



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
Sequoia Union Elementary Charter School	Ken Horn Superintendent-Principal	kenhorn@sequoiaunion.org (559) 564-2106

Plan Summary [2021-22]

General Information

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

Sequoia Union Elementary School District is a rural single site district consisting of a charter school (grades K-7) and a traditional elementary school (grade 8). The school has a rich history and serves as the center of the small community of Lemon Cove. Many local families have had multiple generations attend our school, and half of our staff either attended Sequoia Union themselves or had children matriculate through the district. Typical enrollment for the district is between 300 and 350 students, with over 40% of the student body coming from outside district boundaries. Families who choose to attend from outside the district cite the small class size, rural location, and family atmosphere of our campus. We offer an alternative to the stand-alone junior high school model that is available for grades 6-8 in neighboring communities.

Sequoia Union enjoys active parent volunteer groups as part of its Parent's Guild including the Parent Teacher Club and the Sports Boosters organization. These groups collectively raise upwards of \$30,000 each year for school field trips and other extracurricular activities.

The Sequoia Elementary Charter School focus is on accessing STEM through an agricultural lens. Last year the district acquired 5 acres of orchard land behind the school that the Board hopes to develop into a working farm site. This type of hands-on instruction is valued and has been requested by the surrounding community. Sequoia Union Elementary School District serves a population that is 43% socioeconomically

disadvantaged. Demographically the district serves a population that is mainly Caucasian, 65% and Hispanic, 32.5% with 2.5% falling into other demographic categories. Our percentage of English Learners has tripled in recent years increasing from fewer than 10 in the 18-19 school year to 32 by 20-21.

Reflections: Successes

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

Dashboard data for Sequoia Elementary Charter shows English Language Arts to be an area of continued success. Averages for the 18-19 school year show Charter students scored 8 points above standard in ELA, with 57% of students meeting or exceeding standards. Not included on the Dashboard but available on the CAASPP results website, the LEA's scores for the California Science Test were much higher than the state average and the average for Tulare County with 42.3% of our 5th and 8th graders scoring proficient on the exam.

When asked about successes, our stakeholders focused on areas not associated with the Dashboard, but the ways in which the LEA has weathered the COVID-19 pandemic successfully. Stakeholders considered Sequoia Union Elementary School District proactive in our approach to getting students back to campus for in person learning. Grades K-6 began hybrid in-person learning on October 26, 2020. Stakeholders credited the efforts of dedicated staff and administration for making this early return possible. Teachers of seventh and eighth grade students who were unable to return to campus until recently, cited the development of technology, research, independence and coping skills they witnessed in their students as positive side effects of this difficult time. Student surveys bear out these observations. In the Pulse Comprehensive Interim Well Being and Learning Conditions Survey administered to 4th - 8th graders in February 2021, 63% of students reported feeling happy frequently or always in the last month, even under pandemic lockdown conditions. The Sequoia Union community ranks as a positive learning environment for the majority of our students with 80% reporting that they feel safe at school and 81% feeling that they are treated with respect by their teachers.

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.

18-19 Dashboard data shows our general academic performance in all identified subgroups declining from previous highs. In English Language Arts, 17-18 Dashboard data has White students in the blue tier and Hispanic and Socioeconomically Disadvantaged students in the yellow tier. In 18-19 all groups dropped one performance tier, with White students falling to the green and Hispanic and Socioeconomically Disadvantaged students falling to the orange tier. The same results hold true for Math performance, with White students falling from the green to the yellow tier and Hispanic students falling from the yellow to the orange tier from 2018 to 2019. Much of this drop can be attributed to staffing instability, instructional configuration, and poor choice of staff assignment during the 2018-2019 school year, with students at nearly every tested grade level affected. Changes in administrative leadership, instructional configuration, and instructor assignments have been made with the hope of more positive results in the future.

Local data show that our population of English Language Learners has tripled in the last three years. Greater supports for these students on our campus are needed to address achievement gaps and support EL students in their acquisition of English. Additional training for our staff in basic principles of ELD through our continued association with the Tulare County Title III Consortium, as well as specific training in the ELD components of LEA adopted curriculum is needed.

