



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

The Washington Union School District, established in 1868, has a long history of academic excellence and high expectations for students. The district's committed staff, its supportive parent community, and its high-achieving students all contribute to the district's success. The Board of Trustees has demonstrated a commitment to small class size, a rigorous and enriching academic program, and a focus on respect and personal responsibility for all students. The District is comprised of three schools, serving grades Transitional Kindergarten through 8th grade. Toro Park School serves grades TK through 3, Washington Union Elementary serves grades 4 and 5, and San Benancio Middle serves grades 6 through 8. The staff at the three schools in the district work together to see that every student is involved in engaging yet challenging instruction. As a result, our students receive a strong foundation in all academic subjects and are well-prepared to assume the challenges of high school. The district has an unduplicated student population (comprised of English Learners, Foster Youth, Homeless, Socio-economically disadvantaged students) of 11.9%.

In 1990, Washington Union's Board of Trustees determined the need to set long-range goals and objectives for the district. The Board engaged in the strategic planning process, in which district administrators, teachers, Board members, and parents looked at the state of the district and planned a course of action in six different goal areas. They also discussed the district's beliefs about students and learning, and from these discussions, developed a mission statement for the district. The establishment of long-range objectives allows all district staff

members to focus on the same goals for improving student achievement. The Strategic Planning Committee reviews and evaluates the district's progress by looking at student achievement data, parent surveys, and other information related to the attainment of the plan's goals and objectives. In 2009 the committee added a finance goal and revised the curriculum and instruction goal to reflect curriculum, instruction, and accountability. In 2019 the committee developed a district vision statement, creating a vision for our students that is reflective of our district's mission and core values. To maintain high standards, the district is engaged in on-going monitoring and evaluation of the instructional program. We are proud of our accomplishments and are continually striving to improve and enhance the educational program. The Local Control Accountability Plan and the Strategic Plan provide the roadmap for the success of our students.

Reflections: Successes

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

Priority 1 - All areas under Priority 1 were successfully met. 100% of teachers were highly qualified (as compared to 98% in the prior year), all students have access to all instructional materials, and all facilities are in good condition School Accountability Report Card (SARC) and Facilities Inspection Tool (FIT).

Priority 2 - Results related to these goals are measured by the English Language Proficiency Assessments of California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), and district multiple measures, and are reported to stakeholder groups (District Advisory Council, School Site Council, Strategic Planning, and Board Meetings) throughout the school year. Formal state assessments were suspended in the 20-21 school year and the district used local measures instead to report on student progress. Staff engaged in professional learning throughout the year in regards to technology, progress monitoring, and student engagement for both distance and hybrid learning models. Reclassification of English Language Learners was not available at the time of posting due to English Learner Proficiency Assessment of California (ELPAC) scores not yet being released. The board will be updated with new information as it becomes available. New goals in the 2021-2024 LCAP will address how we will give targeted support to students who haven't reclassified and students who will be considered Long-Term English Learners to help ensure reclassification within five years. We will continue to look at refining the Response to Intervention (Rtl) process at each of the three sites to provide students with more targeted academic support in addition to allocating supplemental funding to support struggling and unduplicated students.

Priority 3 - There are a variety of ways in which parents can participate in the decision making process alongside the district and the school sites. The district seeks input through Board Meetings, Strategic Planning, District Advisory Council, School Site Councils, Steering Committee (whose primary focus was on distance learning, hybrid, and reopening plans), and a COVID relief fund committee. The district also offers opportunities to participate in stakeholder meetings at various times throughout the school year in order to help promote parental participation of unduplicated students and students with disabilities. WUSD also monitors parent, student, and staff input through annual surveys, especially seeking out input from our unduplicated families to ensure they are fully connected to the district.

Priority 4 and 5 - Before the suspension of the California Department of Education's Dashboard due to the COVID-19 pandemic, the district saw indicators on the 2019 Dashboard that the students of the Washington Union School District overall performed very well. In the areas of Language Arts and Math, student performance was in the "High" status indicator, with a change rating of "Declined," placing the district in the

green category for both. The district performed in the blue category for Suspension rate with a status of very low and decreased. The Chronic Absenteeism rate was green, indicating a status of "Low," with a change rating of "Maintained." In order to maintain the high level of academic performance, the district will continue to engage in staff and professional development in order to assist teachers in continuing to provide high-quality instruction. A summer school program will help address learning loss as a result of distance and hybrid learning, and students not meeting standards will also be offered extended learning services upon return to school in the fall. Teachers and principals monitored student engagement via Zoom and reported any truancy concerns or lack of engagement. Overall engagement of students was very high.

