# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
| --- | --- | --- |
| **Public Policy Charter School** | **Sonali Tucker, Executive Director** | [**stucker@publicpolicycharterschools.org**](mailto:stucker@publicpolicycharterschools.org)  **323-205-7920** |

## Plan Summary [2021-22]

### General Information

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

Public Policy Charter School (“PPCS”) was designed to serve a need in Central Los Angeles to serve students in grades 5-8 as public charter school authorized by the Los Angeles Unified School District. PPCS serves a diverse, multicultural student body that is representative of Central Los Angeles, CA and its surrounding areas. PPCS serves students from Los Angeles in the following neighborhoods: Southwest Los Angeles, Southeast Los Angeles, Crenshaw, West Adams, and Northeast Los Angeles. The specific, diverse subgroups served by PPCS based on the California School Dashboard based on the enrollment data are 77.5% Latinx, 21.3% Black or African American, 100% Socioeconomically Disadvantaged students (SED), 36.3% English Learners (EL), 1.3% Homeless Youth, and 16.3% Students with Disabilities (SWD). The community has been served by PPCS for over five years, and the students and families have found a community of learning and safety in a neighborhood renown for high poverty and high crime. It is PPCS that can provide a place where learning and community are of the utmost importance. Students feel safe, cared for, cared about and therefore, they feel comfortable to learn, ask questions and imagine themselves in a future.

PPCS uniquely prepares learners with a diverse skill set that allows them to thrive in an ever-changing world. The public policy focus will create authentic learning opportunities where students analyze and synthesize abundant sources of information, and apply this to projects that impact policy in their communities. This type of education engages young adolescents by bridging the gap between classroom and real-world learning.

Technological literacy is imperative for future success. PPCS delivers curriculum through innovation, as technology will be infused in all aspects of learning. Integrated technology enhances student learning in relation to conducting research, skill application, multi-media presentations, and design. Every classroom is equipped with a teacher computer, LCD projector and access to individual Chromebooks.

Cross-cultural understanding and tolerance are embedded in the educational program, as 21st century citizenship includes the ability to work together to collaborate with individuals that represent diverse backgrounds and beliefs. The educational program prepares students to be active learners who apply their knowledge to positively impact themselves and their communities.

More specifically, the aforementioned strategies address the needs of students that the Charter School serves. The significant subgroups that the Charter School serves are Latinx students, SED students, English Learners. 100% of the students at the Charter School are SED. The above strategies that PPCS utilizes are designed to be effective in meeting the needs of all of PPCS’s students and all of its subgroups. Specifically, the small class size ensures that no student’s needs are overlooked. The longer school day ensures that students have more time for instruction, interventions, and enrichment. The built-in accountability for missing or incomplete work and tutoring continuously works to close the achievement gap. The social-emotional support for students through PPCS’s focus on PBIS and restorative justice ensures that the whole child is supported, especially as to mental health and personal well-being. The widespread use of technology and the device-to-student ratio of 1:1 closes the digital divide and gives every student the opportunity to become proficient in digital skills that are critical in 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.

PPCS has experienced successes and is making progress. Based on a review of the 2019 California School Dashboard and local data, PPCS achieved the following successes:

In 2018, PPCS scored equally to the State on the CAASPP ELA, and in 2019, PPCS scored one level lower than the state. For the CAASPP Math, PPCS scored one level higher than the State in 2018, and at the same level to the State in 2019. The Suspension Rate is a strength of PPCS scoring one level higher than the State in 2018, and two levels higher than the State in 2019. PPCS has worked relentlessly to improve Chronic Absenteeism from two levels lower than the State in 2018, and one level higher than the State in 2019.

*Table i.1: 2018 and 2019 State and PPCS Performance on Statewide and Local Indicators*



In regard to the significant subgroups, PPCS’ subgroups scored one level lower than the State on the CAASPP ELA in 2018, but in 2019, the subgroups remained the same, like for English Learners, or improved one level to be equal to the State. Similarly, on the CAASPP Math in 2018, English Learners remain equal to the State, and SED and Latinx students improved by one level but remained one level below the State.

*Table i.2: 2018 and 2019 State and PPCS Performance on CAASPP ELA and Math by Significant Subgroups*



PPCS has also achieved the following successes:

In 2019, on the ELA CAASPP, the Overall data shows that PPCS’ students scored 23.07 at the Standard Met or Exceeded Level, indicating an impressive 3.52% growth from 2018. On the ELA CAASPP, the significant subgroups also increased in 2019 to include African American or Black students scored 13.64% at the Standard Met or Exceeded level, an increase of 13.62% growth from 2018; English Learners scored 5.13%, an increase of 0.78% from 2018; Latinx students scored 25.61%, an increase of 3.18% from 2018; Socioeconomically Disadvantaged students scored 22.55%, an increase of 6.42% from 2018; and Students with Disabilities scored 13.14%, an increase of 8.08% from 2018. In 2019, on the Math CAASPP, the Overall data shows that PPCS’ students scored 19.81% at the Standard Met or Exceeded Level, demonstrating an astonishing 16.16% growth from 2018. On the Math CAASPP, the significant subgroups also increased in 2019 to include African American or Black students scored 18.18% at the Standard Met or Exceeded level, an increase of 18.18% growth from 2018; English Learners scored 17.50%, an increase of 17.50% from 2018; Latinx students scored 20.24%, an increase of 15.74% from 2018; Socioeconomically Disadvantaged students scored 19.42%, an increase of 16.23% from 2018; and Students with Disabilities scored 56.25%, an increase of 56.25% from 2018.