Stakeholders identified a need for the LEA to adopt updated curriculum in Science, and at some grade levels, ELA and History. More training in both core curriculum products and teaching strategies was also identified as a priority. Pandemic related learning loss was a huge concern for all of our stakeholders with some form of academic intervention ranking high on their list of identified needs. Though Sequoia Union ranks high with our students as a safe and supportive place to learn and our community as a whole weathered the pandemic well, the need for additional mental health services for both students and staff to aid in recovery from the stressors of the last year was identified. A desire to return to offering elective and enrichment activities to our students after the truncated school day required by the pandemic, was also expressed by our stakeholders. Parents especially noted the positive effects these activities have on their students' engagement with the school. These are the activities that attracted a large portion of our student body to attend our school in the past and are important to the maintenance and future growth of Sequoia Elementary Charter. Lastly, though many elements of classroom technology have received upgrades on our campus in recent years, the aging desktop computers in classrooms can no longer run these newer more complex pieces of equipment. Updated computers are needed to handle all of the projectors, document cameras, webcams and sound systems that are required in a modern classroom.

LCAP Highlights

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

New and continued actions and expenditures added to this year's plan, focusing on supporting academic achievement, serving the needs of unduplicated pupils, and supporting the social and emotional needs of our students.

~A Student Success Center will be established which will use a Response to Intervention (RTI) model to assist students in recouping learning loss related to the COVID-19 pandemic. Specific intervention curriculum will be purchased for use with this program.

~A Learning Hub will provide academic support and enrichment to students after school hours. Transportation will be provided for students using the Learning Hub.

~Additional mental health support will be provided to students and staff through an added day of professional support on campus.

~A Learning Director (Year 1 stipend, Year 2 & 3 full time position) will support teachers in implementing curriculum, creating curriculum maps and pacing guides, using student data to drive instruction and creating effective professional learning communities.

~Sequoia Union will continue to employ an English Language Development Coordinator who will do intensive small group work with English Learners as well as maintain relationships with Spanish speaking families.

~We will continue to participate in the TCOE ELD Consortium in order to provide ongoing support to our teachers in English language instruction techniques.

~Additional funds will be directed toward building capacity in our staff, with money for training in Universal Design for Learning, core curriculum products and off-site conference attendance included in the plan.

New actions related to our Charter School focus on STEM through the lense of Agriculture are also included in the plan.

~Funds will be used to pay for personnel and materials to help develop acreage recently donated to our campus into a working agricultural site.

~New state adopted NGSS compliant curriculum will be adopted to help further our mission of increasing our science scores.

~Materials to support hands on project based science learning will be purchased to support newly adopted NGSS curriculum.

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.

Engaging stakeholders was challenging in this year of social distancing when adults other than school personnel were generally not allowed on campus. Sequoia Union Elementary School District relied heavily on our School Site Council (which also serves as our ELAC/DLAC and PAC) as well as parent and staff surveys and LCAP Committee planning meetings.

This year our School Site Council met on the following dates:

November 19, 2020
December 1, 2020
January 5, 2021
February 2, 2021
March 2, 2021
April 13, 2021
May 4, 2021

The LCAP Planning Committee composed of parents, teachers, and classified school staff met on the following dates:

March 4, 2021
March 11, 2021
March 18, 2021
March 24, 2021
April 22, 2021

The meeting on March 24th included all school staff and featured a review of the committee's work thus far including draft goals.

A generalized Staff Climate Survey was sent to staff and a Needs Assessment survey for parents were both sent out on February 10, 2021. A survey asking stakeholders to review draft LCAP goals and rate possible actions was sent out on March 24th, 2021 to all school staff, board members and members of the Parent's Guild.

The Draft LCAP was presented to the School Site Council for feedback June 1, 2021 and presented to the school board on May 25, 2021.

A summary of the feedback provided by specific stakeholder groups.

Parents, teachers and other staff agreed on a surprising number of needs for our school. The creation of an intervention program, prioritization of elective, enrichment and extracurricular activities ranked highly in both parent and teacher surveys. Some staff expressed a desire for more academic rigor and an additional teacher in the middle school. An unexpected outcome of stakeholder engagement was the finding that all teaching staff ranked adoption of and training in new curriculum in Science, ELA and/or History as the highest academic

priority. Environmentally, teacher technology and mental health services were of the greatest concern to teachers. Some staff stated that with the pandemic restraints and a new administrator, the campus lacked the family atmosphere it had in past years.

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

Stakeholder Input: Request an extra middle school teacher, so there would be two teachers in all grade levels. Outcome: the new LCAP adds additional teachers so there are two per grade level. Stakeholder input: Request for new adoptions in ELA, History, and Science. Outcome: the new LCAP adds that purchase new curriculum adoptions for ELA, History, and Science. Stakeholder input: Request for teachers to be trained in new adopted and existing adopted state curriculum. Outcome: the new LCAP adds professional development training for teachers in newly adopted state curriculum. Stakeholder input: Request for new teacher technology. Outcome: the new LCAP adds funds to purchase new computers for each classroom teacher (tower - not laptop). Stakeholder input: Request additional mental health services. Outcome: the new LCAP adds funds for an additional mental health service provider.

