

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
Natomas Pacific Pathways Prep High School	Tom Rutten Executive Director	trutten@natomasunified.org 916-567-5740

Plan Summary [2021-22]

General Information

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

The Natomas Pacific Pathways Preparatory High School (NP3 High) is a charter school authorized by the Natomas Unified School District. The School serves approximately 620 students. Seven of 10 NP3 High School students reside in the Natomas Unified School District's boundaries, with the remaining coming from outside of the area. The School's unduplicated pupils comprise 43% of the School's student body population. NP3 High promotes students who are thoughtful, prepared, and engaged citizens. The School emphasizes conceptual understanding, and teaches the Common Core State Standards through year-long themes. The School focus on understanding, evaluating, and creating with the goal of providing our children the tools for citizenship and life. NP3 High was recently recognized as a Gold Ribbon School, and received the Civic Learning Award for Excellence.

Reflections: Successes

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

NP3 HS continues to provide a high quality education to the diverse student population. A review of available data and reports shows that NP3 HS has performed well, for example, in 2019, NP3 High School received 2 BLUE indicators and 3 GREEN indicators on the 2019 California School Dashboard. Additionally, when comparing NP3 HS to 100 similar middle schools in California, NP3 MS ranks 18 on the ELA indicator, 5 on the Math indicator and first on the EL Progress indicator, Graduation Rate indicator, and College/Career indicator.

NP3 MS also performed well on the last given CAASPP test in 2019, with nearly 8 of 10 students meeting ELA standards which is above the County average (56%) and State average (57%). On the CAASPP Math test, 52% of NP3 MS students met standards, again above the County average (31%) and State average (32%).

When looking at the performance of individual student groups, every NP3 group outperformed similar students in the County and State with English Learners and African American students at NP3 more than twice as likely as similar students in the County to meet ELA standards.

On the CAASPP Math test, NP3 HS English Learners were more than 4 times as likely as similar students in the County and State to meet standards with 23% of NP3 HS students meeting standards and only 5% in the County and State.

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.

Not all NP3 student groups perform at the same level. Unique to NP3 HS is the fact that white students performed on lower on average among the 5 CA School Dashboard State indicators even though white students do perform about as well as or better than other student groups on the CAASPP test.

LCAP Highlights

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

This year has provided an incredible opportunity to reflect on educational practices and systems. NP3 HS has seen great success at educating diverse students in Sacramento, and has plans to not only continue to provide excellent educational programs but also to revise and improve them. Although the Pandemic created unprecedented challenges, it also shed a light on the important components of NP3 HS and led to to a renewed intentionality.

With this new LCAP, NP3 HS is launching four new school goals focused on continuously improving outcomes for students. 1) NP3 will provide an outstanding educational program that promotes a student-centered learning environment, student growth, and academic achievement. 2) NP3 will provide equitable access to a broad course of study that is rigorous, culturally responsive, and relevant to promoting globally minded and civically engaged students. 3) NP3 will provide all students with a rich variety of rigorous standards-aligned learning opportunities that promote college and career readiness and preparation for a productive future as citizens in a global society. 4) NP3 will provide a safe environment that cultivates emotional security, promotes the wellness of all students, and facilitates responsible decision-making where students feel connected and engaged in school.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

NP3 conducted a survey of our families in the Spring of 2020 and again in the Spring of 2021 to gather their feedback about distance learning. We communicate regularly with staff and families through a variety of methods including weekly Captain's Log (email), website updates, and regular communications from teachers. Staff facilitated a Back to School Night Online Orientation over Zoom on August 4. NP3 conducted a survey of our staff and families about the opening of schools and the new distance learning program implemented in 2020-2021. Safety meetings were held for both MS and HS families about in-person instruction as well.

A summary of the feedback provided by specific stakeholder groups.