Priority 6 - The district had neither suspensions nor expulsions in the 19-20 school year and had two suspensions and zero expulsions in the 20-21 school year. The school counselor position continues to be full time and all three schools in the district have engaged in professional development and training as part of the district's participation in the Multi-Tiered Systems of Support (MTSS) Framework. The school counselor continues to work with individual students, small groups, and classes to improve student connectedness. To provide added layers of social-emotional support, the district partnered with Harmony at Home to provide additional counseling services and refer families to community based supports on an as needed basis. Parent support is also an integral part to the Washington Union School district and we work closely with Parents' Club and the Washington Union Educational Foundation (WUEF) to provide community based events and fund the art and music programs.

Priority 7 - In addition to providing students with access to all core subject areas whether they are unduplicated or not, the district offers Tier I, II, and III Rtl supports for all struggling students through the MTSS model. The district also provides an art and music program for all students that is funded through WUEF. All students in grades TK-8 receive monthly hands-on and history lessons for art. Students in grades TK-3 participate in weekly music lessons that focus on the fundamental foundations of music. In grades 4-8 these lessons continue, but students are also given the opportunity to learn a musical instrument and participate in the band once they reach middle school. No students are denied access to these programs based on socio-economically disadvantaged status, homeless or foster youth status, or because they are English Language Learners or Special Education students.

Priority 8 - Other student outcomes will focus on monitoring local assessment data for academics and social-emotional progress monitoring.

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.

Before the suspension of the California Department of Education's Dashboard due to the COVID-19 pandemic, the district saw that on the California Accountability Dashboard, in the area of Suspension Rate, none of the overall indicators or subgroups landed in the orange or red. In the area of academics, there were no overall performance ratings of "Red" or "Orange". Students with Disabilities youth for Chronic Absenteeism, Socioeconomically Disadvantaged youth for Chronic Absenteeism, and Hispanic youth for Suspensions were two or more performance levels below all students in the district. The state is moving away from a color-coded system and will be tracking points above or below standard. The baseline data measurement for this year will report these data points using the new language. Students not meeting standards were offered Response to Intervention (Rtl) with small group instructional support during the school year and Summer School

based on multiple measures scores and teacher observation records. WUSD is working hard to address any achievement gaps that may present themselves going forward as a result of the COVID-19 pandemic and school closures. This year's LCAP will include a goal about actions and services to address learning loss mitigation.

WUSD feels that early intervention for struggling students is key, and as a result, we have increased Rtl materials through the purchase of Read Naturally and IXL so that students can receive targeted English Language Arts (ELA) and Math interventions when they are identified as struggling. Based on academic engagement and progress results, the district purchased IXL to support students at tiers one, two, and three again this school year. We have continued targeted English Language Development (ELD) intervention for students at Toro Park through the Rtl that is provided daily by teachers and aides who specifically focus on interventions for our English Language Learners. The district added additional collaboration days to the calendar to allow for more time for planning and data reflection, especially as it relates to student learning loss. In the 21-22 school year, our greatest areas of need will be ensuring that we identify and address learning loss, while also addressing trauma and social-emotional needs.

LCAP Highlights

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

With the COVID-19 pandemic and resulting school closures for over a year, the LCAP has different components than in previous years.

The Budget Overview for Parents helps show the relationship between total expenditures (base program) and LCFF Supplemental expenditures (for unduplicated students).

The annual update addresses progress towards goals that were established in the 2019-2020 LCAP, since a formal annual update was never completed as a result of school closures. This update also includes budgeted versus actual expenditures in the Learning Continuity and Attendance Plan (LCP) for the 2020-2021 school year.

The Plan Summary addresses successes and challenges faced during the 2020-2021 school year. This information is tracked through local measures and in years to come will return to using state dashboard data and statewide assessment data as well.

Goals for the 2021 to 2024 LCAP are newly developed to reflect our commitment to following the MTSS framework and ensuring that we are addressing the academic, behavioral, and social-emotional needs of all students. The district wanted to set goals so we can best support students with disabilities and unduplicated students. Using the state priorities as well as the district's Strategic Plan, the following goals were developed to address the needs of the district and the needs of the under-served student groups. WUSD will support learning loss mitigation and student traumatic experiences as a result of the delay to the traditional start of school due to wildfires and COVID-19 pandemic. We will implement academic and social-emotional supports. The goals are as follows, along with the state priorities that each goal addresses:

1. All students will be provided a safe, healthy learning environment with a sense of connectedness. They will be taught by fully credentialed, appropriately assigned teachers and have access to standards-aligned instructional materials. (State Priorities 1, 2, 4, 7, 8)

2. All students with disabilities, unduplicated students, and low-performing students will show increased achievement in Language Arts and Mathematics. (State Priorities 2, 4, 8)
3. To support student social-emotional well-being, students will be provided with strategies, supports, and resources to achieve personal and academic success. (State Priorities 3, 5, 6)
4. Through expanded learning opportunities and learning loss mitigation strategies, teachers and staff will provide Rtl instruction that encompasses enrichment and remediation to meet the academic, behavioral, and social emotional needs of all students and addresses learning gaps. (State Priorities 1, 2, 4, 5, 6, 8)

The Increased or Improved Services provides an explanation of how the needs of unduplicated students were considered first, and how these actions are effective in meeting the goals for these students. The final section of the LCAP clearly lays out expenditures in tables to demonstrate the relationship between the LCAP actions versus budgeted expenditures.

