

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
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Plan Summary 2021-2023

General Information

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

Arroyo Vista Charter School (AVCS) is a public charter school currently serving a TK-8 population. The school opened as a K-6 public school of the Chula Vista Elementary School District (CVESD) in July of 1999 with a population of 250 students. In 2000, parents, staff, and community members began a two-year process of developing the initial AVCS charter. The petition was approved by the CVESD and in July of 2002, AVCS opened as a conversion charter school. Arroyo Vista Charter School maintains a collaborative relationship with the Chula Vista Elementary School District. Located in the East Lake community of Chula Vista, CA, AVCS serves a culturally and economically diverse population. A 90/10 Spanish Dual Immersion (DI) Program was instituted in 2005 and currently serves students in grades K-6. Also, in 2005, all-day kindergarten was implemented for all kindergarten students. This population increase reflects the suburban community that has transitioned from original homeowners with young children to older families whose children are aging out of school. Enrollment changed significantly with the addition of the middle school program. Seventh grade opened in July of 2011, and eighth grade opened in July of 2012. There was also an interest from the community in early-childhood education; therefore, a transitional kindergarten (TK) program was added to the AVCS campus in the 2014-2015 school year. Present enrollment in the LEA, which consists of one school - Arroyo Vista Charter School, is 936 students, representing students in grades TK through 8th grade.

AVCS is a non-sectarian public school and does not discriminate against any person based on gender identity, gender expression, sexual orientation, ethnicity, nationality, national origin, religion, disability, or association.

Demographics

Currently, 15% of our students are English Learners (ELs), 17.7% are considered Low Income (LI), 17.1% are Military Families, and 8.4% are Special Education students.

Ethnic Group	Percentage of Total Population	Number of Students
Hispanic/Latino	56%	530
American Indian/Alaskan	0.2%	2
Asian/Pacific Islanders	4%	37
Filipino	12.2%	114

African American	3%	28
White	18.8%	176
Other	6.1%	57

Arroyo Vista Charter School strives to provide learning opportunities to develop the whole child. Students, parents, staff, and administration work collaboratively to refine practices. This collaborative philosophy for learning gives students a well-rounded educational experience.

Mission and Vision

AVCS is a positive community of reflective, lifelong learners where ALL children acquire critical thinking skills to make them college and career ready for success in the 21st century. An educated person in the 21st century learns constantly without external motivation, has the willingness to learn for the sake of learning, and views him or herself as a member of a global community. Diversity is valued within the student population, staff, and the greater community.

We believe:

- Education is a shared responsibility between school and home.
- Students are responsible for their own learning.
- All children are social beings, reflective learners, critical thinkers, and problem solvers.
- All children need to be lifelong learners that are self-motivated, competent, and seekers of knowledge to become an educated person of the 21st century.
- Our dynamic and relevant instructional approach creates a caring and nurturing environment that guarantees that all children will reach their potential.
- Children benefit from understanding, appreciating, and honoring other cultures.
- Differentiated curriculum and instruction meet the varied learning needs of all students.
- Research-based professional development, implementation, walk-throughs, feedback, reflection, and coaching ensure best practices.
- Collaboration among students, families, staff, and community is an essential element of success.
- Technology, used as a tool for learning, is key to students' success in the 21st century.
- Through on-going community service students develop a strong sense of leadership, responsibility, and citizenship.
- Students are responsible for their own learning.
- When teachers make connections with students, students have the confidence to succeed!
- All students, teachers, administrators, and parents have a stake in making the process of education a meaningful and worthwhile endeavor for all students, including target groups of English Learners, Foster Youth, Students with Disabilities, Socio-Economically Disadvantaged Students, and GATE- identified students.

Reflections: Successes

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

Arroyo Vista Charter School is a high-achievement school. AVCS families, students, and staff have been able to maintain a high level of academic excellence in spite of the many challenges we have faced this year. The most current year's data, 2019, state testing data shows that AVCS students scored 71.5 points above the standard in language arts. In Math, AVCS students scored 38.4 points above standard.

Chronic absenteeism is very low and declined 0.7% to 2.3% in 2019. Local measures, which are being used in the 2021 reporting cycle, demonstrate that AVCS students are growing 43% in math from the beginning of year assessment to the middle of the year assessment. The end of year assessment will take place in about 3 weeks.