Throughout the Pandemic, the primary concern among our families were the safety of their children followed by a desire to return to in-person learning as quickly as possible. Families were also concerned about maintaining connections between students and other students as well as students and staff and preferred "live" or synchronous teaching over asynchronous learning. Staff and families requested child-care assistance and many families needed computers and internet access at home for their children. Teachers requested support and training for teaching virtually and most people requested that schedules and other school structures remain as consistent as possible.

Through the annual LCAP survey, stakeholders shared strong support for NP3, instructional programs and supports for students. For example, 85% of Elementary staff 93% of parents said one of the things that makes NP3 schools great is the commitment to academic excellence and providing a comprehensive program that engages a diverse student population, and 95% of staff and 93% of parents also said that the positive school climate makes the school great. Students also had positive feelings about those two items, with slightly lower rates at 72% and 65% respectively. One hundred percent of staff, 95% of parents, and 87% of students reported that students are safe on campus. Also, one hundred percent of staff said that they feel welcome at the school, followed by 94% of parents and 78% of students.

Additionally, 95% of staff, 92% of parents, and 81% of students said that they feel confident that the school provides adequate support to students' families to help their students succeed. Most people feel that their ideas are valued, with 96% of staff, 84% of parents, and 73% of students agreeing that their ideas are valued and included in school plans. With regard to open-ended responses and feedback, there were a handful of comments about easier transportation to and from school with better drop-offs, after-school programs, social-emotional supports, and extra-curricular activities. Many people shared feedback about adding more art, music, and sports to both the middle and high schools.

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

NP3 staff rallied, worked collaboratively, listened to families, and learned lessons to better for distance learning in the 2020-21 school year. Based on NP3 stakeholder feedback, and shifting local/state/federal guidelines regarding the pandemic school plans remained flexible and changed to meet emerging needs. With a preference for face-to-face or "live instruction," NP3 staff made it a priority to provide this type of instruction for our students rather than asynchronous learning.

School leaders also prioritized stability and consistency, and therefore maintained school schedules and reopening plans as much as possible. Stakeholder input has led to a number of changes and additions to the plan for reopening schools in 2020-2021 including: purchase of technology devices and mifi internet devices for students; additional trainings provided to NP3 staff; and a focus on student engagement and support by teachers, counselors, and other staff; childcare assistance for staff. Moving forward, out of the Pandemic, the feedback from our stakeholders has also influenced school systems and processes and will be used to plan for changes in school structures using what we've learned through distance learning.

With the new three year LCAP, using stakeholder feedback and informed by student data, school leaders reflected on previous goals and established new schools to carry the school forward into the next few years. Along with maintaining goals focused on outstanding academic programs, preparing students for their future, and creating safe and engaging school environments, this year a new goal was developed, focused on civics education. This new goal reads: "NP3 will provide equitable access to a broad course of study that is rigorous, culturally responsive, and relevant to promoting globally minded and civically engaged students."

Goals and Actions

Goal

Goal #	Description
1	NP3 will provide an outstanding educational program that promotes a student-centered learning environment, student growth, and academic achievement.

An explanation of why the LEA has developed this goal.

NP3 Middle School has performed well as measured by the California School Dashboard and other measures of student performance but our ultimate focus is creating a student-centered learning environment where students can thrive. Higher levels of performance in high school means more students will be prepared for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students meeting ELA Standards	82% in 2019				87%
Percent of Students meeting Math Standards	52% in 2019				57%
CA School Dashboard ELA Indicator	Green - 70 Above Standard				Green or Blue
CA School Dashboard Math Indicator	Green - 7.9 Above Standard				Green or Blue
Appropriately Assigned Staff	100%				100%
Competitive Employee Salary	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Teacher Salaries	General Education Instructional Salaries, Benefits, Supplies, Services & Special Education	\$2,795,798.00	No
3	Supplies		\$186,924.00	No
4	Math Coach	Although NP3 had a GREEN indicator overall for math achievement performing 7.9 points above standard, low income students performed lower at 16.5 points below standard and a YELLOW indicator, indicating a need for more support in mathematics for unduplicated students.	\$58,540.00	Yes
5	Intervention Teacher	Part-time English intervention teacher to support students. Although NP3 had a GREEN indicator overall for ELA achievement performing 70 points above standard, low income students performed lower at 47.5 points above standard and a GREEN indicator, indicating a need for more support in English Language Arts for unduplicated students.	\$66,000.00	Yes
6	Additional Staffing Support	Instructional Stipends, Extra Assignments, Substitutes	\$55,000.00	No
8	Conferences		\$10,000.00	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.