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.

None of the schools in the Washington Union School District have been identified 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.

None of the schools in the Washington Union School District have been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

None of the schools in the Washington Union School District have been identified for Comprehensive Support and Improvement.

Stakeholder Engagement

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

When schools went to distance learning in March 2020, the district engaged many stakeholder groups to talk about areas of focus and reopening plans. The administrators worked together to build the plan and share it out. The goals developed in the LCAP were developed as a result of stakeholder feedback.

Board Meetings took place on April 8, June 17, July 8, August 12, September 9, October 14, November 18, and December 15 of 2020 and continued on January 13, February 10, March 10, April 14, and May 12 of 2021. Additional special Board Meetings also were scheduled over the course of the year and administrators and board members attended on April 1, July 28, August 22, August 26, September 16, October 6, October 13, and February 23.

In May, the district developed a steering committee to talk about distance learning progress and fall reopening plans. This committee met on May 27, June 3, June 10, June 24, June 30, September 8, October 15, October 29, November 19, February 11, February 23, March 24, and April 13.

To engage with teachers the district held multiple Zoom sessions first in the spring of 2020 and the district held a Staff Town Hall over the summer on July 1. Staff were welcomed back on August 11 to talk about reopening plans and what distance learning would like like in the fall of 2020. Staff were engaged weekly in site-level conversations about goals and objectives for the district during the pandemic. The district also met frequently with the Gabilan Teachers Association to talk about reopening ideas, goals/concerns for the 2021-2022 school year, and to develop a Memorandum of Understanding to supplement the contract for 2020-2021. The Instructional Leadership Team met each month in the 2020-2021 school year to focus on current and future curricular areas identified as needs.

Parent involvement and LCAP discussions were held across various groups. The District Advisory Council met on May 7, September 10, and December 1, 2020 and continued meeting on February 25 and April 29, 2021. In the spring of 2020 the district developed a Steering Committee to discuss distance learning, reopening in 2020-2021, and ways to address learning loss. Our Strategic Planning Committee met on April 20, 2020, January 21, 2021, and April 21, 2021 to discuss overall goals for the district. The Expanded Learning Opportunities Grant committee met on April 27th to develop an expenditure plan and then met to approve it on May 4th, 2021. The plan was approved by the board at the May 12th board meeting. The LCAP was also presented at School Site Councils, some of which have students as a group member.

The Washington Union Educational Foundation and Parents' Club work closely with the district to help with additional funding. Teachers and administrators met with these two organizations monthly to update them on reopening plans and to discuss ideas for fundraising and planning community events.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback was positive and supported the development of the new plan. All groups listed above that were engaged in the development of the LCAP shared the same feedback. New goals were developed with the aim of being clearly able to delineate between our base program, supplemental funds, and state and federal funds provided for COVID-Relief and Learning Loss Mitigation. The district will report results when available in order to continue to inform all stakeholder groups. For the next three year plan, the district LCAP goals will focus specifically on student achievement and social-emotional learning and well-being. Stakeholders' comments and suggestions were considered and included where appropriate. This was discussed with all groups and at Strategic Planning to ensure understanding. Input that was gathered is reflected in the district's Strategic Plan. The Strategic Plan is the road map for all the work done in the district and the LCAP is aligned to the plan. It was modified on April 21, 2021 and can be found on the district website. Academic goals addressed in the LCAP are reflective of the Strategic Plan goal to monitor student achievement through the district's Multiple Measures Index and CAASPP results. The district addressed the gap between achievement of all students and students with disabilities and socio-economically disadvantaged students through the PIR process in previous years and will monitor student progress and learning loss in the coming years.

Targeted ELD instruction will be increased throughout the school day. Additional teachers and aide support will help meet the needs of English Learners at all three sites, as they will each have roughly an equal number next year. Our strategic plan goal reflects our goal of reclassifying students within five years.

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

As a result of stakeholder engagement we developed goals and actions which will ensure that all of the feedback of the stakeholders is addressed. Based on this feedback, the 2021-2022 LCAP reflects a continued interest in and increase of counseling support, increased technology, academic supports and professional development to address social-emotional concerns and to help mitigate learning loss. The district will implement supports for students not meeting standards as well as a continued effort in maintaining the high academic performance that has become a hallmark of the district through intervention, smaller class sizes, and summer school. Specific actions developed as a result of stakeholder engagement are addressed in goals two, three, and four of the LCAP, with the first goal explaining and supporting our base program for all.