2021 AVCS local measures for language arts indicate that in April, 52% of TK-2nd grade students had reached end of grade goal progress. In grades 2-6, 57% met or exceeded grade level standard and in Middle School, 77% met or exceeded grade level standard.

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.

Although Arroyo Vista Charter School has had success with English Learners and other under-represented groups, we would like to continue to maintain that high performance while continuing to close the gap for low-income students. AVCS continues to work on closing the performance gap for students with disabilities, AVCS will work to ensure access to a broad course of study for all students, reduce suspension rates (currently 0.5%), and ensure that AVCS has an improving local climate.

LCAP Highlights

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

This year at Arroyo Vista Charter School, the school focused on providing each student with the educational climate and support they need to be successful during the challenges of distance learning, the pandemic, and return to hybrid classes for some. We look forward to addressing the issues of learning loss and regaining our academic footing in a more normal school setting. Based on data collected and analyzed during 2018-2019, 2019-2020, and 2020-2021 school years, as well as the input from stakeholders, our 2021-2023 LCAP focuses on the following:

- 1) Maintaining a robust Curriculum Experts program that teaches the whole child, including drama, music, art, and P.E. As a component of this curriculum experts program, classroom teachers are able to look at student data and plan interventions for students during C.E. time.
- 2) Providing a strong intervention program for struggling learners that implements Instructional Aides.
- 3) Training for teachers in Next Generation Science and in GLAD strategies for language development.
- 4) Closing the gap for learning loss that may have taken place over the last year and a half during the pandemic.

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.

AVCS is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

During the course of the year, several online meetings were held with stakeholders. Parent coffee chats with the principal were held on December 2, March 25, and April 6 of the 2020-2021 school year. Coffee chats with teachers were also held July 23, August 3, August 13, and August 21. This is in addition to the regular staff meetings that were held about 2 or 3 times per month.

ELAC meetings were held August 24, September 24, November 29, January 19, February 25, March 25, and April 22 of the 2020-2021 school year. DAC/DLAC meetings took place on August 18, September 15, October 13, November 17, January 12, February 9, March 9, April 13, and May 11 of 2020-2021.

PTA meetings took place on August 27, September 3, September 10, September 17, October 15, November 19, December 17, January 14, January 21, February 18, March 18, April 15, and May 20 of the 2020-2021 school year.

TEAM Council meetings were held on August 27, September 24, October 22, November 19, December 10, January 28, February 25, March 18, April 22, and May 27 of the 2020-2021 school year.

LCAP goals and funding priorities were discussed in meetings with parents, community members, English Learner families, the PTA, parent groups, team council and staff members. Input was solicited through conversation, surveys, online question and answer fora, and phone conversations.

A summary of the feedback provided by specific stakeholder groups.

Certificated staff favored prioritizing struggling learners, curriculum experts, and Instructional Aides.

Classified staff prioritized Instructional Aides, struggling learners, and mental wellness.

Students favored science, curriculum experts, and under-represented groups as priorities.

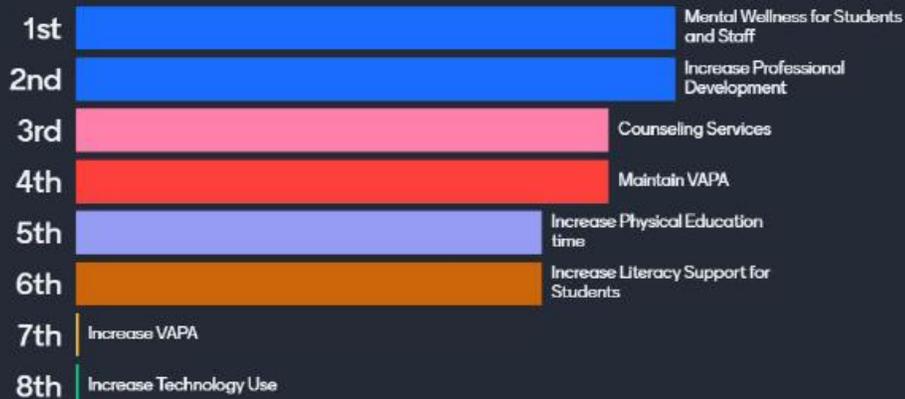
Parents, placed curriculum experts, science, and counseling services as top priorities.