Goals and Actions

Goal

Goal #	Description
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. (State Priorities 2, 3 & 7)

An explanation of why the LEA has developed this goal.

This goal addresses the backward slide that Sequoia Elementary Charter experienced in ELA and Mathematics scores on the CAASPP in 2018-2019. With its Charter School focus on STEM through the lens of agriculture, the LEA chose to include Science scores in this goal as well. Now that the CAST is set to be administered yearly, there will be a consistent data source with which to measure this portion of the goal. In addition, the integration of ELA and Math skills with the hands on learning that the Sciences require furthers the adopted mission statement of the District.

The COVID 19 Pandemic has caused lack of growth or declines in nearly all academic areas due to the limitations of remote learning. This goal includes both targeted and comprehensive academic support to provide additional help to those unduplicated pupils who may need extra assistance in their efforts to overcome the deficits of the last year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students and subgroups will show growth towards meeting/ exceeding standards on the California Assessment of Student Progress and Performance.	All Students 2018-2019 50.27% met or exceeded standard for ELA 34.39% met or exceeded standard for Math 42.86% met or exceeded standard for Science				All students metric will grow by 3% a year in ELA and Math. 2% a year in Science. English Learner Metric will improve by 1% a year. Hispanic/Latino Students will improve by 2% a year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners 2018-2019 7.69% met or exceeded standard for ELA 0.0% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2018-2019 39.68% met or exceeded standard for ELA 20.63% met or exceeded standard for Math 35.71% met or exceeded standard for Science</p> <p>Socioeconomically Disadvantaged 2018-2019 38.75% met or exceeded standard for ELA 18.75% met or exceeded standard for Math 33.34% met or exceeded standard for Science</p>				<p>Socioeconomically Disadvantaged students will improve their scores by 2% a year.</p>
All teachers are appropriately	All teachers are appropriately				All teachers are appropriately

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching.	assigned and fully credentialed.				assigned and credentialed.
English Language Learners will increase proficiency as measured by the ELPAC.	22.22% of English Language Learners scored proficient on the ELPAC in 2018-2019				32% of English Language Learners will score proficient on the ELPAC.
Reclassification of English Language Learners will increase.	Two English Learners were Reclassified Fluent English Proficient for the 2019-2020 school year, for a reclassification rate of 7%				English Language Learners will be reclassified at a rate of 12% a year.
Students identified for intervention with the Student Success Center will show growth on locally administered assessments.	Baseline will be established at the beginning of Year 1 through initial administration of local assessments.				Students in the Intervention program will move up one RTI tier per year in the program.
All teachers will be trained in core curriculum programs.	Nine teachers, or 47% of certificated staff for the 20-21 school year have not been formally trained in the core adopted curriculum used at Sequoia Union Elementary Charter.				All teachers will be trained in core curriculum programs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																		
Students will show growth in ELA and Math on locally administered benchmark assessments.	<p>20-21 Renaissance STAR Consolidated Status Report</p> <table border="1"> <tr> <td>MathSS</td> <td>Ch</td> <td></td> </tr> <tr> <td>ReadingSS</td> <td>Ch</td> <td></td> </tr> <tr> <td>In.</td> <td>W</td> <td>In.</td> </tr> <tr> <td>W</td> <td></td> <td></td> </tr> <tr> <td>Grade 3</td> <td>522 537</td> <td>+15</td> </tr> <tr> <td></td> <td>362 370</td> <td>+8</td> </tr> <tr> <td>Grade 4</td> <td>590 592</td> <td>+2</td> </tr> <tr> <td></td> <td>421 489</td> <td>+68</td> </tr> <tr> <td>Grade 5</td> <td>672 700</td> <td>+28</td> </tr> <tr> <td></td> <td>571 607</td> <td>+36</td> </tr> <tr> <td>Grade 6</td> <td>702 722</td> <td>+20</td> </tr> <tr> <td></td> <td>609 656</td> <td>+47</td> </tr> <tr> <td>Grade 7</td> <td>690 759</td> <td>+69</td> </tr> <tr> <td></td> <td>606 588</td> <td>-18</td> </tr> <tr> <td>Grade 8</td> <td>759 710</td> <td>-49</td> </tr> <tr> <td></td> <td>672 631</td> <td>-41</td> </tr> </table> <p>20-21 Renaissance STAR Consolidated Assessment Proficiency Report</p> <table border="1"> <tr> <td colspan="2">Reading Proficiency</td> </tr> <tr> <td colspan="2">At/Above 50PR</td> </tr> <tr> <td colspan="2">Below 50PR</td> </tr> <tr> <td>Total #</td> <td>%</td> </tr> <tr> <td>Total#</td> <td>%</td> </tr> <tr> <td>Grade 3</td> <td>20</td> </tr> <tr> <td></td> <td>48%</td> </tr> <tr> <td></td> <td>22</td> </tr> <tr> <td></td> <td>52%</td> </tr> </table>	MathSS	Ch		ReadingSS	Ch		In.	W	In.	W			Grade 3	522 537	+15		362 370	+8	Grade 4	590 592	+2		421 489	+68	Grade 5	672 700	+28		571 607	+36	Grade 6	702 722	+20		609 656	+47	Grade 7	690 759	+69		606 588	-18	Grade 8	759 710	-49		672 631	-41	Reading Proficiency		At/Above 50PR		Below 50PR		Total #	%	Total#	%	Grade 3	20		48%		22		52%				<p>Average Scaled Score (SS) per grade level, as shown on the Renaissance STAR Consolidated Status Report will increase by at least 25 SS points a year, from the Initial (In.) testing to the final testing of the year, Winter (W) or Spring (S), with change being represented by Ch + or -.</p> <p>Percent of students in each grade level achieving proficiency at or above 50PR as shown on the Year End Consolidated Assessment Proficiency Report will increase by 3% a year.</p>
MathSS	Ch																																																																						
ReadingSS	Ch																																																																						
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 4 17 52% 16 48%				
	Grade 5 22 59% 15 41%				
	Grade 6 15 37% 26 63%				
	Grade 7 10 30% 23 70%				
	Grade 8 5 24% 16 76%				
	Math Proficiency At/Above 50PR Below 50PR Total # % Total# %				
	Grade 3 21 50% 21 50%				
	Grade 4 17 49% 18 51%				
	Grade 5 21 58% 15 42%				
	Grade 6 20 43% 26 57%				
	Grade 7 15 44% 19 56%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 8 26% 74%	6 17			