Goals and Actions

Goal

Goal #	Description
1	All students will be provided a safe, healthy learning environment with a sense of connectedness. They will be taught by fully credentialed, appropriately assigned teachers, and have access to standards-aligned instructional materials.

An explanation of why the LEA has developed this goal.

Washington Union has a long-standing history of working to provide students with access to high-quality education so that they are supported academically, emotionally, behaviorally, and socially. In order to ensure that all students reach their potential and achieve personal success, the district will focus on hiring and retaining highly qualified teachers, maintaining facilities, and allowing access to a broad course of study with materials that are aligned to Common Core State Standards and Next Generation Science Standards. This goal addresses state priorities one, two, four, seven and eight.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1: Performance on Technology Plan objectives as described in annual reports to the Board.	1.1a: Washington Union School and San Benancio Middle School are one-to-one with Chrome Books.				1.1a: One-to-one devices will be available district-wide.
1.2: Percent of highly qualified staff.	1.1b: ParentSquare is used to communicate with families and has 1,191 registered users.				1.1b: ParentSquare will continue to reach 100% of families.
1.3: Broad access to Common Core State Standards and NGSS materials, including incorporation of materials that support unduplicated and special education students.	1.1c: 100% of staff have been trained in the use the Google Education Suite.				1.1c: Google Classroom and Apps for Education will continue to be used at all grade levels and additional professional development will continue.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1.4: Teacher evaluations of training sessions, log of professional development opportunities.</p> <p>1.5: Facility Inspection Tool (FIT) and maintenance projects.</p>	<p>1.1d: Server updates were completed. The district installed a VoIP phone system in the 2021 school year.</p> <p>1.1e: Students in grades 4-6 learned about digital citizenship and online safety through Common Sense Media.</p> <p>1.1f: In 2021-22 the district will implement Go Guardian software to monitor student safety and internet activity. Currently no monitoring software is being implemented.</p> <p>1.2: 100% of teachers are highly qualified. There are eight teacher mis-assignments due to having teachers who are not CLAD certified and have English Learners in their classes.</p> <p>1.3: Adopted programs include:</p>				<p>1.1d: A full infrastructure upgrade will be completed and the VoIP system will be continued to be used.</p> <p>1.1e: Students in grades 2-8 will have been taught using Common Sense Media's the importance of digital citizenship and online safety.</p> <p>1.1f: 100% of teachers will have been trained in and know how to use Go Guardian to it's full potential.</p> <p>1.2: 100% of teachers highly qualified with zero teacher mis-assignments.</p> <p>1.3: New adoptions completed for ELA and Math. The district will begin exploring Math adoptions in the 2021-22 school year, with the aim of adopting an updated program by the end of</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELA - Wonders (K-3); ReadyGen (4-6); Teacher Created Curriculum (7-8) Math - Go Math (K-8) Social Studies - MyWorld (K-8) Science - DiscoveryEd (K-5); Elevate Science (6-8)</p> <p>1.3: Additional intervention Supports include: IXL to support Language Arts and Math and Read Naturally to support struggling readers. Mystery Science supplements the DiscoveryEd curriculum.</p> <p>1.4: Professional Development offered in the 2021 school year consisted of student engagement in distance and hybrid learning, Google Classroom and Apps for Education, EdTech Tools, SPED Legal Update, and CAASPP administration.</p>				<p>that school year. The district will have adopted new ELA curriculum district-wide by the end of 2023-24.</p> <p>1.4: All teachers will be trained in 21st century skills, CCSS, and NGSS. Staff will be provided with opportunities for social-emotional professional development that will be implemented on the playground and in the classroom.</p> <p>1.5: FIT Inspection Tool will show facilities are in good repair and this status will be maintained.</p> <p>Projects that will be completed are: *Gym roof repair at San Benancio, *completion of painting and window modernization at Washington Union School,</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>1.5: All facilities are in good repair according to the FIT. Projects completed this year were</p> <ul style="list-style-type: none"> *painting at all three schools, *interior cosmetic improvements to classrooms at SBMS, *installation of MERV 13 filters in all rooms, *installation of HVAC in WUS office, *parking lot renovation and blacktop slurry seal at Toro. 				<ul style="list-style-type: none"> *district office modernization, *slurry seal 6th grade wing and parking lot at SBMS. *track and field repairs at WUS and SBMS

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Instruction (Function 1000-1999)	The district will support existing positions, services, and materials to educate students. This includes both regular and special education costs.	\$5,550,810.00	No
2	Base Instruction Related (Function 2000-2999)	The district will continue to support the costs of principals, secretaries, library aides, and curriculum development for all students.	\$955,419.00	No
3	Base Pupil Services (3000-3999)	The district will continue to support the costs of the school psychologist, transportation, and health services for all students.	\$425,966.00	No