Priorities by Goal Area:

Goal Areas	Priorities (from survey)
1) AVCS will ensure all students, including students that are English Learners, Low Income, and Foster Youth, have access to rigorous and differentiated content-rich curriculum that supports their acquisition of advanced	-High- Struggling learners 97% -High – IA’s for struggling learners 97% -High – NGSS priority 95% -Medium- Professional Development 87% -Low- Outreach under-represented groups 78%

<p>literacy and numeracy skills and is aligned to the expectations of state standards.</p>	
<p>2) AVCS will ensure increased student achievement on rigorous academic standards in all content areas and will leverage technology to maximize student achievement.</p>	<p>-Low- Gifted students 77%</p>
<p>3) AVCS will ensure students have access to a well-rounded curriculum that focuses on the whole child.</p>	<p>-Medium- service learning 89% -High – curriculum experts 98% -Medium- Increase PE Funding 85%</p>
<p>4) AVCS will ensure a positive school climate that maximizes students' social emotional and academic success in which there is high parent and student engagement and where students and families feel safe, secure, and connected.</p>	<p>-High- Mental wellness for staff and students 93% -High-Counseling services 90%</p>

Prioritize these issues



What priorities could help our unduplicated students as we develop the LCAP? Mentimeter



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



Goals and Actions

Goal

Goal #	Description
1	AVCS will ensure all students, including students that are English Learners, Low Income, and Foster Youth, have access to rigorous and differentiated content-rich curriculum that supports their acquisition of advanced literacy and numeracy skills and is aligned to the expectations of state standards.

An explanation of why the LEA has developed this goal.

When our stakeholders were polled, responses demonstrated these funding priorities. Struggling learners need to be addressed. These are often our English learners and low-income families. Instructional Aides should be used to provide support for struggling learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional Aide Lit. Support Serving All Grades	Currently, Instructional Aides Support K/1				Struggling student academic needs supported by a robust Lit. Support program. 1 Aide for K/1 1 Aide for 2/3 1 Aide for 4/5/6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of teachers trained in GLAD language strategies	Currently, not all staff are trained. Some have been trained and some need a refresher course				Effective language learning strategies reinforced and implemented across grade levels and curricular areas. Full GLAD training offered to newer teachers on staff and those that want to start from the beginning
Number of students being provided intervention	Currently, teachers provide intervention ad hoc based on student performance in class				Established tutoring service that provides support for struggling learners as a tier 2 intervention

Actions

Action #	Title	Description	Total Funds	Contributing
1	2 Instructional Aides (IA's)	IA for 2/3 and an IA for 4/5/6	[\$100,000.00]	[Y/N]
2	Tutoring	Contract with a third-part vendor for tutoring services	[\$20,000.00]	[Y/N]
3	GLAD Training	Language Development Training for all staff	[\$15,000.00]	[Y/N]
4	ILT Sub Days (PD)	Training Days for Instructional Leadership Team	[\$5,400.00]	[Y/N]
Goal #	Description			
2	1) AVCS will ensure increased student achievement on rigorous academic standards in all content areas and will leverage technology to maximize student achievement.			

An explanation of why the LEA has developed this goal.

Technology is not a stand-alone area for students to excel but a tool with which they leverage their success. We want all students to achieve at the highest possible level and the increased rigor will keep the bar set high for them to be able to do so. This is even more the case for our struggling learners. Next Generation Science Standards should be given priority as a curricular area. There should be professional development in NGSS and other areas to support teaching staff as they address challenges for this target group.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of teachers that receive training in NGSS and inquiry-based learning	Currently, only a small number of teachers (3) have received training in the Next Generation Science Standards and Ambitious Science				The entire teaching staff will be trained in the basics of NGSS. Science and the new science standards will be familiar to staff, students, and families. Science instruction will be articulated through the grade levels and growth will be demonstrated through CST scores.
Number of students on Smarty Ants/Achieve 3000 and iReady	All students take level set, midyear, and end of year assessments with these learning accelerators				All students will use these local assessments to track growth in ELA and Math
Number of materials and supplies by grade level	Currently, primary and supplementary materials for science and primary language learning are lacking				Each grade level will have its own set of science kits and materials as well as primary language materials for language development.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of active GATE programs in grade levels 4-8	Currently, there are no active GATE programs. Last year, only 4 th grade had an active gate program.				Full functioning GATE program from testing in 3 rd through promoting 8 th graders involves and engages those identified students.
Number of devices serviced	Currently, devices are serviced ad hoc or on an as needed basis.				Devices regularly serviced and maintained through provided budget.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Online Subscription Services	Smarty Ants, Achieve 3000, See Saw, and Nearpod are among the online subscription services used to help increase student achievement. These learning accelerators are leveraged to maximize student achievement.	[\$ 30,000.00]	[Y/N]
2	NGSS Training	Next Generation Science Standards, Ambitious Science Teaching, and the inquiry process will be a curricular focus	[\$ 35,000.00]	[Y/N]
3	Books and Instructional Supplies	The purchasing of books and instructional supplies to provide instruction to our neediest students	[\$10,000.00]	
4	GATE	Supplemental Funding for Teacher time and materials for GATE	[\$5,750.00]	
5	Maintenance of Current Technology	Repairs and maintenance of school hardware to provide neediest students that may not otherwise have the opportunity, access to the necessary technology.	[\$ 4,850.00]	[Y/N]