Goals and Actions

Goal

Goal #	Description
2	NP3 will provide equitable access to a broad course of study that is rigorous, culturally responsive, and relevant to promoting globally minded and civically engaged students.

An explanation of why the LEA has developed this goal.

From elementary school, through middle school and high school, NP3 schools are committed to our vision to support a diverse, collaborative learning community where all students gain knowledge and skills necessary to thrive as global citizens. NP3's law-themed classes, college preparatory curriculum, and focus on civic education work together to develop engaged citizens. Students at NP3 think critically about the world around them and actively participate in their communities. NP3's curriculum is unique in that all students are required to take four years of law. The creation of a law-themed, college-preparatory high school developed out of the need to improve literacy and critical thinking skills among high school students, as well as foster civic education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to broad course of study	100% of students had access to broad course of study in 2020-2021				100%
Access to standards aligned curriculum	100% of students had access to standards aligned curriculum in 2020-2021				100%
Graduates completing State Seal of Biliteracy	23 graduates in 2020				20 or more graduates per year
State Seal of Civic Engagement	Establish Baseline in 2022				Establish Baseline in 2022

Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbooks	Ensure students have access to standards aligned curricular materials	\$42,528.00	No
2	Professional Consulting	All staff will receive PD in Culturally Responsive Curriculum and Pedagogy	\$22,800.00	Yes

Goal Analysis [2021-22]

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Goals and Actions

Goal

Goal #	Description
3	NP3 will provide all students with a rich variety of rigorous standards-aligned learning opportunities that promote college and career readiness and preparation for a productive future as citizens in a global society.

An explanation of why the LEA has developed this goal.

Preparing students for their future is a core component of the NP3 K-12 continuum. NP3 graduation requirements are closely aligned to the UC “a-g” requirements which enables nearly all of our students to graduate prepared for college. The focus on civics and law coupled with a rigorous curriculum set NP3 apart from traditional high schools. In creating a law-themed curriculum and college preparatory charter, the administration and core teaching staff researched the skills necessary to achieve success in a college environment. After meeting with university professors and deans, it became evident that students must engage in critical thinking, write frequently, and build literacy skills.

The field of law lends itself well to these stated objectives. In addition, the staff used data and research that demonstrates the decaying civic values among youth. In an article entitled, “The Civic Achievement Gap,” Meira Levinson discusses a gap in civic achievement between students of different races and socio-economic classes. She indicates that poor, non-white students demonstrate lower levels of political knowledge and civic participation than white students. With this information, it became clear that our community could benefit from law-related educational programs that stress literacy and civic education. Our student body is highly diverse and nearly half of our population receives free or reduced lunch. Our student body represents the groups that are traditionally not involved in civic activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator on CA School Dashboard	Very High on 2019 Dashboard with 85.4% making progress				Maintain Very High
Percent of English Learners Reclassified as Fluent English Proficient	2.4% of English Learners were Reclassified in 2020				Re-establish new baseline in 2022
SAT participation rate	new				Set Baseline in 2022