Action #	Title	Description	Total Funds	Contributing
4	Base Ancillary to Instruction Services (4000-4999)	The district will continue to support the costs of athletics, student council, and yearbook stipends to ensure connectedness for all students.	\$19,852.00	No
5	Base Community Services (5000-5999)	The district will continue to support the costs of community recreation and civic services.	\$1,112.00	No
6	Base General Administration (Function 7000-7999)	The district will continue to support the costs of the governing board, superintendent, district office staff, and district-wide technology to ensure support and guidance for all students and site-level staff members.	\$759,752.00	No
7	Base Plant Services (8000-8999)	The district will continue to support the costs of utilities, maintenance, operations, and security to ensure that all students are taught in safe, well-maintained facilities that are conducive to learning.	\$932,388.00	No
8	Other Outgo (9000-9999)	The district will allow for debt services, transfers between agencies, and interfund transfers.	\$228,930.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students with disabilities, unduplicated students, and low-performing students will show increased achievement in Language Arts and Mathematics.

An explanation of why the LEA has developed this goal.

The district will ensure that all students with disabilities, unduplicated students, and low-performing students are given access to additional supports for Language Arts and Math. While all students benefit from tier one interventions, the district feels that more structured and systemic supports will support equity of increased access for tier two and tier three supports. In reflecting on pre-COVID data from previous years' dashboard results, students with disabilities and unduplicated students tended to perform in the yellow and orange categories for academics. The district's aim is to address this disparity and help close the achievement gap. This goal addresses state priorities two, four, and eight.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1: End of Year assessment results (local).	2.1: Local assessment data for Language Arts - 72% met or exceeded standards with 36% of students exceeding standards.				2.1: 80% of students will meet or exceed standards in Language Arts and Math, with 50% or more of those students exceeding standards.
2.2: End of Year assessment results (CAASPP).	Math - 53% met or exceeded standards with 22% of students exceeding standards.				2.2: 80% of students will meet or exceed standards in Language Arts and Math, with 50% or more of those students exceeding standards.
2.3: Participation in professional development.	2.2: No data is available this year due to COVID-19 and school closures. The most recent CAASPP indicators that are				
2.4: Academic dashboard indicators to monitor student subgroups.					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2.5: Chronic Absenteeism dashboard indicators to monitor student subgroups.</p> <p>2.6: Progress towards reclassification dashboard indicator to monitor English Language Learners.</p> <p>2.7: ELPAC Reclassification Rates.</p>	<p>available are from 2019. Overall, 71.8% of students met or exceeded standards in Language Arts, with 32.2% of those students exceeding standards. For Math, 57.4% of students met or exceeded standards with 27.6% of those students exceeding standards.</p> <p>2.3: Professional Development offered in the 2021 school year consisted of student engagement in distance and hybrid learning, Google Classroom and Apps for Education, EdTech Tools, SPED Legal Update, and CAASPP administration.</p> <p>2.4: No data from the California Dashboard is available this year due to COVID-19 and school closures. The most recent dashboard indicators that are available are from 2019. Overall,</p>				<p>2.3: All teachers will be trained in 21st century skills, CCSS, NGSS, Step Up to Writing, Ignite Your S.H.I.N.E. Framework, IXL as a diagnostic and remediation tool, and social-emotional learning and best practices. Staff will be provided with opportunities for social-emotional professional development that will be implemented on the playground and in the classroom.</p> <p>For all actions related to the dashboard (2.4, 2.5, and 2.6), color ratings will change by 2023-24. We will be able to compare using "points above standard" data once set by the state. This stated desired outcome will change at that time to reflect "points above standard" instead of colors.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the district performed at 40.1 points over standard for Language Arts and 13.8 points above standard for Math. Special Education and Socioeconomically disadvantaged students were 25.8 points below standard for ELA and 47.3 points below standard for Math. EL students were 9 points above standard for ELA, but this was a decline of 20.7 points. For Math EL students were 7.5 points above standard.</p> <p>2.5: No data from the California Dashboard is available this year due to COVID-19 and school closures. The most recent dashboard indicators that are available are from 2019. WUSD had a chronic absenteeism rate of 4.2%. SPED students had a 6.7% chronic absenteeism rate with</p>				<p>Academic categories will be in Blue and Green overall without SPED, SED, Hispanic and EL students in yellow categories. The district will use the actions below to help close the disproportionate gap for Special Education students, socio-economically disadvantaged and English Language Learners.</p> <p>2.5: Chronic Absenteeism indicators will be in Blue and Green overall without SPED, SED, Hispanic and EL students in yellow categories. The district will use the actions below to help close the disproportionate gap for Special Education students, socio-economically disadvantaged and English Language Learners.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SED at 10.6% chronically absent.</p> <p>2.6: On the 2019, Dashboard indicator 70.6% of English Learners made progress towards reclassification.</p> <p>2.7: Of the total number of EL students in the district, 52% are long-term English Learners. Testing was completed in May 2021 and at the time of publishing the LCAP reclassification data was unavailable.</p>				<p>2.6: 100% of EL students will continue to make at least one level of progress towards reclassification each year.</p> <p>2.7: 100% of all students will be reclassified within five years of being identified as English Language Learners.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Additional Personnel - Instruction (Function 1000-1999)	<p>The district will supplement the base program and use relief funding to support existing positions, services, and materials to educate students. Actions include:</p> <p>*An additional Instructional Aide at Toro Park will provide Tier 1 academic intervention support.</p> <p>*After school tutorials will provide additional support for learning loss mitigation.</p> <p>(All personnel costs also include benefits.)</p>	\$32,366.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Supplemental Rtl - Instruction (Function 1000-1999)	Use of IXL to support remediation for struggling students.	\$16,335.00	Yes
3	Additional Instructional Materials (Function 1000-1999)	Summer School Materials and Supplies	\$2,500.00	Yes
4	CLAD to Support Instruction (Function 1000-1999)	The district will work with teachers and Brandman University to ensure that all teachers have their CLAD certificate to help support English Language Learners.	\$20,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	To support student social-emotional well-being, student will be provided with strategies, supports, and resources to achieve personal and academic success.