2019 CAASPP MATH Scores increased by 16.16% Overall from 3.65% in 2018 to 19.81% in 2019 based on the LAUSD ODA Data Set. Also, 2019 CAASPP ELA Scores increased by 3.52% Overall from 19.55% in 2018 to 23.07% in 2019 based on the LAUSD ODA Data Set. 2019 NWEA Math Scores from 6th to 7th grade increased by 10% Overall from 10% in 2018 to 20% in 2019; from 7th grade to 8th grade increased by 11% Overall from 5% in 7th grade to 16% in 8th grade based on the NWEA Spring Results. 2019 CAASPP MATH: SED increased by 16.23%, EL increased by 17.5%, Latinx increased by 15.74%, SWD increased by 56.25%, and African American increased by 18.18% based on the LAUSD ODA Data Set. (2018 CAASPP MATH: SED 3.19%, EL 0%, Lat 4.5%, SWD 0%, AfAm 0%) (2019 CAASPP MATH: SED 19.42%, EL 17.5%, Lat 20.24%, SWD 56.25%, AfAm 18.18% based on the LAUSD ODA Data Set)

2019 NWEA Math Scores from 6th to 7th grade increased by 10% Overall from 10% in 2018 to 20% in 2019; from 7th grade to 8th grade increased by 11% Overall from 5% in 7th grade to 16% in 8th grade based on the NWEA Spring Results. The RIT for Latinx students was N/A for Grade 5, 219.6 for Grade 6, 216.9 for Grade 7, and 218.2 for Grade 8.

### 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.

PPCS has identified areas that need significant improvement based on a review of Dashboard and local data. PPCS is committed to develop goals to improve the academic achievement of all students but to also focus specifically to improve the academic achievement of Latinx, English Learners, and SED students. The steps that will be taken to address these areas of achievement in the goals, actions, and services.

The goals have been developed to increase academic achievement, support the social emotional well-being, and engage parents in the process. This will be measured by Math CAASPP and final NWEA assessments will be used to determine all students’ achievement scores. In 2019, all subgroup scores will increase by 1.5% over 2018. In 2020, by 2% over 2019’s scores.

Maintain Suspension Rate at less than 1%. Support Social Emotional Learning, (“SEL”), Diversity, Equity, and Inclusion (“DEI”) and alternatives to suspension will be used to monitor student behavior.

Professional development will be targeted and changed as necessary to address the needs of students as determined by assessment and test scores to help ensure growth and academic achievement for all students during the charter term.

PPCS attributes much of the growth from 2018 to 2019 CAASPP scores and it will continue to do the following:

• Longer periods for ELA and Math;

• Designated time for ELD;

• Response to Intervention to provide intervention for students who are academically low achieving;

• Enrichment for students who are on the CUSP of scoring Met on the prior year CAASPP;

• Supplemental Instructional Materials to include Achieve3000 to raise reading Lexile levels and Study Island (Exact Path) to ensure prerequisite mathematics skills;

• Constructed Writing Response to ensure students know how to write and answer a Document Based Question (DBQ) in core content areas;

• After school tutoring;

• Consistent use of CAASPP Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA) and Practice Tests;

• Classroom observation by the Principal in each Math class each week to provide meaningful feedback and determine professional development needs; and,

• Oversight provided by the Executive Director and Board of Directors.

### LCAP Highlights

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for PPCS which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: 1) PPCS will improve academic achievement in ELA and Math as measured by the CAASPP and the NWEA MAP; 2) PPCS will support the social emotional well-being of all students through character development and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students utilizing restorative justice practices and civic learning opportunities; and, 3) PPCS will engage parents as partners through education, communication and collaboration to provide students with a safe, welcoming and inclusive environment.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council which includes parents of English Learners. The School Site Council will meet six times per year to inform the process. Parents, classified staff, certificated staff, and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services, and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff, and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of PPCS based on student achievement data to include CAASPP, ELPAC, NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latinx students, socioeconomically disadvantaged students, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. The LCAP 2021-24 was developed with input from key stakeholders including parents/guardians, staff, teachers, administrators, and community members. The stakeholders agreed that PPCS develop three new goals in order to address the specific areas where growth is needed. In light of the feedback received from the Charter Renewal Petition, the LCAP goals were developed. The goals also address the eight State priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate,5) Parent Involvement, 6) Basic Services. 7) Implementation of State Standards, and 8) Course Access.