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Success Center	This action will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist students in recouping pandemic related learning loss in both ELA and Mathematics. (Year 1: ESSER II & ESSER III Years 2 & 3: Supplemental and Concentration)	\$81,257.00	Yes
2	Training in Core Curriculum Programs	This action will provide training to teachers in core curriculum products. This training will ensure that our teachers are familiar with all of the resources that are available to them to address their students varying needs. (Title II, LCFF Supplemental and Concentration)	\$8,900.00	No
3	Curriculum Adoptions	Adoption of state adopted NGSS aligned science curriculum, and ongoing ELA and social studies curriculum. (Restricted Lottery Funds)	\$86,330.00	No

Action #	Title	Description	Total Funds	Contributing
4	Learning Director/Coach	<p>This position will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will also provide support to teachers in interpreting assessment data and using that data to guide their instruction. First year stipend for current teacher to assist with these duties, with the goal of being a fully funded full time position in Year 2.</p> <p>(Year 1: LCFF Supplemental and Concentration, Years 2 & 3: 30% Title II, 70% Supplemental and Concentration)</p>	\$8,900.00	Yes
5	English Language Development Training for all Teachers	<p>As our English Learner population continues to grow, our partnership with the TCOE Title III ELD Consortium will allow our teachers to receive additional training and guidance as they work to support English Learners in the classroom. Title III funds incurred by the LEA go directly into the consortium.</p> <p>(Title III)</p>	\$0.00	Yes
7	EL Coordinator	<p>The English Language Development Coordinator conducts intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process of redesignating students.</p> <p>(Title I)</p>	\$46,176.76	Yes
8	Curriculum & Assessment Coordinator	<p>The Curriculum & Assessment Coordinator helps facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms, and schedules training</p>	\$18,965.90	Yes

Action #	Title	Description	Total Funds	Contributing
		and professional development related to current curriculum. This position also coordinates administration of the CAASPP for ELA, Math and Science as well as the Smarter Balanced Interim Assessments. (LCFF Supplemental & Concentration)		
9	Response to Intervention Supplemental Curricular Materials and Programs	Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps in areas identified by those benchmarks. This supplemental intervention will complement and augment the core program offered in the Student Success Center. (Year 1: ESSER II, Years 2 & 3: LCFF Supplemental and Concentration)	\$20,025.00	Yes
10	Response To Intervention Supplemental Curriculum Training	Training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of unduplicated pupils. (Year 1: ESSER II)	\$4,450.00	Yes
11	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas. (Title I)	\$69,355.92	Yes
12	Retention of Highly Qualified Teachers	Provides funds to retain highly qualified teachers to support quality education and academic achievement for unduplicated pupils, but ultimately benefiting all students.	\$89,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(LCFF Supplemental and Concentration)		
13	Off-Site Training and Conferences	Supplemental professional training and conferences to continue to develop staff expertise in their assigned subject matter/grade level and increase organizational capacity. (LCFF Supplemental and Concentration)	\$13,350.00	No
14	Response to Intervention Core Curriculum Training	Training for the Student Success Center Teacher and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention. (LCFF Supplemental and Concentration)	\$4,450.00	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
2	Sequoia Union Elementary School District will partner with parents and students to create a school climate that enriches and engages students, allowing them to reach their full potential as independent life-long learners. (State Priorities 4, 5, 6 & 8).