An explanation of why the LEA has developed this goal.

Students are coming into school with trauma backgrounds and have difficulty regulating themselves and attending to instruction throughout the day. When students have access to staff who can support students social-emotional needs, it helps students to achieve academic success and reach personal success goals related to areas outside of academics. This goal addresses state priorities three, five, and six.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1: Student and staff survey results	3.1: Parent surveys were administered in June of 2021. Response options for parents were very satisfied, satisfied, dissatisfied, very dissatisfied and no opinion. Parent satisfaction rates: Students show respect for each other. 2019: 90% 2020: 89%, 2021: 97% Discipline is fair and consistent. 2019: 90% 2020: 91%, 2021: 97%				3.1: Satisfaction rates of 90% or higher on all areas of the student and staff surveys. 3.2: Maintain 70% participation on the parent survey. 3.3: Maintenance of Art and Music programs through WUEF and volunteerism through Parents' Club and Room Parents. Increased financial support for technology needs.
3.2: Parent communication effectiveness and survey participation rate, especially among unduplicated families					
3.3: Increased parent participation, especially involving parents of unduplicated and SPED students					
3.4: Analysis of Annual Parent Survey and implementation of					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
strategies to improve any parent survey response areas that received less than a 90% satisfaction rate	Campus/playground supervisors are effective and helpful. 2019: 95% 2020: 93%, 2021: 98%				3.4: Satisfaction rates of 90% or higher on all areas of the student and staff surveys.
3.5: Attendance Rates	Our staff and student surveys were not given in 2021 and the most recent data is from March of 2020. Response options for staff and students were strongly agree, agree, disagree, strongly disagree and no opinion. Staff satisfaction rates: I work with people who treat me with respect. 2019: 90% 2020: 97% Student satisfaction rates: I am safe. 2019: 96% 2020: 99% My teacher treats me with respect. 2019: 94% 2020: 96% I know what I am supposed to be learning in class. 2019: 94% 2020: 97%				3.5: ADA of 98% district wide.
3.6: Digital Citizenship opportunities for students					3.6: Expand digital citizenship opportunities to include grades 2-8.
3.7: Suspension rate					3.7: Suspension rate of 0%.
3.8: Expulsion rate					3.8: Expulsion rate of 0%.
3.9: Middle School dropout rate					3.9: Middle School dropout rate of 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students are treated fairly by the teachers. 2019: 87% 2020: 91%</p> <p>Students are treated fairly by the principal. 2019: 96% 2020: 98%</p> <p>Students are treated fairly by people on yard duty. 2019: 87% 2020: 90%</p> <p>Students at my school treat me with respect. 2019: 78% 2020: 88%</p> <p>Students at my school are friendly. 2019: 84% 2020: 93%</p> <p>3.2: The participation rate on parent survey in 2021 was 52% of families.</p> <p>3.3: In the 2020-21 school year WUEF and Parents' Club held multiple fundraisers and virtual community events. WUEF funded the Art Program, supplemented the music program, and supplemented funding for technology.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3.4: Areas with less than 90% satisfaction rate are: Quality of the Science Program (11% dissatisfaction); Quality of the Physical Education Program (12% dissatisfaction).</p> <p>3.5: ADA at Toro Park 98.5%; ADA at Washington Union 98.8%; ADA at San Benancio 98.5%. These percentages are higher than they have been in previous years due to distance learning and multiple opportunities for student engagement. Generally, ADA in WUSD tends to be around 96%.</p> <p>3.6: Students in grades 4-6 have been taught with Common Sense Media curriculum.</p> <p>3.7: Suspension rate is 0.3%.</p> <p>3.8: Expulsion rate is 0%.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3.9: Middle School dropout rate is 0%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counselor - Pupil Services (3000-3999)	The district will employ a full time school counselor to help with individual, small group, and whole class social-emotional supports. Counseling services will be provided through a school counselor and partnership with local counseling agencies. This cost includes employee benefits.	\$92,141.00	Yes
2	ParentSquare Communication - Instruction (Function 1000-1999)	The district will use ParentSquare for quick communication, in the family's home language, to ensure open lines of communication in regards to academics, behavior, and social-emotional well-being.	\$3,980.00	Yes
3	Free Meals - Pupil Services (3000-3999)	The district will provide free meals to low-income, homeless, and foster youth.	\$5,985.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Through expanded learning opportunities and learning loss mitigation strategies, teachers and staff will provide RtI instruction that encompasses enrichment and remediation to meet the academic, behavioral, and social-emotional needs of all students in order to address learning gaps.