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students with access to Chromebooks	100% of students have access to Chromebooks				100%
Percent of 10th and 11th graders taking PSAT					100%
A-G Completion Rate	95% of graduates completed A-G requirements				Maintain 95% or above
Percent of 10th, 11th, and 12th graders who took AP exam	39% of students in grades 10, 11, or 12 took an AP exam in 2020				40%
Percent of AP tests passed	68% of tests were passed in 2020				70%
College going rate	85% of HS Completers enrolled in college in 2018				90%
College/Career Indicator on Ca School Dashboard	Blue with 82.1% Prepared				Green or Blue
Graduation Rate	99% graduated in 2020				100%
Grad Rate Indicator on CA School Dashboard	98.1% graduated in 2019				Green or Blue
College and Career Fairs	100% participation				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College Course Supports	Although NP3 had a BLUE indicator overall for the College and Career Indicator with 82.1% of students prepared, low income students performed lower at 78% prepared and a BLUE indicator, indicating a need to improve college and career readiness programs for unduplicated students with programs such as: Apple Ruth summer program College and Career summer workshop Books for ARC Dual Enrollment classes Sac State ACEs	\$46,000.00	Yes
2	Technology for Students	Purchase additional Chromebooks & other equipment, as well as, maintain existing equipment for a 1:1 student ratio. Unduplicated students are less likely to have personal resources at home for technology access. By providing 1:1 technology at NP3 a barrier is reduced, enabling unduplicated students to focus on learning in school.	\$87,000.00	Yes
3	College and Career Supports	Although NP3 had a BLUE indicator overall for the College and Career Indicator with 82.1% of students prepared, low income students performed lower at 78% prepared and a BLUE indicator, indicating a need to improve college and career readiness programs for unduplicated students with programs such as: Provide PSAT test for all 10th-11th graders SAT Class and SAT during the school day in Fall and Spring	\$10,000.00	Yes
4	College Field Trips	Although NP3 had a BLUE indicator overall for the College and Career Indicator with 82.1% of students prepared, low income students performed lower at 78% prepared and a BLUE indicator, indicating a need to improve college and career readiness programs for unduplicated students who are less likely to have families who attended college and less likely to have been on a college campus.	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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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	NP3 will provide a safe environment that cultivates emotional security, promotes the wellness of all students, and facilitates responsible decision-making where students feel connected and engaged in school.

An explanation of why the LEA has developed this goal.

NP3 staff are committed to ensuring the success of every student, which begins by developing a positive climate and culture for each student to thrive. When students social and emotional needs are taken care of greater academic achievement is a natural outcome. NP3 partners with our students' families to create engaging school environments. The goals adopted in our LCAP address increasing student achievement, preparing students for college and careers, engaging with our parents and families to support student success, and creating a safe and welcoming environment. Our model practice addresses all of these goals.

The culture of the school has been shaped by our commitment to service learning and our belief that college is attainable for all students. Students are explicitly taught how to engage in civil discourse and are given opportunities to debate and discuss controversial issues. Through the study of the law, and the implementation of Peer Court, students take ownership of their actions and treat one another with tremendous respect. The diversity of our student body is celebrated and students feel safe on our campus. This is a direct result of the law curriculum and advisory program. When students social and emotional needs are taken care of greater academic achievement is a natural outcome. The goals adopted in our LCAP address increasing student achievement, preparing students for college and careers, engaging with our parents and families to support student success, and creating a safe and welcoming environment. Our model practice addresses all of these goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Rate	To be determined in 2021-2022				95% or higher
Chronic Absentee Rate	2.3%				2% or lower
Suspension Rate on CA School Dashboard	Green in 2019 at 0.5%				Green or Blue and below 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students who feel Safe at School	87% (Completely True or Mostly True)				100%
Percent of Students who feel Welcome at School	78% (Completely True or Mostly True)				100%
Percent of Parents that complete the Annual Parent Survey	189 of 500 = 38%				50%
Percent of Parents who feel welcome at school	94%				100%
Percent of Parents who feel their ideas are valued and included in school plans	84%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Board Participation	Parent representation on NP3 Board	\$0.00	No
2	Parent Engagement	Parent Engagement to Improve Student Attendance Parent Engagement to Increase College Going Parent workshop on college attending requirements (UC/CSU A-G requirements) Parent notification on student absences through phone and email messaging Intervention conferences with students who are not achieving expected attendance & achievement levels Written notification to parents for students with excessive absences Wellness workshop for parents to address social emotional and health needs of teenagers		No