### 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.

PPCS Neighborhood School is not eligible for CSI.

#### Support for Identified Schools

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

PPCS Neighborhood School is not eligible for CSI.

#### Monitoring and Evaluating Effectiveness

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

PPCS Neighborhood School is not eligible for CSI.

## [Stakeholder Engagement](#_Goal)

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

The process of how PPCS engaged stakeholders for input before finalizing the LCAP included the following:

Posted the LCAP on the website with a link to a feedback email. 6/1/2021

Administrative team reviewed and responded to the feedback emails. 6/1/2021 The feedback received was not via email, it was at the Public Hearing and was integrated into the LCAP immediately.

Reviewed the goals and actions with teachers and staff during Professional Learning Communities. Throughout the year and specifically on 5/12/21, 5/19/21, 5/26/21, 6/2/21,6/9/21

Reviewed the goals and actions with parents/guardians at School Site Council meetings. 8/28/21, 11/30/21, 3/15/21,6/10/21

Emailed the LCAP and the Annual Update to all stakeholders with a link to a feedback email. 5/26/2021

Responses in Consultation with the District SELPA:

Embedded in this document are the activities and costs of the RSP Coordinator, the aides who offer push-in, pull-out services, and the resources provided to SWDs (Students With Disabilities).

The school works with SELPA program specialists as the needs arise; questions related to designated personnel, student behaviors, parent issues, IEPs (Individualized Educational Plans) and Welligent etc. If issues are administrative the RSP coordinator works with directly with the SELPA administrators office. The School generates the weekly 300 report and the monthly attendance report from Welligent to ensure that it is on track with the number of minutes that needs to be provided to the student according to his/her IEP.

The school participates within the District’s Option 2 SELPA: Professional Development and Workshops; One of the school’s staff has attended and received certification at the District training held on translating during an IEP meeting. Subsequent staff have not been able to take advantage of these workshops due to system glitches (Once Access etc.). However, the school intends sending all staff involved in IEPs to this training. PPCS has been invited to join the Option 3 SELP; The school’s RSP coordinator has attended a meeting to ascertain the requirement. Since PPCS is a small charter its RSP and Administrative team members have not been invite to join any SELPA related committees.

The description of the school includes SWD stats and program highlights.

The LCAP includes successes and areas of improvement for all its students broken down by the various groups which include SWD as well.

The LCAP includes Suspension and Expulsion rates as appropriate.

The school RSP Coordinator and administrator communicate the school’s participation with the District SELPA to families of SWD students. The school’s engagement with the District SELPA is described above.

It includes information related to engagement with parent groups for all students, engagement with students particular to SWD is embedded within.

Several meetings have been held throughout the year to disseminate the development of the LCAP (School Site Council, English Language Advisory Committee, Board Meetings, Parent workshops), the Public Hearing to which all families were invited via email and text messages, and the Board Meeting at which the LCAP was approved. Further, prior to the LCAP being approved a draft version was posted on the website with the email address of the Executive Director to which any member of the public including parents of SWDs and SWDs could respond and/or offer their input.

The school addresses how parents and students become involved in the school’s decision making process and feed-back, as described above.

The school supports student engagement and motivation for school, addressing absenteeism, dropout and graduation rates for SWDs in the following manner; telephone calls made to parents each day a student is absent, parents and students are invited to special meetings with the principal or executive director, the student success and progress team discuss absenteeism and chronic absenteeism weekly during Professional Development and discuss strategies to be implemented, house visits, SWDs receive awards for attendance and academic performance at the school’s student of the month awards, parents are invited to the school to observe student presentations of learning, dance events, science fairs and art exhibitions. Students are also motivated by trips to the beach and numerous other educational field trips.

The school has instructional material and resources used throughout each subject area and curriculum that is individualized. Students including SWDs can move at their own pace to grasp subject area content. Further, the school provides accommodations within the regular education classroom which includes text-to-speech, scribes, peer tutoring and bi-lingual instructional aides.

The school adheres to the caseload requirements and a credentialed teaching force for SWDs.

During the weekly professional development both the RSP teacher and the general education teachers discuss during the Student Success and Progress agenda item. This includes discussing IEP goals and behavior of SWDs, and students who may need to be evaluated for IEPs as well. Moreover, the RSP attends classes, in which the SWDs receive instruction and provide each teacher with the IEP goals and strategies.

The school works to improve academic outcomes and provide for appropriate academic interventions for SWDs by the following; the RSP works collaboratively with the general education teachers and instructional aides. The team moves to improve academic outcomes and identify academic interventions.

The school models practice for building a positive school climate to meet the cognitive, social, emotional and physical needs of SWDs. As described previously the school implements motivational strategies that includes rewarding attendance, academic performance and positive behavior.

Reviewed the goals and actions with students at Student Council meetings. N/A No Student Council meetings were held during Distance Learning and the Pandemic.