Goal #	Description
3	AVCS will ensure students have access to a well-rounded curriculum that focuses on the whole child.

An explanation of why the LEA has developed this goal.

It is important for students to have a culturally rich curriculum that goes beyond language arts, math, science and social studies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Contracted time of curriculum experts	Currently, music is funded at 1.0 FTE, Art, Theater and PE are funded at 0.275 FTE				Music will continue to be funded at 1.0 FTE but Art, Theater, and PE will be funded at 0.5 FTE. Music, Art, and Theater will be added to Middle School.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Experts	Music will be funded at a full-time position, Drama, Art, and PE will be funded at half-time positions.	[\$ 150,000.00]	[Y/N]
Goal #	Description			
4	AVCS will ensure a positive school climate that maximizes students' social emotional and academic success in which there is high parent and student engagement and where students and families feel safe, secure, and connected.			

An explanation of why the LEA has developed this goal.

Mental health has taken center stage with recent developments and the pandemic status we have found ourselves in for the last year and a half. Many of our struggling learners face challenges that can be attributed to mental health. Emotional security and safety have long been a priority at AVCS. In a lower tier (yet still priority area) outreach to under-represented groups and families will help provide support to those students and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of school based counseling hours available to students	Currently, we have limited hours available for school-based counseling				Long-term, we should have the number of counseling hours available to meet the needs of our students
Number of noon-supervisors available to students during lunch, recess, before school and after school	Currently we have 4 noon supervisors				We would like to maintain between 8-10 student supervisors (noon duty staff)
Outreach to parents of under-represented groups	We currently offer ELAC, and make invitations to school meetings but do not have a specific effort to reach the under-represented groups				Under-represented groups will have a consistent advocate and voice for school representation

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselor	A licensed counselor on site contracted through a mental health agency to provide support at AVCS 5 days per week.	[\$ 60,000.00]	[Y/N]
2	Noon Supervision	Noon supervisors for lunch, recess, before school and dismissal	[\$ 30,000.00]	[Y/N]
3	Parent Outreach	Student/Parent Support Liaison to provide more outreach to under-represented groups	[\$ 10,000.00]	[Y/N]

Goal Analysis 2019

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.

Goal 1- AVCS will ensure all students, including students that are English Learners, Low Income, and Foster Youth, have access to a rigorous and differentiated content-rich curriculum that supports their acquisition of advanced literacy and numeracy skills and is aligned to the expectations of the California State Standards.

Goal 2- AVCS Will leverage technology to maximize student achievement.

Goal 3- AVCS will ensure increased student achievement on rigorous academic standards in all content areas.

Goal 4- AVCS will ensure students have access to a well-rounded curriculum that focuses on the whole child.

Goal 5- AVCS will ensure a positive school climate that maximizes students' social emotional and academic success in which there is high parent and student engagement and where students and families feel safe, secure, and connected.

Planned actions were taken for these goals as written and implementation of the actions was carried out generally as planned. Minor adjustments to expenditures were made but the overall intent of the expenditures remained with the desired original intent. Some of the desired outcomes were met but some were not reached as had been planned. Maintaining the number of highly qualified teachers, for example, was achieved. Some of the desired test scores were not reached.

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

Budgeted expenditures for the 2019-2020 LCAP were \$394,549. The Estimated actual Expenditures were \$314,100. Priority was given to restricted funding sources that had earlier expiration dates. Otherwise, the entire amount and more would have been spent.