An explanation of why the LEA has developed this goal.

An engaging school climate cannot be created by one stakeholder group alone, it must be a partnership with all members of the school community. Changes due to COVID-19 restrictions have damaged our school climate which is integral to attracting families from outside the LEA's boundaries. Resumption of and augmentation to enrichment programs like band, drama, academic competitions, electives for middle school students and hands on agricultural activities have consistently been requested by students, parents and teachers. These are the types of activities that keep our students and families actively engaged in our school community, and are easily ranked as the highest priority among all stakeholder groups.

Communication between school staff, students and parents has been a concern on campus for some time. Communication is crucial to the continuing partnership and engagement of all stakeholders. Continued investment in tools such as our Student Information System, School Messenger system, and website will help us to keep all stakeholders informed contributing to the goal of an inclusive school community.

Access to the print and digital resources available through continued funding of library services offers resources for teachers, and choice and variety in reading materials for students. Studies show that school libraries are crucial to creating a culture of literacy on campus. There is no public library in Lemon Cove, and many of our families are rurally located with limited transportation options. For some, the school library may be the only library that they have ever seen. Normalizing reading and research, both for fun and for academic purposes, engages students in the joy of learning and furthers the LEA's mission of creating independent life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey of students, currently the Pulse Student Comprehensive Interim Well Being	53% of students surveyed in grades 4-8 answered that they liked school				65% of surveyed students will report that they like school (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and Learning Conditions Survey, will show growth in the area of student engagement.	61% of parents surveyed answered that their child enjoys coming to school				75% of surveyed parents will report that their child likes coming to school (or similar question).
Annual survey of parents, currently the Sequoia Union Needs Assessment Survey, will show growth in the areas of school climate and communication with school staff.	81% of parents are comfortable contacting school staff if they have a concern 74% of parents say that communication is frequent, clear and two-way				85% of surveyed parents will report that they are comfortable contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).
Average daily attendance (ADA) will remain at 98% or higher	ADA for 19-20 was 98.7%				Average daily attendance will remain at 98% or higher
Chronic Absenteeism will decrease by .25%	Chronic absenteeism for 19-20 was 2.25%				Chronic absenteeism will decrease by .25 % and remain at 2% or below.
Maintain suspension rates in the Low category for all students and all subgroups on the California School Dashboard.	Suspension rate was 0% for the 19-20 school year.				Suspension rate will remain at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a 0% expulsion rate for all students and all subgroups.	Expulsion rate was 0% for the 19-20 school year.				Expulsion rate will remain at 0%
Maintain a 0% middle school dropout rate for all students and all subgroups.	Middle school dropout rate was 0% for the 19-20 school year.				Middle school dropout rate will remain at 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	STEM Through Agriculture	Stipends and materials for the continued development of our STEM through Agriculture program. (Yearly SRSA Grant)	\$35,324.10	No
2	Library Media Center	This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection. (LCFF Supplemental and Concentration)	\$25,365.00	No
3	Outside Enrichment Opportunities	This action allows for stipends, fees and other financial support for activities including the TCOE Spelling Bee, Poetry and Prose, Science Olympiad, Reading Revolution and National History Day Competitions, as well as a yearly drama production. (LCFF Base)	\$13,350.00	No

Action #	Title	Description	Total Funds	Contributing
4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences. (LCFF Supplemental and Concentration, Year 1: \$13,350 LEA total, Years 2 & 3: \$5,000 LEA total)	\$13,350.00	No
5	PowerSchool Student Information System	PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress. (LCFF Base)	\$7,031.00	No
6	Intrado School Messenger	This add-on product to the PowerSchool SIS allows for phone, email and text messaging with families. This product is crucial for keeping parents informed of important educational and social events on campus. (LCFF Base)	\$2,225.00	No
7	Attendance/Office Clerk	The attendance/office clerk is another avenue of communication with families. This position will help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting. (LCFF Base)	\$19,242.69	No

Action #	Title	Description	Total Funds	Contributing
8	Edlio Website Hosting	Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents. (LCFF Base)	\$2,225.00	No
9	Training in Differentiated Instruction and Universal Design for Learning	Training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. (LCFF Supplemental and Concentration)	\$8,900.00	Yes
10	Equipment for Electives	Equipment and supplies to assist in teaching afternoon elective classes. (Unrestricted Lottery)	\$4,450.00	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
3	Sequoia Union will maintain a physically safe and supportive environment where students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning. (State Priorities 1, 3 & 7)

An explanation of why the LEA has developed this goal.