Action #	Title	Description	Total Funds	Contributing
3				
4	School Counseling	<p>Although NP3 had a GREEN indicator overall for Suspensions with a 0.5% suspension rate, low income students had lower performance with a YELLOW indicator and a 0.7% suspension rate, indicating a need for more support to improve student behaviors with programs and supports such as:</p> <ul style="list-style-type: none"> Social Emotional Staffing and Supports Maintain Psychologists & Behavior Support Specialists Rapid response program to support students in crisis Response to Intervention actions for social emotional supports Interventions to support students prior to suspension Maintain Safe and Civil Schools program at NP3 T-Dap vaccinations 	\$370,706.00	Yes
5	District Office Support	Human Resources, Attendance Software, Maintenance and Operations, Finance, Technology, Property and Liability Insurance	\$240,534.00	No
6	Custodial, Maintenance, Grounds Staff and Services		\$120,000.00	No
7	Implement Restorative Justice	Restorative Justice is a proven tool for repairing relationships after harmful behaviors. Although NP3 had a GREEN indicator overall for Suspensions with a 0.5% suspension rate, low income students had lower performance with a YELLOW indicator and a 0.7% suspension rate, indicating a need for more support to improve student behaviors and reduce suspensions for unduplicated students.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Transportation Services	NP3 provides transportation services for our students to reduce barriers to attend school for students who do not live within walking distance. This is a particularly important support for low income and foster students whose families may not have the time or resources to bring their children to school each day.	\$152,921.00	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.

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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.

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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
8.14%	\$493,535

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.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help NP3 be effective in meeting the goals and the identified needs of the unduplicated student groups.

In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their academic achievement was lower than the academic achievement for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will take actions to improve instruction and support for learning through a math coach and an intervention teacher to address some of the major causes of lower academic achievement, including lack of prior educational achievement, fewer family resources, and language acquisition challenges.

Goal 1, Actions 4 and 5 provide needed additional supports to help students struggling to learn core curriculum. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their academic achievement. However, because of the lower academic achievement for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of prior educational achievement, fewer family resources, and language acquisition challenges we expect that the academic achievement for our English Learners, Low Income Students, and Foster Youth students will increase more than the average academic achievement of all other students.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their chronic absentee rate was higher than the chronic absentee rate for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will take actions to increase the cultural awareness and responsiveness of our staff to address some of the major causes of higher chronic absentee rate, including lack of family challenges, financial issues, feelings of connectedness to school.

Goal 2, Actions 2 create more engagement and improved connections with their peers, staff and school. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their chronic absentee rate. However, because of the higher chronic absentee rate for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of family challenges, financial issues, feelings of connectedness to school we expect that the chronic absentee rate for our English Learners, Low Income Students, and Foster Youth students will increase more than the average chronic absentee rate of all other students.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their college and career readiness was higher than the college and career readiness for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will take actions to provide technology resources and opportunities for students to explore college options to address some of the major causes of higher college and career readiness, including lack of family challenges, financial issues, being the first in the family to attend college, .

Goal 3, Actions 1,2,3, and 4 provide students opportunities to learn about and visit colleges as well as having a Chromebook that can be used to access educational resources, conduct research, collaborate with others, write papers, and create works that demonstrate their learning. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their college and career readiness. However, because of the higher college and career readiness for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of family challenges, financial issues, being the first in the family to attend college, we expect that the college and career readiness for our English Learners, Low Income Students, and Foster Youth students will increase more than the average college and career readiness of all other students.