An explanation of why the LEA has developed this goal.

As a result of the COVID-19 pandemic and school closures, the district will work closely with stakeholders to develop and implement plans to help mitigate learning loss and provide additional social-emotional supports for students. The district received additional state and federal funding through CARES, ESSER, GEERS, ELO, and COVID-19 LEA Response grants above and beyond our annual supplemental funding. To maintain transparency around the expenditures of these funds, all actions included in this goal will be specifically tied to actions of the aforementioned funds. This goal will be a temporary goal and may not continue for the full duration of the 2021-2024 LCAP. This goal addresses state priorities one, two, four, five, six, and eight.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1: End of Year Assessment results (local).	4.1: See Baseline for Metric 2.1				4.1: See Outcome from Goal Two, Metric 2.1
4.2: End of Year assessment results (CAASPP).	4.2: See Baseline for Metric 2.2				4.2: See Outcome from Goal Two, Metric 2.1
4.3: Number of counseling referrals and students on caseloads.	4.3a: In 19-20, our school counselor maintained an individual long-term caseload of 19% of district students. During the 20-21 school year, the counselor maintained a long-term caseload				4.3a&b: The district will have a tool for identifying and screening students for targeted social-emotional supports and continue to monitor the number of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>of 11% of district students. In addition to her individual caseload, she also met short-term with students individually, ran small groups, whole group lessons, participated in IEP's, 504's and SST's, and set up social-emotional events in-person and virtually across the district.</p> <p>4.3b: A community based counselor was brought on to support students. She had a smaller caseload, but served 100% of the students referred to her.</p>				referrals and students who are working with the counselor. The district will also monitor student connectedness to school through an annual survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Learning Loss Mitigation - Instruction (Function 1000-1999)	The district will supplement the base program and use relief funding to support existing positions, services, and materials to educate students. This includes general education and unduplicated students. Services will include summer school, after school tutoring, and additional teachers to help reduce class sizes and provide RtI.	\$436,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Instruction Related (Function 2000-2999)	The district will supplement the base program and use relief funding to support the costs of curriculum development for all students, by hiring a technician to work during the summer to clean, inventory, catalogue and sort all Chromebooks district-wide in addition to supplementing summer school costs.	\$9,224.00	No
3	Pupil Services (3000-3999)	The district will supplement the base program and use relief funding to increase supports psychologist services, transportation, and maintain the health and safety of all students. This includes some of the costs of: *Summer School Counseling Services *Psychologist Services *Occupational Therapist Rtl *Playworks	\$55,700.00	No
4	General Administration (Function 7000-7999)	Indirect Costs	\$5,801.00	No
5	Professional Development - Instruction (Function 1000-1999)	The district will supplement the base program and use relief funding to provide Ignite Your S.H.I.N.E. social-emotional professional development for staff.	\$16,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.39%	\$173,826

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.

Washington Union School District has an unduplicated count of 11.3% in addition to our Special Education Population. As a result, many of the services we implement while they have been selected because they will support and increase services for these groups, will ultimately also support all students in WUSD. After assessing the needs, conditions, and circumstances of our unduplicated and special education students, we learned that many students are facing potential learning loss and trauma going into the 2021-2022 school year. Supports have been increased to target our unduplicated students and special education students and include technology, social-emotional and academic supports and programs, professional development, and ensuring that all teachers are CLAD certified to help support and guide our English Language Learners.

In order to address this condition of our unduplicated and special education students, we will develop and implement a new social-emotional learning program called SHINE, increase counseling services, supplement academic adopted programs through IXL, Mystery Science, Read Naturally and other academic support programs. These programs can be used as Tier I interventions for all students, but allow more targeted Tier II and Tier III interventions as well. The following goals and actions address additional supplemental supports.

Goal 2, Actions 1 & 3 and Goal 4, Actions 1-6 provide additional academic supports to help with learning loss mitigation.

Goal 2, Action 2 and Goal 3, Actions 1-4 provide additional social-emotional supports to help support students through trauma informed teaching.