Reviewed the goals and actions with the Board at Board meetings. The 2021-22 LCAP was reviewed on 5/26/21, 6/1/2021 and approved on 6/9/21

Following the stakeholder meetings, the administrative team analyzed the feedback in order to include salient points in the LCAP. The most important areas of priority were academic achievement through professional development, full-time, in-person instruction, student social emotional health and well-being, and opportunities for parents/guardians, teachers, staff, and community members to play a more active role in the Charter School decision making process.

The public hearing was held on: 6/1/2021

The LCAP was approved on: 6/9/2021

A summary of the feedback provided by specific stakeholder groups.

PPCS met its school climate goal and was found to have met both positive school climate and parent engagement standards as reported on the California School Dashboard. The 2018-19 California Healthy Kids Survey results show that with regards to School Connectedness, students in grade 6 answered that 64% felt Connectedness, while students in grade 7 answered that 71% felt Connectedness, and those in grade 8 answered that 61% felt Connectedness. In the area of Academic Motivation, students in grade 6 answered that 88% felt Academically Motivated, while students in grade 7 answered that 81% felt Academically Motivated, and those in grade 8 answered that 79% felt Academically Motivated. In the area of having Caring Adult Relationships, students in grade 6 answered that 82% felt they had Caring Adult Relationships, while students in grade 7 answered that 69% felt they had Caring Adult Relationships, and those in grade 8 answered that 75% felt they had Caring Adult Relationships. In the area of adults holding High Expectations, students in grade 6 answered that 92% felt adults held High Expectations, while students in grade 7 answered that 87% felt adults held High Expectations, and those in grade 8 answered that 81% felt adults held High Expectations. In the area of Parent Involvement, students in grade 6 answered that 83% felt that their parents were involved in the school, while students in grade 7 answered that 81% felt that their parents were involved in the school, and those in grade 8 answered that 68% felt that their parents were involved in the school. With regard to the topic of Perceived Safety at school, 95% of 6th graders responded they felt safe or very safe at school. Grade 7 students indicated that 66% felt safe or very safe at school. Grade 8 responded that 59% felt safe or very safe at school.

Table 1.3: Key Indicators of School Climate and Student Well-Being from the California Healthy Kids Survey



\*Average percent of respondents reporting “Agree” or “Strongly Agree”

\*Average percent of respondents reporting “Pretty much true” or “Very much true”

In the area of Perceived Safety, 8th graders appear to need more attention than do the 6th and 7th graders. PPCS has a goal of 80% for each grade level in each of these areas. PPCS is working on ways to include student input in the school’s activities, in addition to student council, parent involvement and one-on-one communication with students on an ongoing basis. The school has identified through the interpretation of this survey that it is strong in showing students that there are adults on campus who care about them and with whom they connect. After reviewing this information, the school will continue to utilize its Principal, Teachers, Instructional Aides, and Resource Specialist Program RSP coordinator to engage students in conversations that would give them insight into any perceived or real challenges. Using these insights, the school will support individual or groups of students with the necessary resources. The Charter School will continue to focus on and include parents/guardians in continued communication on their child’s academic and social emotional well-being. Further, the California Healthy Kids Survey will be administered annually to garner understanding on how the school is progressing.

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

Based on the stakeholder feedback received, the goals and actions were developed to address academic achievement through professional development, full-time, in-person instruction, student social emotional health and well-being, and opportunities for parents/guardians, teachers, staff, and community members to actively participate in PPCS.

PPCS reflected on the input and was grateful for the opportunity to collaborate on the LCAP and the process of developing the LCAP so that the Charter School can hone in on the goals and actions that are the most important for the students as measured by the stakeholders.

## Goals and Actions

### [Goal](#_Goal_2) 1

| Goal # | Description |
| --- | --- |
| 1 | PPCS will improve academic achievement in ELA and Math as measured by the CAASPP and the NWEA MAP. |

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and examination of data, PPCS developed Goal 1 to increase student achievement in ELA and Math on the CAASPP, implementing an infrastructure for ongoing analysis of formative and summative assessment data in order to measure program efficacy; ensure maximization of physical, human, and financial resources; and to provide research-based intervention programs to ensure student academic achievement.

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
| --- | --- | --- | --- | --- | --- |
| CAASPP ELA | |  |  | | --- | --- | | 2019 | DFS | | Overall | -61.3 | | Latinx | -60.3 | | SED | -62.2 | | Eng. Lrnr | -82.1 |   2020 Suspended  2021 Baseline |  |  |  | |  |  | | --- | --- | | 2019 | DFS | | Overall | -31.3 | | Latinx | -30.3 | | SED | -32.2 | | Eng. Lrnr | -52.1 | |
| CAASPP MATH | |  |  | | --- | --- | | 2019 | DFS | | Overall | -95.2 | | Latinx | -98.5 | | SED | -96.4 | | Eng. Lrnr | -104.5 |   2020 Suspended  2021 Baseline |  |  |  | |  |  | | --- | --- | | 2019 | DFS | | Overall | -65.2 | | Latinx | -68.5 | | SED | -66.4 | | Eng. Lrnr | -74.5 | |
| CAST | |  |  | | --- | --- | | Grade | % Meets | | 5 | TBD | | 8 | TBD |   2020 Suspended  2021 Optional  2022 Baseline |  |  |  | |  |  | | --- | --- | | Grade | % Meets | | 5 | TBD | | 8 | TBD | | 10 | TBD |   2020 Suspended  2021 Optional  2022 Baseline |
| NWEA MAP | |  |  | | --- | --- | | NWEA MAP | % Meets | | English | 35% | | Math | 13% | |  |  |  | |  |  | | --- | --- | | NWEA MAP | % Meets | | English | 40% | | Math | 20% | |
| EL Reclassification Rate | 0%  2019-20 |  |  |  | >12% |

