second and current year data has been disrupted and is incomplete due to the COVID-19 virus and worldwide pandemic complications. Completing our LCAP three year plan with goals was delayed. We are now creating this plan with somewhat partial data. Successes we are able to identify clearly include growth for graduating students, our student population has remained consistent, and fortunately the program we offer can be done virtually and families were mostly unaffected to traditional school closure protocols.

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.

We are always working to improve and use reflection as valuable feedback. Improvements we have identified are to improve our high school graduation rate, all teachers on staff need to be completely certified for certification according to the CTC, and incorporate CTE to help allow students to be prepared for a path after high school, this also includes College and Career readiness. We also want to offer additional communication and meetings with parents to gather more interaction with families.

LCAP Highlights

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

Although we have had some obstacles that postponed our efforts to create this report (pandemic), we have had some added time for collaboration and review of our program. Working diligently on this report and building our goals, we have been able to identify many strengths and show progress that our program has developed. Feedback and discussions were positive and productive. Our school foundation has been established between all stakeholders to promote a supportive and individual learning enriched environment.

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.

Meetings with stakeholders are held throughout the year. Specific agenda topics are created to have productive discussions. Feedback and collaboration is the desired goal. This process allows us to gain helpful response and direction in which we can better serve all groups and directly impacts students.

A summary of the feedback provided by specific stakeholder groups.

Surveys, meetings, and discussions were held in the areas of School Site Council, board meetings, teacher committees, and student feedback sessions. The data, feedback and response was very helpful. Topics covered included but were not limited to were climate, culture, engagement, teacher/staff inventory, resource availability, additional programs/group interactions for the school community, safety protocols, and pandemic awareness. We received very helpful feedback and response. On average we received a score of 4.61 out of 5 points. 1 being the lowest rating, and 5 being the highest rating.

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

The above information and discussion points helped guide administration to review such items to allow room for review and improvement. This allows our teams to review current program resources and plans, as well as what did not work. Also adding ideas for needed implementation for future goals.

Goals and Actions

Goal

Goal #	Description
1	SCALE Leadership Academy - East will sustain appropriate conditions for learning inclusive of: (1) remaining compliant with Williams requirements: (i) appropriate teacher assignment, (ii) sufficient instructional materials, and (iii) facilities in good repair. (2) ensuring pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

An explanation of why the LEA has developed this goal.

LEA has selected this maintenance goal, as our baseline data indicates we fully meet these requirements at full implementation and our current systems are sustainable.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A.100% of teachers will be fully credentialed and appropriately assigned. B. 100% of students will have standards-aligned instructional materials. C. School will pass the school safety evaluation with 80% accuracy	SLA has selected this maintenance goal, as our baseline data indicates we fully meet these requirements at full implementation and our current systems are sustainable for: A.100% of teachers will be fully credentialed and appropriately assigned. B. 100% of students will have standards-				A.100% of teachers will be fully credentialed and appropriately assigned. B. 100% of students will have standards-aligned instructional materials. C. School will pass the school safety evaluation with 80% accuracy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
D. 100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).	aligned instructional materials. C. School will pass the school safety evaluation with 80% accuracy D. 100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language				D. 100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Certification	Teacher Certification- Teachers must be fully credentialed or in a program within a specific timeline to complete certification. Any teachers who were missing any items have completed waivers, taken additional coursework for certification. Teachers with new credentials, will be sponsored through the induction program after a minimum hours/years teaching and with SCALE.	$3,882,690.00	No
2	Standards aligned curriculum	Standards aligned curriculum - Providing digital curriculum, software and access for students enrolled. Provided students at their request physical copies of school materials, textbooks.	$421,281.00	No

Action #	Title	Description	Total Funds	Contributing
3	Safety Compliance	School safety compliance- Maintained full compliance at business facilities including repairs.	$5,000.00	No
4	Student access to a broad course of study including core subjects and enrichment subject matter.	Ensuring pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc. Vendor enrichment resources included.	$2,192,905.00	No
5	Educational Consultation	Consultants provide services to help train staff, help assist teachers and students with resources, and offer informational guidance for compliance requirements. This includes trainings for development for educational standards and curriculum instruction. This is inclusive to the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.	$1,907,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	SLA East will sustain full implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.

An explanation of why the LEA has developed this goal.