These actions are being provided on an LEA-wide basis and we expect/hope that all students will benefit from increased academic and social-emotional support. However, because of the significantly lower academic achievement rates of special education and English

Language Learners, and because the actions meet needs most associated with the chronic stresses and experiences of these groups of disadvantaged status, we expect that academic performance and social-emotional reports from these groups students will increase significantly more than the average academic and social-emotional progress of all other 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 Washington Union School District is required to increase or improve services for EL, Foster Youth, and Low Income students by 2.39% which is equal to \$173,826 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Actions In the Local Control Accountability Plan -

In the plan you will see the following actions marked as not contributing, which are not included as part of the increased percentage: Goal 1, Actions 1-7 address providing basic services for all students, ensuring that English Learners, Foster Youth and Low Income students also have full access.

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage:

Goal 2 Actions 1-4 address access to a broad course of study, pupil achievement, and other local priorities regarding academic achievement for English Learners, Homeless/Foster Youth, and Low Income students.

Goal 3 Actions 1-3 address social-emotional well-being, parental engagement and involvement, pupil engagement, and school climate for English Learners, Foster Youth and Low Income families and students.

Goal 4 Actions 1-6 addressing access to a broad course of study, pupil achievement and engagement, school climate, and other pupil outcomes.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,519,628.00	\$2,698,576.00	\$142,027.00	\$210,595.00	\$9,570,826.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$7,875,731.00	\$1,695,095.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Base Instruction (Function 1000-1999)	\$3,862,620.00	\$1,481,784.00	\$29,652.00	\$176,754.00	\$5,550,810.00
1	2	All	Base Instruction Related (Function 2000-2999)	\$746,694.00	\$103,350.00	\$105,375.00		\$955,419.00
1	3	All	Base Pupil Services (3000-3999)	\$316,167.00	\$109,799.00			\$425,966.00
1	4	All	Base Ancillary to Instruction Services (4000-4999)	\$3,658.00	\$9,194.00	\$7,000.00		\$19,852.00
1	5	All	Base Community Services (5000-5999)	\$1,112.00				\$1,112.00
1	6	All	Base General Administration (Function 7000-7999)	\$723,861.00	\$31,952.00		\$3,939.00	\$759,752.00
1	7	All	Base Plant Services (8000-8999)	\$674,480.00	\$257,908.00			\$932,388.00
1	8	All	Other Outgo (9000-9999)	\$17,729.00	\$211,201.00			\$228,930.00
2	1	English Learners Foster Youth Low Income	Additional Personnel - Instruction (Function 1000-1999)	\$32,366.00				\$32,366.00
2	2	English Learners Foster Youth Low Income	Supplemental Rtl - Instruction (Function 1000-1999)	\$16,335.00				\$16,335.00
2	3	English Learners Foster Youth Low Income	Additional Instructional Materials (Function 1000-1999)	\$2,500.00				\$2,500.00
2	4	English Learners	CLAD to Support Instruction (Function 1000-1999)	\$20,000.00				\$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	School Counselor - Pupil Services (3000-3999)	\$92,141.00				\$92,141.00
3	2	English Learners Foster Youth Low Income	ParentSquare Communication - Instruction (Function 1000-1999)	\$3,980.00				\$3,980.00
3	3	English Learners Foster Youth Low Income	Free Meals - Pupil Services (3000-3999)	\$5,985.00				\$5,985.00
4	1	English Learners Foster Youth Low Income	Learning Loss Mitigation - Instruction (Function 1000-1999)		\$429,777.00		\$6,788.00	\$436,565.00
4	2	All	Instruction Related (Function 2000-2999)		\$7,743.00		\$1,481.00	\$9,224.00
4	3	All	Pupil Services (3000-3999)		\$55,700.00			\$55,700.00
4	4	All	General Administration (Function 7000-7999)		\$168.00		\$5,633.00	\$5,801.00
4	5	All	Professional Development - Instruction (Function 1000-1999)				\$16,000.00	\$16,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$173,307.00	\$609,872.00
LEA-wide Total:	\$173,307.00	\$609,872.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Additional Personnel - Instruction (Function 1000-1999)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,366.00	\$32,366.00
2	2	Supplemental Rtl - Instruction (Function 1000-1999)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,335.00	\$16,335.00
2	3	Additional Instructional Materials (Function 1000-1999)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$2,500.00
2	4	CLAD to Support Instruction (Function 1000-1999)	LEA-wide	English Learners	All Schools	\$20,000.00	\$20,000.00
3	1	School Counselor - Pupil Services (3000-3999)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,141.00	\$92,141.00
3	2	ParentSquare Communication - Instruction (Function 1000-1999)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,980.00	\$3,980.00
3	3	Free Meals - Pupil Services (3000-3999)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,985.00	\$5,985.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	1	Learning Loss Mitigation - Instruction (Function 1000-1999)	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$436,565.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[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.