Our previous LCAP did not include a goal that explicitly discussed the school environment. Stakeholders felt it was important to include a goal focused on all aspects of environment involved in the teaching and learning experience. Students must feel safe and supported in order to learn, and teachers must feel safe and supported in order to educate students effectively.

In addition to the basic needs of feeling safe and supported, the social and emotional turmoil resulting from the COVID-19 pandemic has increased the need for mental health support on our campus. Both teachers and students require additional resources to process and overcome the challenges they have encountered over the last year.

Technological and material resources are always in short supply on our small campus. Current funding formulas do not favor our school configuration and population, with the result that we are often forced to make due without. The technological and material resources portion of this goal will allow our school to enhance the teaching and learning experience by making sure each party has the tools they need to facilitate successful educational outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
When surveyed, a greater percentage of Sequoia Union students will report feeling safe at school.	59% of students in grades four and up felt safe at school "almost all the time" in the last month 29% of students in grades four and up felt safe at school "once in a while" or "almost				70% of students will feel safe at school "almost all the time" (or similar answer)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	never" within the last month				
When surveyed, a greater percentage of Sequoia Union staff will report feeling like they belong and feeling satisfied by their work.	Belonging - Agree or Somewhat Agree 82% Satisfied - Agree or Somewhat Agree 86%				Reported Belonging and Satisfaction with the working environment at Sequoia Union will increase
When surveyed, a smaller percentage of parents and students will report their school issued technology to be in fair or poor condition.	32% of parents surveyed rated the condition of their students' technological device to be in fair or poor condition.				The percent of parent's reporting that their student's device is in fair or poor condition will be reduced by 10%
When surveyed, a higher percentage of teachers will report having adequate tools and equipment to do their jobs.	86% of teachers agree or somewhat agree that they have adequate tools and equipment to do their jobs.				The percentage of teachers reporting that they have adequate tools and equipment to do their jobs will increase by 2% a year.
All students will have access to standards aligned instructional materials in accordance with Williams Act regulations.	0% of students lacking instructional materials				0% students lacking instructional materials
All Chromebooks/Tablets	Approximately 30 N21 Chromebooks				No devices older than five years will be in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in use in classrooms and checked out to students will be less than five years old.	purchased in 2015 and 2016 are still in circulation during the 20-21 school year.				use on the Sequoia Union Charter School campus.
Facilities will maintain a "Good" ranking on the Williams Facilities Inspection Tool	Overall summary ranking for the 20-21 school year was Good as reported in the SARC.				Facilities will continue to be ranked "Good"

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling/ Social Services	<p>As we begin the work of recovering from the effects of the pandemic, students and teachers need greater emotional support than ever before. This action will allow for a mental health professional to serve our campus one additional day per week. Together with our current one day per week social worker and one and a half day per week school psychologist will allow greater access to these services to both students and staff.</p> <p>(Year 1: ESSER III, Years 2 & 3: LCFF Supplemental and Concentration)</p>	\$22,250.00	Yes
2	Chromebooks and Tablets for Students	<p>This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow students to access the digital content that is part of all adopted curriculum programs. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge.</p> <p>(LCFF Base)</p>	\$22,250.00	No

Action #	Title	Description	Total Funds	Contributing
3	Desktop Computers for Classrooms	The average age of desktops in classrooms is estimated to be 10 years old, demonstrating the dire need for this action. This action will purchase new desktop computers for teachers. No cycle has previously been established to replace teach devices at regular intervals. (ESSER III)	\$22,250.00	No
4	Support Staff Professional Development in De-Escalation Strategies	Training for support staff in de-escalation strategies to assist in more positive interactions with students. (Classified Staff Development Grant)	\$2,670.00	No
5	School Safety and Mandated Programs	Training fees, programs, materials and supplies for meeting the LEA's obligations to educate staff and students in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment. (LCFF Base)	\$4,450.00	No
6	Campus Technological Support	Technology support person on campus two days a week to support school tech needs including issues with the network, servers, hardware set-up and repair. (LCFF Base)	\$21,360.00	No