LEA has selected this focus goal, as our baseline data indicates we fully meet most of the requirements at full implementation, however, we acknowledge a gap in access for some of our EL learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. 100% of SLA teachers will be trained to implement all CA standards including how EL's will access the CCSS and ELD standards. B. 95% of English Learners enrolled in the EL Support Hybrid Program with a 15 - 18% increase in engagement each year for the next three years.	A. 100% of SLA teachers were trained to implement all CA standards including how EL's will access the CCSS and ELD standards. B. 0% were enrolled, as the Hybrid course was not yet implemented. During the 19-20 school year we did not offer the EL online course. SDAIE strategies were embedded in the curriculum with support from teachers and staff.				A. Met: 100% of SLA teachers were trained to implement all CA standards including how EL's will access the CCSS and ELD standards B. Not Met 100% of students were enrolled and notified of enrollment, however only 3% of learners successfully engaged in the course.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELL Teaching Resources	We have implemented an added specific coordinator and a group of teachers who work to plan curriculum for ELD standards to help provide the additional instruction to assist the general educational instruction to cover this need in collaboration.	$115,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	SLA East will improve by 9% (successful completion of additional indicators) each year and sustain pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

An explanation of why the LEA has developed this goal.

LEA has selected this focus goal, as our baseline data indicates we fully satisfy most of the metrics at full implementation, however, we acknowledge a gap in access for some of our EL learners and achievement data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. 50% of all students will score Level 3 or higher on CAASPP exams in ELA & Math OR score Level 3 in ELA or Math AND demonstrate a 5% growth rate in the subject where proficiency wasn't met. 50% of all students scoring below Level 3 in ELA and math will demonstrate a 5% growth rate. B. 35% of high-school students will have successfully	A. We have no data at this time from CAASPP assessments. We will attain this data next year. B. At least 35% of high school students have completed A-G courses and requirements. Added CTE pathways will be added as a goal implementation. C. 50% of ELs will progress at least one English Learner Progress Indicator				A. 50% of all students will score Level 3 or higher on CAASPP exams in ELA & Math OR score Level 3 in ELA or Math AND demonstrate a 5% growth rate in the subject where proficiency wasn't met. 50% of all students scoring below Level 3 in ELA and math will demonstrate a 5% growth rate. B. At least 50% of high-school students will have successfully

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed A-G requirements or CTE Pathways. C. 50% of ELs will progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4. D. 50% of pupils that take AP exams will pass with a score of 3 or higher. E. 25% of EL pupils will be designated as Fluent-English Proficient from the prior census. F. 80% of pupils who participate in, and demonstrate college preparedness path, the Early Assessment Program, or any subsequent assessment of college preparedness. G. 100% of all high school students will be offered A-G approved course.	(ELPI) level or maintain ELPI Level 4. The added ELL supplementary resources and training will be provided by our general education educators with oversight from an EL cohort team. D. We did not achieve 50% participation of pupils that take AP exams will pass with a score of 3 or higher. Students will work with their teachers to help prepare for test taking strategies and exam reference points. E. 22% of EL pupils (that we tested) were designated as Fluent-English Proficient. F. We did not achieve 80% of pupils to participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent				completed A-G requirements or CTE Pathways. C. 50% of ELLs will progress at least one English Learner Progress Indicator (ELPI) level or maintain ELPI Level 4. The added ELL supplementary resources and training will be provided by our general education educators with oversight from an EL cohort team. D. 50% of pupils that take AP exams will pass with a score of 3 or higher. Students will work with their teachers to help prepare for test taking strategies and exam reference points. E. 25% of EL pupils (that we tested) will be designated as Fluent-English Proficient. F. 80% of pupils to participate in, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
H. 100% of all high school students will be offered Concurrent / Dual Enrollment opportunities. I. School will advertise and make available Golden State Merit Diploma and other specialized/personalized options. J. 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses. K. 90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical	assessment of college preparedness. Students and teachers will work together on this pursuit. G. 100% of all high school students are offered A-G approved course, this will be offered through our counseling team and students as they enroll. H. 100% of all high school students are offered Concurrent / Dual Enrollment opportunities, this will be completed by through our counseling team as students are enrolled. I. School has and will advertise and make available Golden State Merit Diploma and other specialized/personalized options. J. 90% of students grades K/TK - 6 will demonstrate				demonstrate college preparedness pursuant path, the Early Assessment Program, or any subsequent assessment of college preparedness. Students and teachers will work together on this pursuit. G. 100% of all high school students will be offered A-G approved course, this will be offered through our counseling team and students as they enroll. H. 100% of all high school students will be offered Concurrent / Dual Enrollment opportunities, this will be completed by through our counseling team as students are enrolled. I. School will advertise and make available Golden State Merit Diploma and other

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
education (PE) courses.	proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in CCSS aligned coursework. K. 90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in the CCSS aligned coursework.				specialized/personalized options. J. 90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in CCSS aligned coursework. K. 90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses, students will be assessed throughout the year in the CCSS aligned coursework.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessing students	Required assessments for all students will be completed throughout the year, as well as testing resources (computers, headsets, wi-fi) and expenditures. Our technical assistants help maintain systems for communication and platform access.	$346,864.00	No
2	A-G, career and college readiness, CTE, dual-enrollment, etc. course pathways.	Counseling staff will complete appropriate high school pathway with students and families.	$198,980.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	SLA East will continuously improve parent engagement and school climate by fostering parental involvement, including efforts the LEA makes to seek parent input in making decisions for the school, and including how the LEA will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

An explanation of why the LEA has developed this goal.