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

The salaries paid and the supplies purchased with the supplemental and concentration grant from the 2019 LCAP allowed us to make substantial progress toward our goal. The low socio-economic students were given a more level playing field with the materials, devices and services that were provided to all students or to specifically marginalized groups of students. The devices that were purchased became extremely vital to learning this past year in the distance learning format.

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.

Reflecting on the desired outcomes for our next school year, based on our prior practice, we are placing a greater emphasis on providing services to help our students recover learning loss. Putting key staff members in place to best support our students will go a long way to reaching our desired outcomes and goals.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21%	\$81,565

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.

Goal #1 Actions:

1	<p>2 Instructional Aides (IA's)</p> <p>Increasing the number of Instructional Aides will allow foster youth, English learners, and low-income students to receive more individualized and concentrated instruction with targeted learning activities in elementary school.</p>
2	<p>Tutoring</p> <p>Middle School students traditionally receive much less support from IA's, in part because of the schedule constraints. After-school tutoring will be a way to ensure that the needs of foster youth, English learners, and low-income students are met by providing extra support in critical areas.</p>
3	<p>GLAD Training</p> <p>Language instruction has been an area of success for AVCS but the training that was provided for teachers took place nearly a decade ago. There have been numerous new staff members added and the system-wide use of GLAD strategies will be particularly helpful for our foster youth, English learners, and low-income students.</p>
4	<p>ILT Sub Days (PD)</p> <p>Foster youth, English learners, and low-income students are the focus of our Instructional Leadership Team and the initiatives that we work on with our charter cohort and the district instructional leadership team. It is important for our instructional leadership team to bring these focused practices back to the rest of the teaching staff in order to provide the needed support to these otherwise marginalized students.</p>

Goal #2 Actions:

1	<p>Online Subscription Services</p> <p>The learning accelerators implemented at AVCS level the playing field for foster youth, English learners, and low-income students by providing them online access to technology-based learning activities.</p>
2	<p>NGSS Training</p> <p>While the Next Generation Science Standards are for all students, there is a particular focus on foster youth, English learners, and low-income students as these students are often left behind in science instruction. The inquiry process provides tools to these otherwise marginalized students to be able to dialogue, interact and compete with students that traditionally have more opportunities outside of school situations.</p>
3	<p>Books and Instructional Supplies</p> <p>A reading rich environment targets foster youth, English learners, and low-income students.</p>
4	<p>GATE</p> <p>A good portion of our foster youth, English learners, and low-income students are identified as GATE or benefit directly from the provided GATE instruction.</p>
5	<p>Maintenance of Current Technology</p> <p>The access that foster youth, English learners, and low-income students have to technology on our campus is critical. It provides them with the ability to learn use of the tools as well as the content that is provided through the technology.</p>

Goal #3 Actions:

1	<p>Curriculum Experts</p> <p>AVCS combined previous goals 3 and 4, placing a high premium on teaching to the whole child. Once again, foster youth, English learners, and low-income students may not otherwise be exposed to drama, art, music or other creative expression instruction outside the school day. It is critical to be able to provide these activities integral to educating the whole child.</p>
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Goal #4 Action:

1	<p>Counselor</p>
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	Based on previous experience, foster youth, English learners, and low-income students disproportionately experience social-emotional challenges. Providing support through a full-time counselor is import to be able to address the needs of these students.
2	<p>Noon Supervision</p> <p>Sufficient adult supervision during unstructured times such as lunch is pivotal for our foster youth, English learners, and low-income students. Having adults to monitor, aide in communication, and provide a safe environment for these higher-needs students.</p>
3	<p>Parent Outreach</p> <p>The parents of foster youth, English learners, and low-income students are traditionally the most underrepresented in the school community. Extra effort needs to be made to make certain that their voice is heard and these students have a home-school partnership supporting them.</p>

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

AVCS looks forward to providing essential support to foster youth, English learners, and low-income students. The area of counseling alone represents an increase greater than the 21% required from the increase in services to these target groups. Additionally, increased numbers of Instructional Aides, Tutoring for Middle School students, Curriculum Experts (art, music, etc.) and the language instruction strategies provide a robust base of support for foster youth, English learners, and low-income students. This combination of services specifically targets these students using a majority of the LCAP supplemental concentration funds.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

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

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.