Action #	Title	Description	Total Funds	Contributing
7	After School Learning Hub	A Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for students who are below grade level in reading or math and also for student enrichment. Technology, high-speed internet and other academic supports will be provided. Transportation will be offered for students participating in the After School Learning Hub who need transportation. (Year 1: ELO, Years 2 & 3: Supplemental and Concentration)	\$10,235.00	Yes
8	School Nurse LVN	Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. (LCFF Supplemental and Concentration)	\$43,610.00	No
9	Digital Monitoring Software	Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity. (LCFF Base)	\$1,780.00	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
8.97%	\$240,438

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

Sequoia Union Charter School is projected to receive \$240,438 in Supplemental and Concentration Grant Funds. The Charter's Minimum Proportionality Percentage for Low-Income students, English Learner students, Foster Youth and Homeless students is 8.97%. Sequoia Union Charter School is addressing minimal proportionality requirements by providing direct services, specifically to unduplicated students, including additional services added. The needs of Sequoia Union Charter School's English Learner students, Low-Income students, Foster Youth and Homeless students, are considered first with all of the actions listed below provided to the entire school. Through Sequoia Union's Charter School's metric results, listening to stakeholder groups, looking at the data from school surveys, the following needs have been addressed for our English Learner students, Low-Income students, Foster Youth and Homeless students:

Goal 1 - Actions:

Sequoia Union's Low-Income students, English Learner students, Foster Youth and Homeless students all performed in the Orange Category on the most recent (2018-19) CAASPP Assessment in the area of English Language Arts (ELA) and Math. The following Actions will help boost English Learner students, Low-Income students, Foster Youth and Homeless students in the areas of ELA and Math:

*Student Success Center (SSC) will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist English Learner students, Low-Income students, and Foster Youth and Homeless students in recouping pandemic related learning loss in both ELA and Mathematics.

*Learning Director-Coach will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement for English Learner students, Low-Income students, and Foster Youth and Homeless students on our campus. The Learning Director/Coach will also provide support to teachers in interpreting assessment data and using that data to guide their instruction. and interventions for English Learner students, Low-Income students, and Foster Youth and Homeless students.

*English Language Development Training for all teachers will help our English Learner student population, as our English Learner student population continues to grow, our partnership with the TCOE Title III ELD Consortium will allow our teachers to receive additional training and guidance as they work to support English Learners in the classroom.

*English Language Coordinator will conduct intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process of re-designating students.

*Curriculum and Assessment Coordinator will help facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms that will help increase achievement for English Learner students, Low-Income students, Foster Youth and Homeless students. The Curriculum and Assessment Coordinator will schedule trainings and professional development related to current curriculum and this will help increase student achievement for English Learner students, Low-Income students, Foster Youth and Homeless students.

*Response to Intervention Supplemental Curricular Materials and Programs. This Action will provide Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps of English Learner students, Low-Income students, Foster Youth and Homeless students in areas identified by those benchmarks. This supplemental intervention for English Learner students, Low-Income students, Foster Youth and Homeless students will complement and augment the core intervention system program offered in the Student Success Center.

*Response To Intervention Supplemental Curriculum Training. This training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of English Learner students, Low-Income students, Foster Youth and Homeless students.

*Classified Personnel. This will use Classified salaries for paraprofessionals to support English Learner students, Low-Income students, Foster Youth and Homeless students in all academic areas for increased student achievement for these students.

*Retention of High Qualified Teachers. This provides funds to retain highly qualified teachers to support quality education and academic achievement for English Learner students, Low-Income students, Foster Youth and Homeless students, and it will ultimately benefit all students.

*Response to Intervention Core Curriculum Training. This will provide training for the Student Success Center Teacher and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention of English Learner students, Low-Income students, Foster Youth and Homeless students who are one year or more behind in ELA and Math.

Goal 2 - Actions:

Sequoia Union Charter School will partner with parents and students to create a school climate that enriches and engages English Learner students, Low-Income students, Foster Youth and Homeless students and allowing them to reach their full potential as independent life-long learners.

*Training in Differentiated Instruction and Universal Design for Learning. This training and support for teachers to design lessons that are accessible to English Learner students, Low-Income students, Foster Youth and Homeless students and thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level.

Goal 3 - Actions:

Sequoia Union Charter School will maintain a physically safe and supportive environment where English Learner students, Low-Income students, Foster Youth and Homeless students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning.

*Counseling/Social Services. This will provide help to English Learner students, Low-Income students, Foster Youth and Homeless students who need greater emotional support than ever before due to the COVID-19 pandemic. This action will allow for a mental health professional to serve our campus one additional day per week. Together with our current one day per week social worker and one and a half day per week school psychologist will allow greater access to these services to English Learner students, Low-Income students, Foster Youth and Homeless students.