LEA has selected this as a broad goal. In the development of the LCAP the LEA has observed the steps of initial implementation. The variations of parental engagement and participation will continue and we will add additional opportunities to allow more engagement and collaboration.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. 100% of parents will be solicited for input in making decisions for the school. B. 80% of parents will participate in biaanual parent teacher conferences. C.100% of parents will be solicited for parental participation in programs for individuals with exceptional needs resources.	A. 100% of parents have been solicited for input in making decisions for the school. B. At least 80% of parents have participated in bi-annual parent teacher conferences. C.A small percentage of parents inquired about the solicited participation in programs for individuals with				A. 100% of parents will be solicited for input in making decisions for the school with 50% improvement in parent participation in monthly meetings. B. 90% of parents will participate in biaanual parent teacher conferences. C.100% of parents will be solicited for parental participation in programs for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
D. 100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emoational development. E. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.	exceptional needs resources, we will be encouraging parental participation as a group for this growing population of students. D. A small percentage of parents of students of unduplicated pupils participated in the offered trainings linked to student learning and social-emotional development, SLA will be implementing this coming up to better assist families' needs. E. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.				individuals with exceptional needs resources. D. 100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emoational development with at least 20% consistent participation. E. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent engagement	Parents have been contacted in various ways about meetings, trainings, school events, etc. Resources such as Jupiter, Pathways(state info/grades), Remind, email, and phone calls have been corresponded to families. Engagement from our Teacher Liaison along with collaboration with our counseling team and teachers to maintain this requirement.	$82,582.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	SLA East will continuously improve and maintain pupil engagement/achievement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation, with all metrics being met within 5%.

An explanation of why the LEA has developed this goal.

LEA has selected this maintenance goal, as our baseline data indicates we fully meet these requirements at full implementation and our current systems are sustainable.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Students will attend school at a rate of 93% or more B. Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases. C. 90% of middle school students will graduate, except for those who relocate. D. SLA will maintain a >5% drop out rate. E. 90% of high school students will graduate	A. Students have continued attending school at a rate of 93% or more. B. Chronic absenteeism was not identified, addressed, and rectified in 80% of all cases. This will be enforced next year and the years to follow. We added supports to help assist all students during the pandemic in a slightly different approach than previously before.				A. Students have continued attending school at a rate of 93% or more. B. Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases. C. 90% of middle school students are on a path to remain with SLA and graduate, except for those who relocate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
within a 4th or 5th year cohort or matriculate into a GED, Credit Recovery, or CTE/Vocatinal Program. F. Pupil suspension rates will not exceed 10%. G. Pupil expulsion rates will not exceed 5%. H. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.	C. 90% of middle school students are on a path to remain with SLA and graduate, except for those who relocate. D. SLA will continue to maintain a >5% drop out rate. E. This year we had 87% graduation success without the added implementation of CTE pathways. F. Pupil suspension rates continue to not exceed 10%. G. Pupil expulsion rates continue to not exceed 5%. H. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff survey.				D. SLA will continue to maintain a >5% drop out rate. E. Maintain at least 80% graduation success. F. Pupil suspension rates will continue to not exceed 10%. G. Pupil expulsion rates will continue to not exceed 5%. H. 80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff survey.

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
0%	N/A

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.

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

Services for foster youth, English learners, and low-income students are being addressed as we have in the past as a regular area of need, we have made adjustments with adding training, certification of teachers, social-emotional resources for students and staff. We have made adjustments to our staffing to allow accommodations for these particular areas of student populations. These items have been built into our budget and will not increase the percentage of expenditures. We have gladly maintained consistent student population numbers and have prepared accordingly. We have shifted responsibilities to be able to manage staffing needs for this need. This is a need we look into each year and maintain for our unduplicated populations.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$9,152,802.00				$9,152,802.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$4,445,438.00	$4,707,364.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher Certification	$3,882,690.00				$3,882,690.00
1	2	All	Standards aligned curriculum	$421,281.00				$421,281.00
1	3	All	Safety Compliance	$5,000.00				$5,000.00
1	4	All	Student access to a broad course of study including core subjects and enrichment subject matter.	$2,192,905.00				$2,192,905.00
1	5	All	Educational Consultation	$1,907,500.00				$1,907,500.00
2	1	English Learners	ELL Teaching Resources	$115,000.00				$115,000.00
3	1	All	Assessing students	$346,864.00				$346,864.00
3	2	All	A-G, career and college readiness, CTE, dual-enrollment, etc. course pathways.	$198,980.00				$198,980.00
4	1	All	Parent engagement	$82,582.00				$82,582.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$115,000.00	$115,000.00
LEA-wide Total:	$115,000.00	$115,000.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	**1**	ELL Teaching Resources	LEA-wide	English Learners	All Schools	$115,000.00	$115,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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