### Actions

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| 1 | 1.1 ELA Curriculum Fidelity | Ensure fidelity to the base program in ELA to fully implement the high-quality curriculum. | $0 | N |
| 2 | 1.2 Math Curriculum Fidelity | Ensure fidelity to the base program in Math to fully implement the high-quality curriculum. | $0 | N |
| 3 | 1.3 ELA Culturally Responsive Strategies | Use culturally responsive strategies to scaffold student learning and differentiate instruction for SED and Hispanic students as part of a balanced literacy approach, especially those who are also Foster Youth, Homeless Youth, and/or English Learners.  *(Professional Development culturally responsive focus $1500)*  *Title II $1500* | $1500 | Y |
| 4 | 1.4 Math Culturally Responsive Strategies | Use culturally responsive strategies to scaffold student learning and differentiate instruction for SED and Hispanic students, especially those who are also Foster Youth, Homeless Youth, and/or English Learners.  *(Professional Development culturally responsive focus $1500)*  *Title II $1500* | $1500 | Y |
| 5 | 1.5 Data Informed Instruction | Use data to inform instruction, increase teacher/staff /administration capacity to access, disaggregate, analyze, and utilize to inform instruction.  *(See 1.27)* | $0 | N |
| 6 | 1.6 Administer NWEA MAP | Administer and report local assessments including NWEA MAP aligned to the assessment schedule. *(NWEA ~$1700)*  *LCFF + S&C $1700* | $1700 | N |
| 7 | 1.7 Adjust Master Schedule | Adjust master schedules to allow for additional time for intervention, teacher collaboration, and focus on base program. *(see 1.23)* | $0 | N |
| 8 | 1.8 Professional Learning Communities | Host weekly Professional Learning Communities (PLC) to review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of SED and Hispanic students, especially those who are also Foster Youth, Homeless Youth, and/or English Learners. *(See 1.23)* | $0 | Y |
| 9 | 1.9 ELA/ELD PD | Ensure a trainer/consultant provides professional development to teachers and administrators on ELA curriculum. *(Prof Dev $1047)*  *Title II $1047* | $1047 | N |
| 10 | 1.10 Math PD | Ensure a trainer/consultant provides professional development to teachers and administrators on Math curriculum. *(see 1.9)* | $0 | N |
| 11 | 1.11 Differentiation PD | Ensure a trainer/consultant provides coaching on culturally responsive pedagogy, UDL, balanced literacy, scaffolding, and differentiation for teachers, staff, and administrators to address the needs of Foster Youth, Homeless Youth, English Learners, and SED students. *(see 1.9)* | $0 | Y |
| 12 | 1.12 Administrative PD | Ensure trainer/consultant provides ongoing training/coaching to support administration on data analysis, supporting teachers and staff through implementation of ELA and Math curriculum, using culturally responsive strategies to scaffold student learning and differentiate instruction for SED and Hispanic students, especially those who are also Foster Youth, Homeless Youth, and/or English Learners. *(Included in TEACH agreement)* | $0 | Y |
| 13 | 1.13 Administrative Training/Coaching | Administrative training and support in additional coaching with calibration walks, data, and curriculum and provide feedback to teachers. *See 1.23* | $0 | N |
| 14 | 1.14 Assessment System | Develop of clear and concise assessment system:  a. establish routine/systems/protocols  b. create a data teams  c. train educational staff and administration to access data and develop data literacy focusing on IronBox, Exact Path, NWEA MAP, CAASPP, and other local assessments  d. train educational staff (including - instructional coach, paraprofessionals) and administrators on data literacy  e. train support staff with PowerSchool SIS to accurately input demographic data  *See 1.23* | $0 | N |
| 15 | 1.15 Monitor Fidelity of Math Curriculum | Monitor fidelity of curriculum implementation as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs  a. Provide timely feedback and support to teaching staff *(See 1.1, 1.2 and 1.23)* | $0 | N |
| 16 | 1.16 Data Presentation | Prepare and present data to stakeholders   1. quarterly to PPCS Board and SSC   *(See 1.23)* | $0 | N |