After assessing the needs, conditions, and circumstances of our English Learners, Low Income Students, and Foster Youth students, we learned that their suspension rate was higher than the suspension rate for all students. To address this condition of our English Learners, Low Income Students, and Foster Youth students, we will provide counseling supports, a school-wide focus on restorative justice, and transportation services to address some of the major causes of higher suspension rate, including lack of social emotional issues, connections with other students, and transportation to school.

Goal 4, Actions 4, 7, and 8 create better relationships and supports for our students and remove barriers to learning. These actions are being provided on a school-wide basis with the expectation that it will also benefit all students to improve their suspension rate. However, because of the higher suspension rate for these English Learners, Low Income Students, and Foster Youth, and because the actions meet needs most associated with the chronic stresses and experiences of social emotional issues, connections with other students, and transportation to school we expect that the suspension rate for our English Learners, Low Income Students, and Foster Youth students will increase more than the average suspension rate 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.

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$493,535 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 8.14%. Our LEA has demonstrated that it has met the 14% proportionality percentage by planning to expend more than the minimum required supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,150,361.00	\$131,890.00			\$4,282,251.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$120,000.00	\$4,162,251.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Certificated Teacher Salaries	\$2,795,798.00				\$2,795,798.00
1	3	All	Supplies	\$89,440.00	\$97,484.00			\$186,924.00
1	4	English Learners Foster Youth Low Income	Math Coach	\$58,540.00				\$58,540.00
1	5	English Learners Foster Youth Low Income	Intervention Teacher	\$66,000.00				\$66,000.00
1	6	All	Additional Staffing Support	\$55,000.00				\$55,000.00
1	8	All	Conferences	\$10,000.00				\$10,000.00
2	1	All	Textbooks	\$8,122.00	\$34,406.00			\$42,528.00
2	2	English Learners Foster Youth Low Income	Professional Consulting	\$22,800.00				\$22,800.00
3	1	English Learners Foster Youth Low Income	College Course Supports	\$46,000.00				\$46,000.00
3	2	English Learners Foster Youth Low Income	Technology for Students	\$87,000.00				\$87,000.00
3	3	English Learners Foster Youth Low Income	College and Career Supports	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	College Field Trips	\$2,500.00				\$2,500.00
4	1	All	Parent Board Participation					\$0.00
4	2	All	Parent Engagement					
4	4	English Learners Foster Youth Low Income	School Counseling	\$370,706.00				\$370,706.00
4	5	All	District Office Support	\$240,534.00				\$240,534.00
4	6	All	Custodial, Maintenance, Grounds Staff and Services	\$120,000.00				\$120,000.00
4	7	English Learners Foster Youth Low Income	Implement Restorative Justice	\$15,000.00				\$15,000.00
4	8	Foster Youth Low Income	Transportation Services	\$152,921.00				\$152,921.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$831,467.00	\$831,467.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$831,467.00	\$831,467.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Certificated Teacher Salaries			Specific Schools: NP3	\$2,795,798.00	\$2,795,798.00
1	4	Math Coach	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NP3	\$58,540.00	\$58,540.00
1	5	Intervention Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NP3	\$66,000.00	\$66,000.00
2	2	Professional Consulting	Schoolwide	English Learners Foster Youth Low Income		\$22,800.00	\$22,800.00
3	1	College Course Supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NP3	\$46,000.00	\$46,000.00
3	2	Technology for Students	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NP3	\$87,000.00	\$87,000.00
3	3	College and Career Supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NP3	\$10,000.00	\$10,000.00
3	4	College Field Trips	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NP3	\$2,500.00	\$2,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	2	Parent Engagement			Specific Schools: NP3		
4	4	School Counseling	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NP3	\$370,706.00	\$370,706.00
4	7	Implement Restorative Justice	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NP3	\$15,000.00	\$15,000.00
4	8	Transportation Services	Schoolwide	Foster Youth Low Income	Specific Schools: NP3	\$152,921.00	\$152,921.00