*After School Learning Hub. This After School Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for English Learner students, Low-Income students, Foster Youth and Homeless students who are below grade level in reading or math. Technology, high-speed internet and other academic supports will be provided. Transportation will be offered for students participating in the After School Learning Hub who need transportation.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$301,301.49	\$103,685.00		\$328,491.88	\$733,478.37

Totals:	Total Personnel	Total Non-personnel
Totals:	\$380,717.97	\$352,760.40

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Student Success Center				\$81,257.00	\$81,257.00
1	2	All	Training in Core Curriculum Programs	\$3,746.90			\$5,153.10	\$8,900.00
1	3	All	Curriculum Adoptions		\$86,330.00			\$86,330.00
1	4	English Learners Foster Youth Low Income	Learning Director/Coach	\$8,900.00				\$8,900.00
1	5	English Learners	English Language Development Training for all Teachers					\$0.00
1	7	English Learners	EL Coordinator				\$46,176.76	\$46,176.76
1	8	English Learners Foster Youth Low Income	Curriculum & Assessment Coordinator	\$18,965.90				\$18,965.90
1	9	English Learners Foster Youth Low Income	Response to Intervention Supplemental Curricular Materials and Programs				\$20,025.00	\$20,025.00
1	10	English Learners Foster Youth Low Income	Response To Intervention Supplemental Curriculum Training				\$4,450.00	\$4,450.00
1	11	English Learners Foster Youth Low Income	Classified Personnel				\$69,355.92	\$69,355.92

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	Retention of Highly Qualified Teachers	\$89,000.00				\$89,000.00
1	13	All	Off-Site Training and Conferences	\$13,350.00				\$13,350.00
1	14	English Learners Foster Youth Low Income	Response to Intervention Core Curriculum Training	\$4,450.00				\$4,450.00
2	1	All	STEM Through Agriculture				\$35,324.10	\$35,324.10
2	2	All	Library Media Center	\$25,365.00				\$25,365.00
2	3	All	Outside Enrichment Opportunities	\$13,350.00				\$13,350.00
2	4	All	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	\$13,350.00				\$13,350.00
2	5	All	PowerSchool Student Information System	\$7,031.00				\$7,031.00
2	6	All	Intrado School Messenger	\$2,225.00				\$2,225.00
2	7	All	Attendance/Office Clerk	\$19,242.69				\$19,242.69
2	8	All	Edlio Website Hosting	\$2,225.00				\$2,225.00
2	9	English Learners Foster Youth Low Income	Training in Differentiated Instruction and Universal Design for Learning	\$8,900.00				\$8,900.00
2	10	All	Equipment for Electives		\$4,450.00			\$4,450.00
3	1	English Learners Foster Youth Low Income	Counseling/ Social Services				\$22,250.00	\$22,250.00
3	2	All	Chromebooks and Tablets for Students				\$22,250.00	\$22,250.00
3	3	All	Desktop Computers for Classrooms				\$22,250.00	\$22,250.00
3	4	All	Support Staff Professional Development in De-Escalation Strategies		\$2,670.00			\$2,670.00
3	5	All	School Safety and Mandated Programs	\$4,450.00				\$4,450.00
3	6	All	Campus Technological Support	\$21,360.00				\$21,360.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	English Learners Foster Youth Low Income	After School Learning Hub		\$10,235.00			\$10,235.00
3	8	All	School Nurse LVN	\$43,610.00				\$43,610.00
3	9	All	Digital Monitoring Software	\$1,780.00				\$1,780.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$130,215.90	\$383,965.58
LEA-wide Total:	\$130,215.90	\$383,965.58
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
1	1	Student Success Center	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$81,257.00
1	4	Learning Director/Coach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,900.00	\$8,900.00
1	5	English Language Development Training for all Teachers	LEA-wide	English Learners	All Schools		\$0.00
1	7	EL Coordinator	LEA-wide	English Learners	All Schools		\$46,176.76
1	8	Curriculum & Assessment Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,965.90	\$18,965.90
1	9	Response to Intervention Supplemental Curricular Materials and Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$20,025.00
1	10	Response To Intervention Supplemental Curriculum Training	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,450.00
1	11	Classified Personnel	LEA-wide	English Learners	All Schools		\$69,355.92

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
1	12	Retention of Highly Qualified Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,000.00	\$89,000.00
1	14	Response to Intervention Core Curriculum Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,450.00	\$4,450.00
2	9	Training in Differentiated Instruction and Universal Design for Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,900.00	\$8,900.00
3	1	Counseling/ Social Services	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$22,250.00
3	7	After School Learning Hub	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,235.00

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.