| 17 | 1.17 Administrative Attendance at PD | A member of the administrative team will attend Professional Development opportunities provided to staff to ensure shared understanding and implementation of strategies. *(See 1.3, 1.4, 1.1, 1.11, 1.12, - all PD lead by Admin team)* | $0 | N |
| 18 | 1.18 Weekly Administrative Team Meetings | Administration Team will meet weekly to discuss:  a. school operations  b. data and school performance  c. walk-through results,  d. plan staff meeting agendas to do for the week,  e. benefiting communication issues and follow through, system implementation and accountability ideas  f. structure agendas for admin meetings framed by the 4 PLC questions  *Every Wed prof development included in 1.23* | $0 | N |
| 19 | 1.19 Quarterly Administrative Team Meetings | Administration will meet quarterly to:  a. review PD schedules-when, how, how often, content  b. audit and report demographic data (maybe more frequently at the start of the school year)  c. check data cycles, assessment calendars and see if changes or adjustments need to be made  *(See 1.23)* | $0 | N |
| 20 | 1.20 Annual Administrative Team Meetings | Administration will meet annually at the beginning and closing of the school year to discuss:  a. review and modify protocols/tools/checklists  b. develop detailed planning of the school year leaving room to change when necessary  c. determine data review cycles,  d. create calendars (i.e., assessment calendars, master calendars, etc.) and master schedule, classroom schedules  e. determine curricular needs for next school year  *(See 1.23)* | $0 | N |
| 21 | 1.21 Track Interventions | A Paraprofessional will track behavior and academic intervention programs, especially for Foster Youth, Homeless Youth, EL, and SED students during the instructional day, monitor the MTSS programs for interventions, ELD program, analyze data, and support teachers in differentiated instruction.  *(See 1.23)* | $0 | N |
| 22 | 1.22 Administrative Walk-Thrus | Administration will observe teachers  a. provide feedback  b. classroom walk-through and feedback coaching  c. hold coaching meetings  d. develop and refine teacher skill  *This is more detail to above item*  *(See 1.23)* | $0 | N |
| 23 | 1.23 Staffing | PPCS currently staffs:  PRINCIPAL  3 TEACHERS  0.75 SPED Teacher  1 OFFICE MANAGER  1 CUSTODIAN  .5 CAMPUS AIDE  3 INSTRUCTIONAL AIDES (Bi-lingual)  .5 Intervention Teacher  LCFF + S&C $462,189; EPA $11,020; Title I $62,244;  ESSER2 $148,225; SPED AB602 $67,327; ELO $4651 | $755,657 | N |
| 24 | 1.24 Intervention Teacher | Provide an Intervention Teachers to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students. *(see 1.23)* | $0 | Y |
| 25 | 1.25 Instructional Aides (Bilingual) | Provide Instructional Aides (Bilingual) to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.  *(See 1.23)* | $0 | Y |
| 26 | 1.26 After-School Tutoring and Saturday School | Provide after-school tutoring for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.  *(After School All Stars/ASES pays for after-school tutoring; ELO funds pays for Saturday School)*  *ASES $125,000* | $125,000 | Y |
| 27 | 1.27 Intervention Instructional Materials | Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments.  *Achieve3000 $2516; Studysync ~$1750;*  *Mathspace ~$1170; ExactPath ~$1000*  *LCFF + S&C $6436* | $6436 | Y |
| 28 | 1.28 Instructional Coach | Provide instructional coach who will provide individualized coaching to teachers in the area of instructional strategies to address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students so that teachers have the skills to increase and support social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. *(See 1.23 – Principal is Instructional Coach)* | $0 | Y |
| 29 | 1.29 ELD | All ELs will receive integrated ELD in core content areas. All ELs will receive designated ELD daily for 30 minutes at the appropriate level taught by an appropriately credentialed and assigned teacher. *(See1.23)* | $0 | N |
| 30 | 1.30 SIOP and SDAIE | Provide SIOP (Sheltered Instruction Observation Protocol) model and forms and functions assessments for EL and provide professional development to ELD teachers. Also provide SDAIE (Specially Designed Academic Instruction in English). *(See1.8)* | $0 | N |

### 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.**

### [Goal](#_Goal_2) 2

| Goal # | Description |
| --- | --- |
| 2 | PPCS will support the social emotional well-being of all students through character development and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students utilizing restorative justice practices and civic learning opportunities. |

An explanation of why the LEA has developed this goal.

The feedback from the stakeholders, especially parents, guardians, and caregivers as well as from the teachers and staff indicated the need to prioritize the social emotional well-being of the students.

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
| --- | --- | --- | --- | --- | --- |
| Attendance Rate | >95% 2019-20 |  |  |  | >95% |
| Chronic Absenteeism Rate | <5% 2019-20 |  |  |  | <5% |
| Middle School Dropout Rate | <1% 2019-20 |  |  |  | <1% |
| Suspension Rate | <1% 2019-20 |  |  |  | <1% |

### Actions

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| 1 | 2.1 Clean, Safe Facility | Ensure the facility is clean and in good repair as measured by the FITT report. *(Housekeeping)*  *LCFF + S&C $25000* | $33,000 | N |
| 2 | 2.2 Student Health | Ensure that universal precautions are followed by all staff to ensure the health of students; staff designated to check on vaccinations and other health information of all students. (*See 1.23)* | $0 | N |
| 3 | 2.3 SEL Curriculum | Provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being. *(R Cooks $9500)*  *LCFF + S&C $4500; T-IV $5000* | $9500 | N |
| 4 | 2.4 Before/After School Care | Provide before and after school care in the classroom monitored by school staff to provide a safe, healthy environment for students to support the social emotional well-being of students to improve social emotional skills and mental health. Priority for before and after school care will first go to Foster Youth, Homeless Youth, English Learners, and SED students. *(See 1.26)* | $0 | Y |
| 5 | 2.5 Positive School Climate | Support school climate and culture through weekly drawings and rewards for school competitions.  *LCFF + S&C $250* | $250 | N |
| 6 | 2.6 Positive Daily Attendance | Implement a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.  *LCFF + S&C $250* | $250 | N |
| 7 | 2.7 Attendance Policy | Implement the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits. *(See 1.23)* | $0 | N |
| 8 | 2.8 Chronic Absenteeism | Implement a prioritized system for identifying and serving students for are chronically absent based on results of each student’s average daily attendance. *(See 1.23)* | $0 | N |
| 9 | 2.9 PBIS Morning Meetings/Advisory | A positive and rewarding school environment with morning greetings, morning meetings, and PBIS. | $0 | N |
| 10 | 2.10 Implement Alternatives to Suspension | Implement restorative justice practices, trauma-informed instruction, positive classroom management practices, and alternatives to suspension for SED and Hispanic students, especially those who are also Foster Youth, Homeless Youth, and/or English Learners.  *(See 1.23)* | $0 | Y |
| 11 | 2.11 Social Worker | Retain social worker to provide counseling, social skills groups, student, and family support for SED and Hispanic students, especially those who are also Foster Youth, Homeless Youth, and/or English Learners. *(See 2.3)* | $0 | Y |
| 12 | 2.11 Online Safety | Purchase *Go Guardian* to ensure that students are safe and supervised when working online. The program detects access to any harmful or dangerous sites. Staff can engage counselor, social worker and parents to address any student mental health needs.  *LCFF + S&C $760* | $760 | Y |
| 13 | 2.13 School Supplies | Provide individual school supplies to students (to use at home, if/as needed) to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.  *LCFF + S&C $5700* | $5700 | Y |
| 14 | 2.14 Elective Teachers | Provide elective teachers to expand learning opportunities within the school day by providing access to experiences and enrichment to close the achievement gap and offer students the same opportunities available to all students to increase student achievement, attendance, connectedness, and self-esteem. *(See 1.23)* | $0 | N |
| 15 | 2.15 Service Learning | Ensure Service Learning opportunities to support social emotional well-being through community, school connectedness, personal and community responsibility. *(Earthquake and pandemic preparedness document laminated and distributed in the community).*  *LCFF + S&C $250* | $250 | N |
| 16 | 2.16 Fairs | Host two fairs (science fair and art festival) to demonstrate student work, encourage community participation, and build relationships with students, families, and staff. *(ASES pays for art festival costs)*  *LCFF + S&C $100* | $100 | N |
| 17 | 2.17 Trauma Informed Instruction | Provide professional development on STAT, mindfulness to support teachers and staff to increase personal mental health and social emotional well-being to better support students who have experienced trauma. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students. *(See 1.3, 1.4, 1.1, 1.11, 1.12)* | $0 | Y |
| 18 | 2.18 Resources for Social Emotional Well-Being | Provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced stress. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.  *LCFF + S&C $250* | $250 | Y |
| 19 | 2.19 Restorative Justice | Increase student engagement and school connectedness by supporting restorative justice techniques, providing training to students, staff, teachers, and families, and building an active culture inclusive of all students. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.  *LCFF + S&C $500* | $500 | Y |
| 20 | 2.20 Advisory Courses | Provide Advisory course to provide for strong relationship building, school connectedness, attendance, and engagement. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.  *(Stipends for teachers $2,000/yr/teacher)*  *LCFF + S&C $7228* | $7228 | Y |
| 21 | 2.21 Student Acknowledgement | Host multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development.  *LCFF + S&C $1000* | $1000 | N |

### 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.**

### [Goal](#_Goal_2) 3

| Goal # | Description |
| --- | --- |
| Goal #3 | PPCS will engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, and inclusive environment, with positive behavior systems in place to ensure students are in class ready to learn. |

An explanation of why the LEA has developed this goal.

The feedback received from the stakeholders indicated the need to engage parents in the process of education, communication, and collaboration with parents, teachers, staff, and community members.

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
| --- | --- | --- | --- | --- | --- |
| Credentialed Teachers | 100% of teachers will be credentialed and appropriately assigned |  |  |  | 100% of teachers will be credentialed and appropriately assigned |
| Satisfaction Survey | 90% of parents are satisfied with the (in-person) educational program at PPCS |  |  |  | 90% of parents are satisfied with the educational program at PPCS |
| Climate Survey | 80% of students feel safe at school |  |  |  | 90% of students feel safe at school |
| Work Survey | 73.1% of teachers and staff feel content, supported, and included at work |  |  |  | 80% of teachers and staff feel content, supported, and included at work |
| Parent Workshops | 4 Parent Workshops |  |  |  | 8 Parent Workshops |
| School Site Council | PPCS will host 6 SSC meetings per year |  |  |  | PPCS will host 6 SSC meetings per year |
| Professional Learning Communities | 2021 Baseline of Agendas, Reflections, and Sign-in Sheets |  |  |  | 80% of teachers will value the PLCs as evidenced by reflections |

### Actions

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| 1 | 3.1 Parent Education | Provide robust parent education to ensure a partnership in the students’ academic success especially during distance learning, the importance of student attendance and engagement, tools of Restorative Justice, supporting social emotional and mental health for the family, and access to tools to support student distance learning which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. *(See 2.3)* | $0 | N |
| 2 | 3.2 Technology and Technological Support | Provide technology and technological support to students, families, teachers, and staff.  *LCFF + S&C $10,000; ELO $31,849; ESSER2 $20,000* | $61,849 | N |
| 3 | 3.3 Home to School Communication | Provide consistent communication to students, families, teachers, and staff through the Home to School communication. *Postage, if needed*  *LCFF + S&C $240* | $240 | N |
| 4 | 3.4 PD for Parents as Partners | Provide professional development to engage parents as partners.  *(See 2.3)* | $0 | N |

### 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](#Instructions_DII_PercentIncImprServices) | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| --- | --- |
| 34.80% | $161,705 |

**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.

In the development of each action provided to PPCS schoolwide, the needs of foster youth, homeless youth, English Learners, and socioeconomically disadvantaged students were considered first as each action was analyzed to determine if the focus was specifically for these students or if these students should be prioritized to receive the services prior to all other students receiving the services. The LCFF regulations dictate that PPCS provides increased and improved services for these students that are above and beyond services provided to all students during the school year. With this plan, the LCAP 2021-24 estimated the amount of supplemental and concentration grant funding to be $161,705 which is proportionate 34.80% to increase or improve services.

Additional information about the services is included in the Goal sections.

The contributing action titles are:

1.3 ELA Culturally Responsive Strategies

1.4 Math Culturally Responsive Strategies

1.8 Professional Learning Communities

1.11 Differentiation PD

1.12 Administrative PD

1.24 Intervention Teachers

1.25 Paraprofessionals

1.26 After-School Tutoring

1.27 Intervention Instructional Materials

1.28 Instructional Coach

2.4 Before/After School Care

2.10 Implement Alternatives to Suspension

2.11 School Counselor

2.12 AD Mentorship

2.13 School Supplies

2.17 Trauma Informed Instruction

2.18 Resources for Social Emotional Well-Being

2.19 Restorative Justice

2.20 Advisory Courses

Using the calculation tool provided by the state, PPCS has calculated that it will receive $161,705 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 34.80%. PPCS has demonstrated that it has met the 34.80% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students.

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

The Minimum Proportionality Percentage (MPP) will be 34.80%. The Supplemental funds, actions, and services provide additional layers of service for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students by providing additional support and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These supplemental funds are critical for PPCS to increase its support systems. This percentage serves as the benchmark with which PPCS will measure this plan to increase or improved services to unduplicated pupils as compared to services provided to all pupils. Through the goals set in the LCAP, PPCS believes sufficient services will be provided to meet or exceed the mandated minimum percentage.

## Instructions

[Plan Summary](#_Plan_Summary)

[Stakeholder Engagement](#_Stakeholder_Engagement)

[Goals and Actions](#_Goals_and_Actions)

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

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

## Introduction and Instructions

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

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

* **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
* **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
* **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  + Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).
  + Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  + Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

The revised LCAP template for the 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:

* + - 1. 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.
      2. 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.
      3. 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.
      4. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
      5. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

#### *Focus Goal(s)*

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

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

#### *Broad Goal*

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

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

#### *Maintenance of Progress Goal*

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

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

#### *Measuring and Reporting Results:*

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

#### *Goal Analysis:*

Enter the LCAP Year

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

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

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

### Purpose

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

### Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

***Required Descriptions:***

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

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

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

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

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

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

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

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

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

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

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

**For School Districts Only:**

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

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

* **Goal #**: Enter the LCAP Goal number for the action.
* **Action #**: Enter the action’s number as indicated in the LCAP Goal.
* **Action Title**: Provide a title of the action.
* **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
* **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
* If “Yes” is entered into the Contributing column, then complete the following columns:
  + **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  + **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  + **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
* **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
* **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  + **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  + **Total Non-Personnel**: This amount will be automatically calculated.
* **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
* **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
* **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
* **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
* **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.